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## **NCTQ RELEASES 2018 TEACHER PREP REVIEW**

*Oral Roberts University ranks in the 71st percentile of secondary programs*

*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](#).

Programs were assessed on a number of key factors such as how well they assess teachers' subject matter content knowledge, classroom management, and the need for practice. Among the 406 traditional graduate and alternative route secondary programs reviewed nationally, **Oral Roberts University** ranked in the 71st percentile.

### **Key Findings**

- Programs frequently struggle to ensure high school teachers are adequately screened or complete additional coursework in their subject area. Nationally, only 36 percent of programs address the need for both science and social studies teachers to know multiple subjects. **Oral Roberts University** provides a good example of this issue, as the program adequately prepares science teachers, but struggles to ensure content knowledge for social studies teachers.
- All high school teachers should take a course in the best ways to teach a specific subject, yet 29 percent of programs nationally fail to require such coursework.
- With all the emphasis on providing teacher candidates with more and better practice, few programs (6 percent nationally) 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 similarly overlooked, with only 15 percent of programs in the sample adequately verifying the competency of candidates. Oklahoma is no exception.

Detailed analyses of all the Oklahoma programs NCTQ has examined are [here](#).

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

1. Prescreen applicants to make sure they already know the core content they will teach—or be prepared to prescribe the necessary remediation.
2. Better use student teaching and internships as opportunities to give constructive, targeted feedback on specific classroom management strategies that are found to be universally effective.
3. Raise the quality of practice teaching experiences by requiring staff to more frequently observe and give feedback to candidates, and confirming that mentor teachers have strong skills

“By better aligning teacher preparation with the real demands of teaching, Oklahoma’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](mailto: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](http://www.nctq.org)*