Why teacher prep matters

- 98,000 new teachers hired out of higher ed each year
- 1.5 million students taught by a novice teacher each year
- The largest group of teachers is that with one year of experience
Learning loss under new teachers

Difference in the effectiveness of teachers graduating from traditional education schools versus teachers with little to no training: Slight to none

**Teacher impacts on math performance by initial certification**

- Traditionally certified
- Alternatively certified
- Uncertified

Proportion of classrooms vs. Change in percentile rank of average student
The chasm between higher education and public education
This explains a lot.

*Training teachers isn’t the responsibility of teacher prep.*

Summary in AERA’s 2005 *Studying Teacher Education*:

- Training teachers represents “an over simplification of teaching and learning, ignoring its dynamic, social and moral aspects.”
- Training is a “technical transmission activity.”
The current goals of teacher prep

- To *form* teacher’s “professional identity.”
- To launch the candidate on a life-time path of learning.
- Errant assumptions and prejudices confronted, with particular emphasis on race, class, language or culture.
- And, in some places, social justice trumps student achievement.
NCTQ’s Teacher Prep Review

- Unique standards reflecting needs of public schools
- Every program is rated on the standards
- Designed to change the marketplace
- Intended also as critical tool for policymakers
Do you know the best secondary teacher training program within 100 miles of your school?
Teacher Prep Review standards

- Standards address 4 areas
  - Selection criteria
  - Subject area preparation
  - How to teach
  - Outcomes
Secondary program ratings (on key standards)

National n = 607 programs (UG and G)

Furman University (UG), Lipscomb University (UG), Ohio State University (G) and Vanderbilt University (G)
Elementary program ratings (on key standards)

- National n = 595 programs (UG and G)
- Ohio State University (G)

112, 114, 129, 33, 19
28% of U.S. programs restrict admissions to the top half of the college-going population.
From the student airwaves...
#Twitterspeaks:

<table>
<thead>
<tr>
<th>Ed Majors</th>
<th>Math &amp; Science Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I love being an #edmajor, we get to spend a whole class period reading kids books and making crafts!”</td>
<td>“You know you’re a math major when the first problem of the homework takes 4 pages to do. #mathmajor”</td>
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<tr>
<td>“Did you get to play with play dough in class today…Nope bet you didn’t #edmajor”</td>
<td>“I couldn’t sleep last night because I kept waking up and thinking about if f(x)=x^2 is denumerable. #mathmajor #exhausted”</td>
</tr>
<tr>
<td>“Being read to in class count this semester: 5 #edmajor”</td>
<td>“That half hour break you take during the day to eat lunch but regret because you could have been studying or typing instead &lt; #sciencemajor”</td>
</tr>
</tbody>
</table>
Only 11% of U.S. programs provide adequate prep to elementary candidates in all content areas, particularly those all important sources of nonfiction material.
70% of undergraduate elementary programs do not require that their candidates take a single basic science course.
71% of U.S. programs are not providing elementary candidates with practical, research-based training in reading instruction methods.
“Develop your own philosophy to teach reading.”

“Articulate a personal theoretical position and philosophy of reading/literacy that will provide a foundation for literacy instruction in your classroom.” — syllabus excerpt
What’s next?

- Second edition comes out June 2014—rating at least 800 institutions.
- We are working with states to reform laws and regs on teacher prep.
What legislators can do

- Make it tougher to get into a teacher preparation program.
- Make it tougher to be recommended for licensure.
- Hold programs accountable for the effectiveness of their graduates by using data on novice teacher effectiveness.
- Make program approval — and re-approval — contingent on passing rigorous on-site inspections.
- Make the student teaching requirement meaningful.
Enforce existing teacher prep standards through the program approval process.

- Base state funding on the quality of teacher preparation provided by institutions.
- Set a fixed limit on the number of licenses in each teaching area that will be issued each year.
- Lower tuition for high need areas such as special education and STEM preparation programs.
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