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TEXAS TEACHER PREP PROGRAMS RATED IN NCTQ'S 2018 TEACHER PREP REVIEW

Led by INSPIRE Texas, five programs in Texas 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 13 traditional graduate programs and 60 alternative route programs based in Texas.

Teacher Prep Review results for Texas

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

- INSPIRE Texas: Educator Certification by Region 4 (99th)
- YES Preparatory Public Schools Inc.: Teaching Excellence Program (99th)
- Houston Independent School District: Effective Teacher Fellowship (98th)
- University of Houston (97th)
- COMPASS: Alternative Certification Teacher Academy of the Dallas Independent School District (96th)
- Region 13 Education Service Center: Educator Certification Program (93rd)
- iteachTEXAS (87th)

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

- INSPIRE Texas: Educator Certification by Region 4 (99th)
- University of Houston (92nd)
- Houston Independent School District (ISD): Effective Teacher Fellowship (ETF) (91st)
- YES Preparatory Public Schools Inc.: Teaching Excellence Program (87th)

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 Texas's graduate and alternative route programs can be found [here](#).

Key Findings

- Programs' preparation of **elementary teachers** is particularly haphazard.
 - None of the elementary programs reviewed provide basic instruction in how to teach young children to read. In the national sample, 23 percent do so.
 - Falling in line with the national results, not a single *traditional graduate* program reviewed attends to the specific math content elementary teachers need, under the mistaken impression that elementary mathematics does not require specialized coursework. Conversely, through effective admissions testing, all 17 *alternative route* programs we reviewed in Texas ensure aspiring elementary teachers demonstrate mathematics knowledge before entering the program.
 - While programs typically discount the importance of subject matter knowledge in science and social studies, 74 percent of Texas programs adequately screen elementary candidates for content knowledge in these subjects, compared to just 18 percent nationally.
- **High school teacher preparation** is worse, with Texas particularly weak compared to other states.
 - Out of the 48 programs reviewed, only **INSPIRE Texas** ensures all science and social studies teachers possess adequate content knowledge. Nationally, 36 percent of programs address the need for science and social studies teachers to know multiple subjects through adequate admissions screening or by requiring candidates to complete additional subject area coursework.
 - While all high school teachers should take a course in the best ways to teach a specific subject, 78 percent of programs in Texas fail to offer such coursework, nearly triple the 29 percent of programs that fall short nationally.
- With all the emphasis on providing teacher candidates with more and better practice, few Texas programs (7 percent, close to the national average of 6 percent) 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 sometimes overlooked, with only 51 percent (better than the national rate of 15 percent) of programs adequately verifying the classroom management skills of candidates.

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 opportunities 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, Texas’ 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