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NEW YORK TEACHER PREP PROGRAMS RATED IN NCTQ'S 2018 TEACHER PREP REVIEW

CUNY - Hunter College, CUNY - Lehman College, and College of Saint Rose earn high distinction

*RATINGS HIGHLIGHT DISCONNECT between PREPARATION TEACHERS GET and
REAL DEMANDS OF TEACHING; LACK OF PREP MAY CONTRIBUTE TO FLAT NAEP
RESULTS*

Washington DC – Today, the National Council on Teacher Quality (NCTQ) releases its [latest ratings for traditional graduate and alternative route programs](#) preparing either elementary or secondary teachers, including 78 traditional graduate programs and four alternative route programs based in New York.

Teacher Prep Review results for New York

Highest ranked elementary programs (national percentile out of 194 programs):

- CUNY Hunter College: Childhood Education, Grades 1-6, MEd (97th)
- College of Saint Rose (96th)
- CUNY - Lehman College (94th)
- CUNY - Hunter College (93rd)
- Touro College (92nd)
- SUNY - Potsdam (91st)
- Sage Colleges (91st)

Highest ranked secondary programs (national percentile out of 406 programs):

- CUNY - Hunter College (99th)
- CUNY - Lehman College (99th)
- SUNY University at Buffalo (96th)
- CUNY - Brooklyn College (95th)
- Teaching Residents at Teachers College (95th)
- Long Island University - C. W. Post (94th)
- Relay Graduate School of Education (94th)
- NYC Teaching Collaborative (91st)
- SUNY - University at Albany (90th)

Programs earn top marks for having strong admission criteria and providing candidates with both the content knowledge and instructional techniques needed to enter the classroom ready to teach. The best programs do more to instill classroom management skills and systematically provide high-quality practice opportunities.

The full list of New York's graduate and alternative route programs can be found [here](#).

Key Findings for New York

- Programs' preparation of **elementary teachers** is particularly haphazard.
 - Only 22 percent of the elementary programs provide basic instruction in how to teach young children to read, matching the national average.
 - Of the 38 programs reviewed, only **CUNY Hunter College: Childhood Education, Grades 1-6, MEd** attends to the specific math content elementary teachers need. Nationally, just 1 percent of programs provide such content, under the mistaken impression that elementary mathematics does not require specialized coursework.
 - Programs either presume subject matter knowledge in science and social studies or discount its importance, as not a single New York program adequately screens elementary candidates for content knowledge in these subjects. Eighteen percent do so nationally.
- **High school teacher preparation** is mixed. Compared to other states, New York is better in some ways and worse in others.
 - Out of 40 programs in New York, only 20 percent ensure social studies teachers possess adequate content knowledge. Nationally, 39 percent of programs address the need for social studies teachers to know multiple subjects through adequate admissions screening or by requiring candidates to complete additional subject area coursework.
 - New York effectively ensures adequate content knowledge for all science teachers through state policy that limits science certifications to individual subjects such as biology, instead of allowing teachers to obtain a general certification that allows them to teach all sciences.
 - All high school teachers should take a course in the best ways to teach their specific subject. With 88 percent of programs requiring such coursework, New York exceeds the national rate of 70 percent.
- With all the emphasis on providing teacher candidates with more and better practice, few New York programs (6 percent, matching the national average) pay sufficient attention to basic indicators of quality such as the teaching skills of the classroom mentor and providing regular observations and feedback to each candidate. The need to build classroom management skills is often overlooked, with only 16 percent (similar to the national rate of 15 percent) of programs adequately verifying the competency of candidates.
- Notably, 64 percent of graduate and alternative route programs in New York -- twice the rate of the next best state -- effectively evaluate applicants' suitability through a combination of GPA requirements, a standardized test, and an audition. This vastly exceeds the 16 percent of the post-baccalaureate programs to do so nationally.

A full analysis of the findings can be found [here](#).

Recommendations: Based on these findings, programs need to take several essential steps to provide stronger training to aspiring teachers.

1. Focus relentlessly on the need for future elementary teachers to be ready to teach reading and math, the two most important aspects of their job.
2. Prescreen applicants to make sure they already know the core content they will teach—or be prepared to prescribe the necessary remediation.
3. Programs should better use student teaching and internships as an opportunity to give constructive, targeted feedback on specific classroom management strategies that are found to be universally effective.

“By better aligning teacher preparation with the real demands of teaching, New York’s teacher prep programs could play a major role in boosting the quality of new teachers in the state and improving learning in schools. What a privilege and opportunity this represents,” commented Kate Walsh, president of the National Council on Teacher Quality. “As the new NAEP results suggest, the status quo in training teachers is simply insufficient for our students’ needs.”

To schedule an interview with Rob Rickenbrode, Senior Managing Director of Teacher Prep Strategies, please contact Eric Duncan at eduncan@nctq.org or (202) 393-0020 ext. 130.

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About the National Council on Teacher Quality:

The National Council on Teacher Quality (NCTQ) is a nonpartisan research and policy group committed to modernizing the teaching profession and based on the belief that all children deserve effective teachers. NCTQ is the nation’s expert on the quality of teacher preparation programs and evaluates national teacher education against evidence-based criteria. More information about NCTQ can be found on our website, www.nctq.org