Teacher Prep Review

A REVIEW OF THE NATION'S TEACHER PREPARATION PROGRAMS

2013

National Council on Teacher Quality

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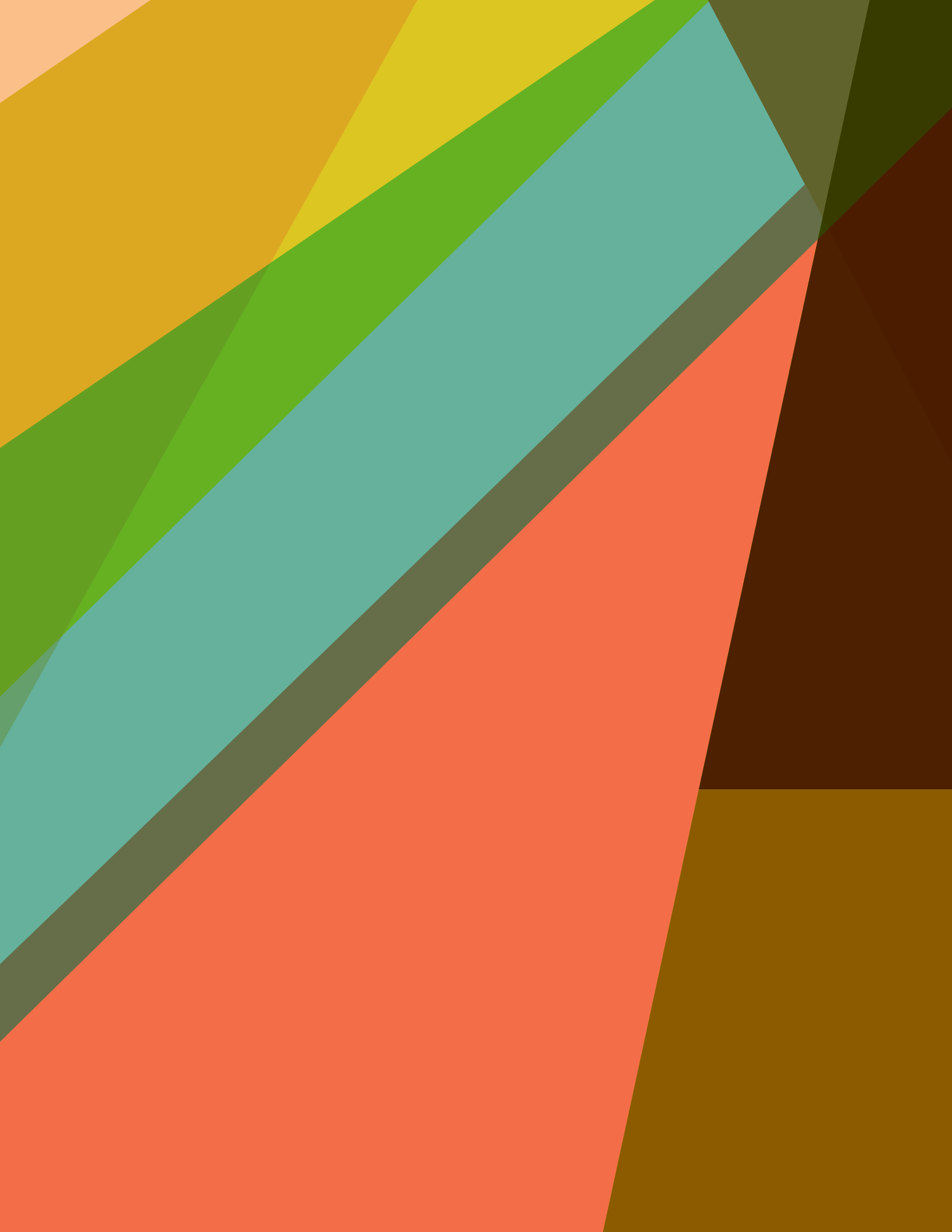


NCTQ Teacher Prep Review

Executive Summary

Once the world leader in educational attainment, the United States has slipped well into the middle of the pack. Countries that were considered little more than educational backwaters just a few years ago have leapt to the forefront of student achievement.

There's no shortage of factors for America's educational decline: budget cutbacks, entrenched poverty, crowded classrooms, shorter school years, greater diversity of students than in other countries. The list seems endless.

NCTQ's *Teacher Prep Review* has uncovered another cause, one that few would suspect: the colleges and universities producing America's traditionally prepared teachers.

Through an exhaustive and unprecedented examination of how these schools operate, the *Review* finds they have become an industry of mediocrity, churning out first-year teachers with classroom management skills and content knowledge inadequate to thrive in classrooms with ever-increasing ethnic and socioeconomic student diversity.

We were able to determine overall ratings based on a set of key standards for 608 institutions. Those ratings can be found on the *U.S. News & World Report* website, www.usnews.com, as well as our own, www.nctq.org, where there is additional data on another 522 institutions. Altogether, the *Review* provides data on the 1,130 institutions that prepare 99 percent of the nation's traditionally trained new teachers. No small feat.

As the product of eight years of development and 10 pilot studies, the standards applied here are derived from strong research, the practices of high-performing nations and states, consensus views of experts, the demands of the Common Core State Standards (and other standards for college and career readiness) and occasionally just common sense.

We strived to apply the standards uniformly to all the nation's teacher preparation programs as part of our effort to bring as much transparency as possible to the way America's teachers are prepared. In collecting information for this initial report, however, we encountered enormous resistance from leaders of many of the programs we sought to assess. In some cases, we sued for the public information they refused to provide. We anticipate greater cooperation for future editions of the *Review*, which will be published annually, resulting in more ratings for more programs.

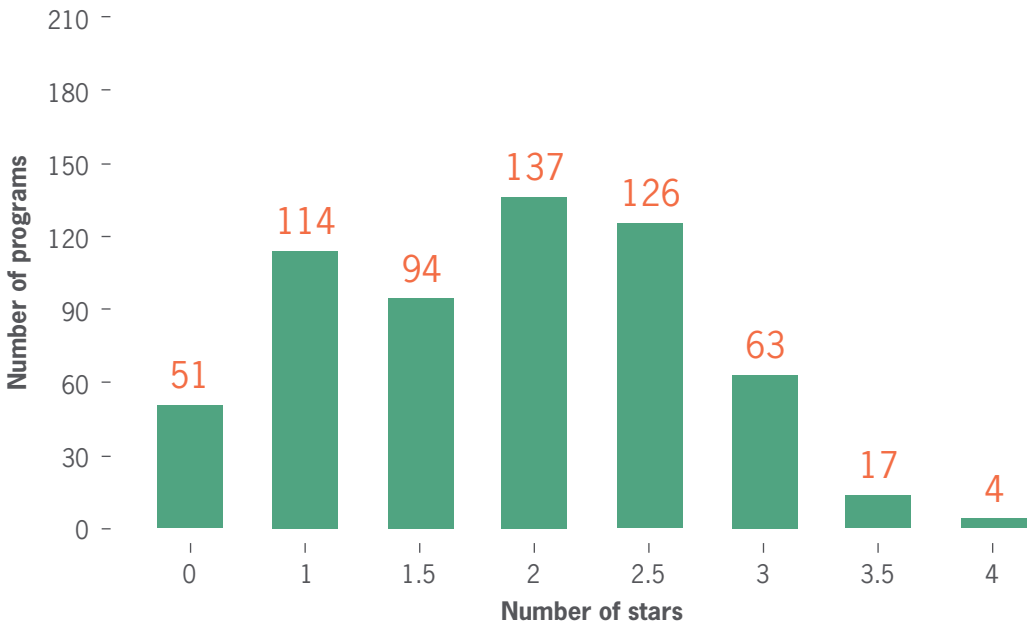
Breathing new life into teaching requires that we begin at the beginning: who gets in and what kind of training is provided.

For now, the evaluations provide clear and convincing evidence, based on a four-star rating system, that a vast majority of teacher preparation programs do not give aspiring teachers adequate return on their investment of time and tuition dollars. These are among the most alarming findings:

- Less than 10 percent of rated programs earn three stars or more. Only four programs, all secondary, earn four stars: Lipscomb and Vanderbilt, both in Tennessee; Ohio State University; and Furman University in South Carolina. Only one institution, Ohio State, earns more than three stars for both an elementary (3½ stars) and a secondary (4 stars) program.
- It is far too easy to get into a teacher preparation program. Just over a quarter of programs restrict admissions to students in the top *half* of their class, compared with the highest-performing countries, which limit entry to the top third.
- Fewer than one in nine elementary programs and just over one-third of high school programs are preparing candidates in content at the level necessary to teach the new Common Core State Standards now being implemented in classrooms in 45 states and the District of Columbia.
- The "reading wars" are far from over. Three out of four elementary teacher preparation programs still are not teaching the methods of reading instruction that could substantially lower the number of children who never become proficient readers, from 30 percent to under 10 percent. Instead, the teacher candidate is all too often told to develop his or her "own unique approach" to teaching reading.
- Just 7 percent of programs ensure that their student teachers will have uniformly strong experiences, such as only allowing them to be placed in classrooms taught by teachers who are themselves effective, not just willing volunteers.

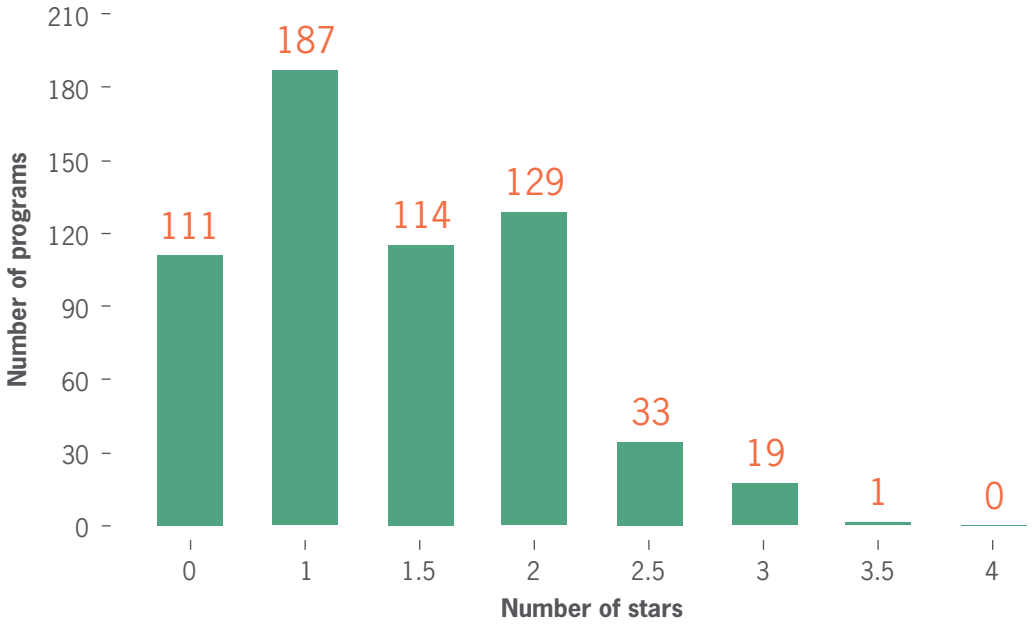
Program ratings: Secondary programs

N=606 undergraduate and graduate programs



Program ratings: Elementary programs

N=594 undergraduate and graduate programs



More than three-quarters of the programs, 78 percent, earn two or fewer stars, ratings that connote, at best, mediocrity. The weakest programs, those with a rating of no stars (14 percent), earn a "Consumer Alert" designation ⚠. While these low-rated institutions certainly can produce good teachers, it is less by design than happenstance: a chance placement with a great mentor or assignment to a strong section of an otherwise weak course.

The *Review* was inspired by a landmark study conducted more than a century ago, the Flexner Report of 1910, which evaluated the nation's medical schools and led to consolidations and upgrades that transformed the system of training doctors into the world's best.

Our goal is the same. We have created the largest database on teacher preparation ever assembled, with information from thousands of syllabi, textbooks, student teaching handbooks, student teacher observation instruments and other material. With this data, we are setting in place market forces that will spur underachieving programs to recognize their shortcomings and adopt methods used by the high scorers. At the same time, the *Review* serves as a consumer guide for aspiring teachers in selecting a superior preparation program and for principals and superintendents in their recruitment efforts. It also includes recommendations for current teacher candidates in these programs, school districts, institutions and policy makers to hasten the market forces that will overhaul the system.

As much attention as teacher quality has received in recent years, teacher preparation has stayed remarkably off the radar. States have made unprecedented changes in their teacher policies but almost none in teacher preparation. However, as illustrated by trail-blazing nations such as Finland, South Korea and Singapore, breathing new life into teaching requires that we begin at the beginning: who gets in and what kind of training is provided.

The importance of addressing these issues has never been more urgent. With the wave of baby-boomer teacher retirements, novices make up a greater share of the teacher workforce than ever. Twenty-five years ago, if you asked a teacher how much experience he or she had, the most common response would have been 15 years; if you ask the same question of teachers today, the answer is one year. The real challenge is that first-year teachers now teach around 1.5 million students *every year*, many of whom, because of district placement practices, are already behind in their learning.

The heart of the matter for the field of teacher education is that students taught by first-year teachers lose far too much ground. And it's not just the students who suffer. First-year teachers deal with so much anxiety and exhaustion that many just crash and burn.

Should first-year teaching be the equivalent of fraternity hazing, an inevitable rite of passage? Is there no substitute for "on-the-job" training of novice teachers? The answers are obvious. We need more effective teacher preparation. Our profound belief that new teachers and our children deserve better from America's preparation programs is the touchstone of this project.

NCTQ Teacher Prep Review

I. Introduction

Does teacher preparation matter?

More than 200,000 candidates graduate each year from teacher preparation programs, having spent on average two years and thousands of tuition dollars to qualify for a teaching credential. Did their preparation make them more effective teachers than they would have been without the experience? Remarkably, unlike other professions, this is not an open-and-shut case, thus prolonging a debate that has gone on for decades.

Research examining the effects of preparation on teacher performance has not done much to dampen this debate. Purported differences found in research from the last 50 years regarding the effectiveness, on average, of teachers who had traditional preparation and those who had little preparation are questionable. More recent research, however, suggests that graduates of *some* programs are overall more effective than graduates of other programs, suggesting that preparation can make a difference. But the research does not definitively suggest what kind of preparation or how much is needed.

In any case, a strong sentiment exists among many public educators that preparation programs are not delivering new teachers with needed skills, forcing districts to dedicate professional development dollars to accomplish what they believe higher education should have done in the first place.[1] This "work around" to compensate for perceived deficiencies in traditional teacher preparation has fueled considerable tension between the field of teacher education and public school educators.

Setting all this aside, the nation's public schools continue to draw a large majority of their teachers from traditional preparation programs.[2]

Given those circumstances, *shouldn't* teacher preparation matter?
Can we *make* it matter so that graduates are ready for the hard, important work they have chosen to do?

NCTQ thinks the answer to both questions is "yes."

We believe these answers are obvious because it is hard to imagine any human endeavor, particularly something as complex as teaching, that does not benefit from the right kind of preparation. For the past 10 years, NCTQ—an organization staffed primarily by former teachers—has been dedicated to developing standards for teacher preparation programs that, if met, would make their graduates coveted additions to any school's staff. These standards take into account the goalpost for teacher performance as defined by the Common Core State Standards, which have been adopted by 45 states and the District of Columbia, or for that matter any other rigorous framework that sets high expectations for students.

The field of teacher preparation has rejected any notion that its role is to **train** the next generation of teachers.

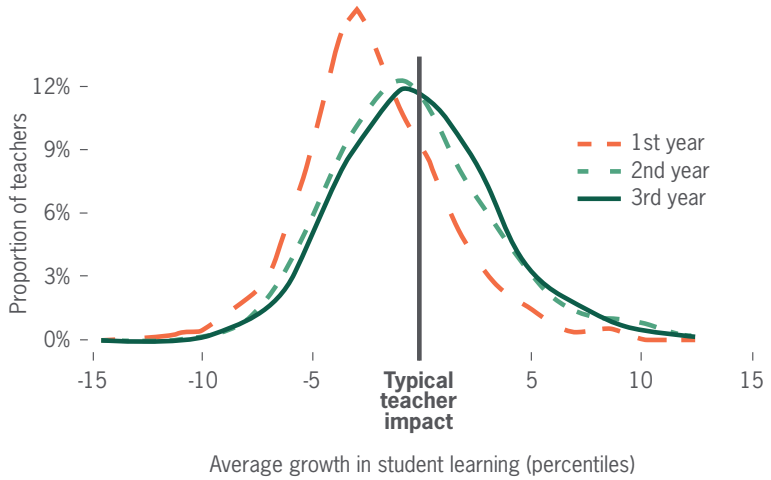
Making teacher preparation matter: that is the vision behind the *NCTQ Teacher Prep Review*. It includes our strategies to help higher education institutions revamp training so their graduates are far better equipped when they first enter the classroom.

So how far do most programs need to go to produce competent graduates? As we document in this report, quite a distance. Our results are disturbing when it comes to our country's efforts to launch students into college and workplace success. These results also pose a huge challenge to those who, like us, believe that strong teacher training could transform the profession. While we have taken great care to call out the good and provide resources for teacher educators who wish to improve preparation, we have also identified a significant number of programs that add little to no value. And we step outside the topics addressed by our standards to suggest a broader explanation for our findings: There is a serious and profound problem with teacher preparation programs' perception of their mission, one that is handicapping the field's capacity to produce effective teachers.

As we will explain more fully, many in the field of teacher preparation have rejected any notion that its role is to *train* the next generation of teachers. Training in any specific skill or strategy is now largely viewed as harmful, both to the candidates and their future students, as any training regimen in classroom management or reading instruction runs the risk, the field worries, of new teachers pulling from a fixed bag of tricks rather than considering each class as something new and unique. Many in the field do not believe that training will arm novice teachers with skills that might make them more effective, as specific surgical methods are taught to medical students. Instead, the belief is that training only creates automatons, so it is better to instill in new teachers the "professional mindset" that theoretically allows them to approach each new class thoughtfully and without any preconceived notions, much like a blank page that's been carefully bleached of any prejudices. As a result, the burden of training has shifted from the teacher preparation program to the novice teacher—or more accurately, the new teacher's employer. The consequences of this shift have not been good for the profession or for public schools.

The simple fact, one that the field of teacher education cannot ignore, is that students taught by first-year teachers lose far too much ground academically compared with those taught by experienced teachers (see Fig. 1). And it's not just the students who suffer. It's not unusual to hear first-year teachers talk about their overwhelming exhaustion and anxiety. Too many just crash and burn. We need to stop believing that their experience is education's equivalent of a fraternity hazing, an inevitable rite of passage. Or even worse, the assumption that there's no substitute for on-the-job training of novice teachers. Our profound belief that new teachers and our children deserve better has been the touchstone for this project.

Fig. 1. Low expectations: Learning losses under first-year teachers



This study of teachers in Los Angeles finds that a majority of first-year teachers have a negative impact on learning. Few novice teachers are able to exceed the performance of teachers with more experience.

Source: Gordon, R., Kane, T.J., and Staiger, D.O., "Identifying Effective Teachers Using Performance on the Job" (Hamilton Project Discussion Paper). Washington, DC: Brookings Institution (April 2006).

Because the consequences of the field's aversion for training have negatively impacted both the profession and public schools, it is the goal of the *Teacher Prep Review* to change this course. We acknowledge that while this may prove more difficult than changing the course of an aircraft carrier, we firmly believe it is possible provided we successfully enlist the help of the *consumers* of teacher preparation: aspiring teachers and school districts looking to hire the best-trained teachers. By applying a set of standards that captures the needs of public schools to programs across the country, and then calling out each by name, consumers will finally have the information they need to act in an informed way. The best programs earn a rating of four stars, the weakest a rating of no stars along with a "Consumer Alert" designation indicated by ⚠. Good programs will thrive. Weak programs will either improve or wither. Market forces are indeed powerful, far more powerful than a myriad of policy attempts have proven to be in this regard.

Our findings may prove surprising for many reasons. Not only have we quantified for the first time a problem that up to this point has only been described anecdotally, but the small minority of strong institutions we identify are not ones generally found at the top of other lists, including many of those published by our own partner in this endeavor, *U.S. News & World Report*. Indeed, there are quite a few on our 'Honor Roll' that have little reputation outside their home states. In many cases, these notable, renegade institutions are neither fancy nor high priced, just effective at adding value.

The standards on which we base our program ratings are the product of eight years of development and 10 pilot studies.[3] They are entirely consistent with the recommendations of the National Research Council in its 2010 report[4] and the core competencies practiced by nations with strong education systems. There was, however, no single source for these standards, as other possible sources of standards, such as those for program accreditation, are problematic in three different ways: 1) they are too ambiguous; 2) they are not measurable, and as such are too vulnerable to subjective interpretation; and 3) they do not reflect the practical and real needs of public schools. Our standards are designed to avoid these three weaknesses. We piloted as many as 39 standards in **Illinois** before our technical panel (see p.75) worked with us to reduce the standards to a more manageable number for the *Teacher Prep Review*. The final standards are based on strong research, practices of high-performing nations and states, consensus views of

Standards for the *NCTQ Teacher Prep Review*

Selection

Standard 1: Selection Criteria.
The program screens for academic caliber in selecting teacher candidates.
Standard applies to: Elementary, Secondary and Special Education programs.

Content preparation

Standard 2: Early Reading.
The program trains teacher candidates to teach reading as prescribed by the Common Core State Standards.
Standard applies to: Elementary and Special Education programs.

Standard 3: English Language Learners.
The program prepares elementary teacher candidates to teach reading to English language learners.
Standard applies to: Elementary programs.

Standard 4: Struggling Readers.
The program prepares elementary teacher candidates to teach reading skills to students at risk of reading failure.
Standard applies to: Elementary programs.

Standard 5: Common Core Elementary Mathematics.
The program prepares teacher candidates to successfully teach to the Common Core State Standards for elementary math.
Standard applies to: Elementary and Special Education programs.

Standard 6: Common Core Elementary Content.
The program ensures that teacher candidates have the broad content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Elementary programs.

Standard 7: Common Core Middle School Content.
The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Secondary programs.

Standard 8: Common Core High School Content.
The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.
Standard applies to: Secondary programs.

Standard 9: Common Core Content for Special Education.
The program ensures that teacher candidates' content preparation aligns with the Common Core State Standards in the grades they are certified to teach.
Standard applies to: Special Education programs.

Professional skills

Standard 10: Classroom Management.
The program trains teacher candidates to successfully manage classrooms.
Standard applies to: Elementary and Secondary programs.

Standard 11: Lesson Planning.
The program trains teacher candidates how to plan lessons.
Standard applies to: Elementary and Secondary programs.

Standard 12: Assessment and Data.
The program trains teacher candidates how to assess learning and use student performance data to inform instruction.
Standard applies to: Elementary and Secondary programs.

Standard 13: Equity.
The program ensures that teacher candidates experience schools that are successful serving students who have been traditionally underserved.
Standard applies to: Elementary, Secondary and Special Education programs.

Standard 14: Student Teaching.
The program ensures that teacher candidates have a strong student teaching experience.
Standard applies to: Elementary, Secondary and Special Education programs.

Standard 15: Secondary Methods.
The program requires teacher candidates to practice instructional techniques specific to their content area.
Standard applies to: Secondary programs.

Standard 16: Instructional Design for Special Education.
The program trains candidates to design instruction for teaching students with special needs.
Standard applies to: Special Education programs.

Outcomes

Standard 17: Outcomes.
The program and institution collect and monitor data on their graduates.
Standard applies to: Elementary, Secondary and Special Education programs.

Standard 18: Evidence of Effectiveness.
The program's graduates have a positive impact on student learning.
Standard applies to: Elementary and Secondary programs.

Indicators and more information on each standard are available here.

expert panels, implications from the new Common Core State Standards for students, and occasionally, just common sense—such as our insistence that student teachers be trained only by effective teachers. Our collected research rationales provide more information on the foundation for our standards.

Common Core and teacher training

Public education in the United States is entering a new era. Currently, 45 states and the District of Columbia have adopted the *Common Core State Standards* for English language arts and mathematics. These standards, which will be fully implemented by the 2014-2015 school year, substantially raise the bar of expectations for what our students will learn. High school graduates meeting these standards should be ready for college and for the jobs of the future in our increasingly globalized economy. More on the Common Core State Standards can be found here.

The implications of the Common Core are perhaps most profound for the preparation of elementary teachers. The standards explicitly call for elementary teachers to employ reading instruction techniques based on the science of reading. The kinds of texts recommended for English language arts require that elementary teachers have a solid grasp not only of literature, but also of history, government and the sciences. Elementary teachers will be asked to go deeper on a reduced, but more realistic, number of topics in math, and to do that they'll need a thorough conceptual understanding of numbers and operations, place value, and fractions. Training teachers to teach to the Common Core will be no mean feat.

The standards applied here are grounded in the same principles as the Common Core, which is why aligning them with the Common Core has been seamless, despite the fact that many of our standards predate the Common Core. A program that meets NCTQ's standards can be confident that it is laying a strong foundation of readiness for teachers headed to Common Core classrooms.

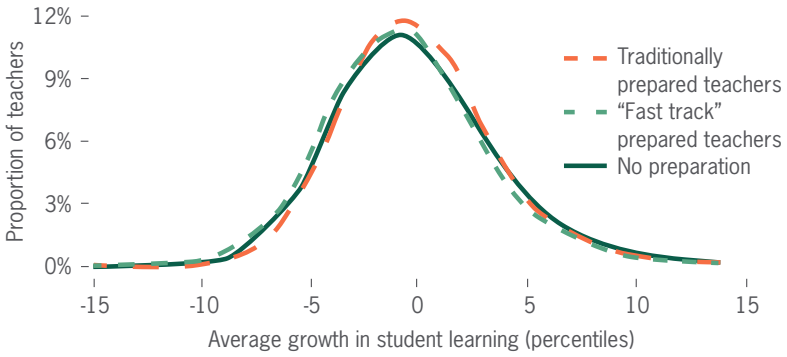
All roads lead to teacher preparation

Teacher quality has received much attention over the past five years, yet teacher preparation has stayed remarkably off the radar. States have made unprecedented changes in their teacher policies, but few have addressed the area of teacher preparation. However, as other trail-blazing nations illustrate, breathing new life into the teaching profession requires that we begin at the beginning, attending to who gets admitted to preparation programs and what kind of training is provided.

Because of its remarkable record of educational success, Finland has often been cited as a source of wisdom about everything from the supposed "dangers" of standardized testing to the proper aesthetics of school architecture. What is not so well known is what it took for Finland to become a paragon of educational virtues: the radical restructuring of its teacher preparation system. Raising the standards of teacher preparation in Finland ultimately raised the status of the teaching profession. Now Finland's best and brightest fiercely compete to get into its prestigious teacher training programs. And, as the renowned educational analyst Pasi Sahlberg notes, only medicine is perceived by Finns to be a more desirable occupation for a potential spouse than teaching.[5]

High-performing nations, such as Finland, South Korea and Singapore, are all notable for their top-notch teacher training systems. All three draw candidates from at least the top-third of the college-going population, and then ensure they thoroughly know the subjects they will teach, and provide them with highly structured opportunities to practice their craft[6]—exactly as the NCTQ standards require.

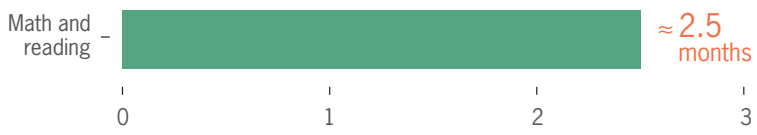
Fig. 2. Does training matter? Teachers' effectiveness appears unrelated to how they enter the profession



Evidence such as this from a study looking at teachers' impact on their students math scores in Los Angeles in grades four through eight delivers a disturbing message: all too often, going through the time and expense of comprehensive training before entering the classroom doesn't make someone a more effective teacher.

Source: Gordon, R., Kane, T.J., and Staiger, D.O., "Identifying Effective Teachers Using Performance on the Job" (Hamilton Project Discussion Paper). Washington, DC: Brookings Institution (April 2006).

Fig. 3. Program quality matters: Difference in teacher effectiveness between teachers who graduate from the strongest program in a state or the weakest



This study of teachers in Washington state shows big differences in what novice teachers deliver in the classroom, with some novice teachers graduating from stronger programs contributing two more months of learning in a school year than graduates from weaker programs.

Source: Goldhaber, D., et al., "Assessing Teacher Preparation in Washington State Based on Student Achievement" (paper presented at Association for Public Policy Analysis & Management conference). Correspondence with authors (November 2012). Finding is statistically significant at the 90 percent confidence level.

Looking for evidence of impact in the United States

Hundreds of studies published over the past 50 or more years have sought to demonstrate a link between preservice training and teacher effectiveness. Until the 1990s, it was generally assumed that teachers who had gone to a school of education were more effective than those who had not.

But a closer look at the research behind such claims reveals that the studies either suffered from serious methodological flaws or neglected to examine actual evidence of student learning when classifying teachers as strong or weak.[7] Emerging evidence, however, from high-quality research has now cast serious doubt on the link between preparation and effectiveness.[8] These studies are based on the individual student-level achievement data that is becoming increasingly available to scholars, and in some cases could take advantage of "natural experiments" when policy changes put more untrained teachers in classrooms.

This new research, such as the example in Figure 2, provides the clearest evidence to date that, in the aggregate, it does not appear to matter if a teacher is traditionally trained, receives "fast track" training through an alternative program, or gets no training at all.

Only after disaggregating such data and comparing the effectiveness of graduates of different programs, is there some evidence of the impact that training can have (see Fig. 3).

The explanation for why teacher preparation in the United States seems to make no impact on the whole is *variability*: First, in the aggregate, there are not enough high-quality teacher preparation programs; and second, their impact is diluted by the preponderance of weak programs.

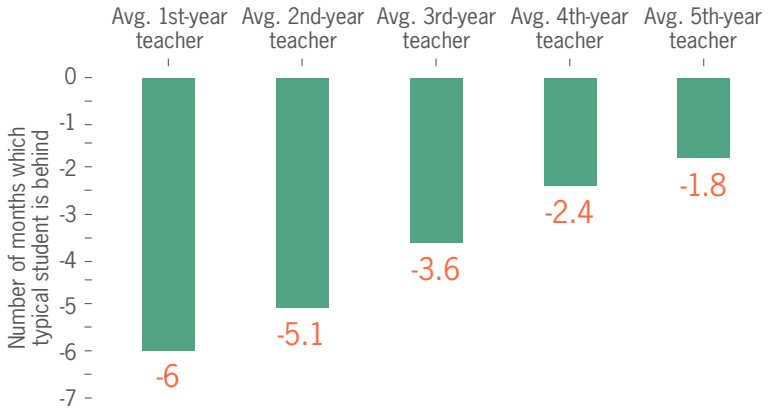
Indeed, as the *Teacher Prep Review's* findings exhaustively demonstrate, teacher preparation programs within a single institution vary a great deal as well. As a result, potential employers have no real way of knowing the quality of the preparation of their new hires.

The case for urgency

The importance of strengthening teacher preparation and raising the effectiveness of novice teachers has never been greater. With the wave of baby boomer teacher retirements, novice teachers make up a greater share of the teacher workforce than ever before. Twenty-five years ago, veteran teachers had a modal average of 15 years of experience. Today that number is down to just one year.

The true risk in that astonishing decline is that first-year teachers now teach around 1.5 million students *every year*. Because of district placement practices, students already behind tend to be assigned to novice teachers, while students who are on grade level or above are more likely to be assigned to experienced teachers (see Fig. 4).

Fig. 4. Disproportionate impact: First-year teachers are most likely to be assigned to neediest students



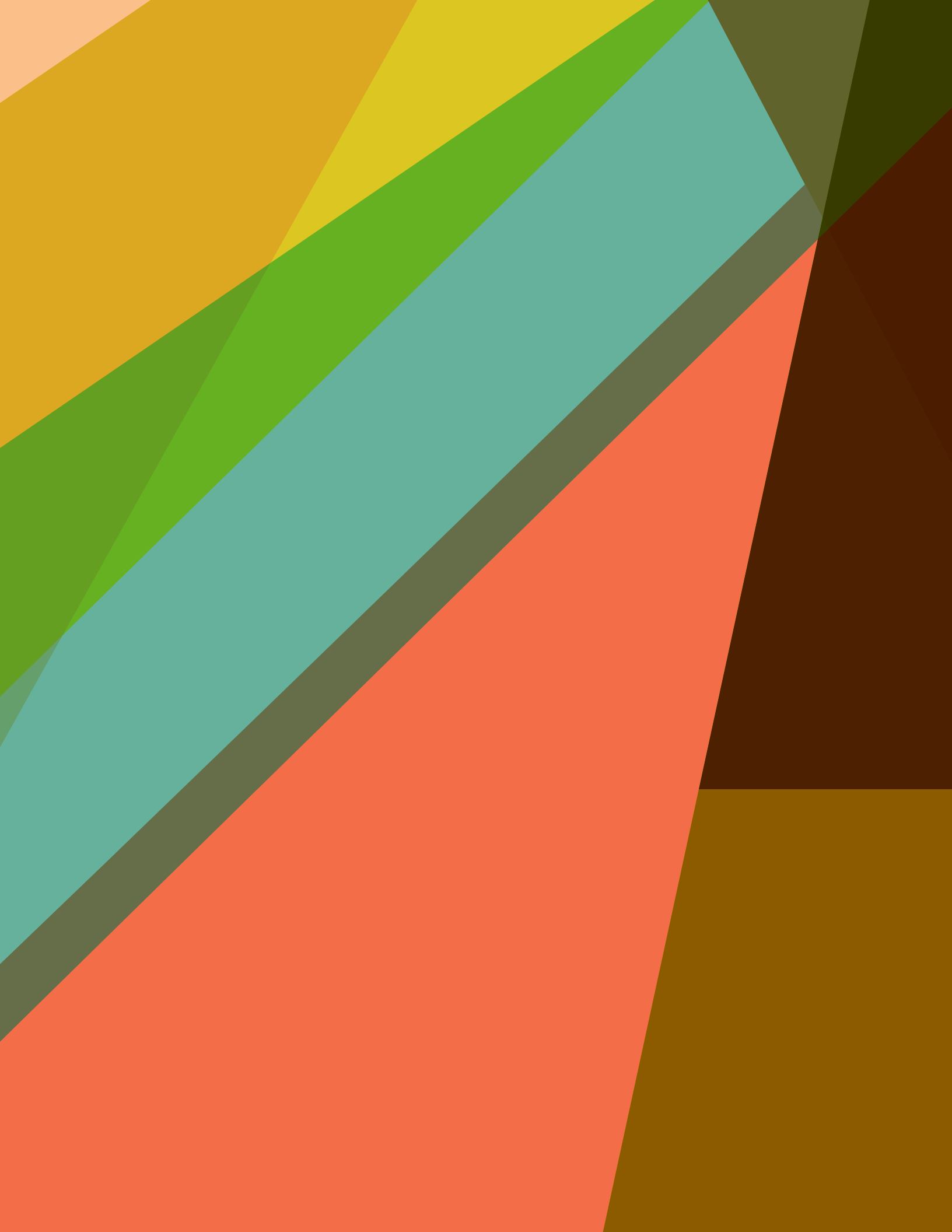
This example from the Los Angeles Unified School District illustrates the problem of the most junior teachers being assigned to teach students most in need of making up learning deficits.

Source: Strategic Data Project, "The LAUSD Human Capital Diagnostic." Cambridge, MA: Harvard University, Center for Education Policy Research (November 2012).

It is also possible to discern the negative impact on student learning that comes from first-year teachers. Undoubtedly, new teachers will always learn a lot in their first year on the job, as anyone does when starting a new profession. However, the expectations for novice teachers' competencies are far too low given the impact on student learning and the fact that students who are already far behind their peers are much more likely to be assigned such teachers.

In the pages that follow, we outline which institutions are taking the lead in graduating the nation's best-prepared first-year teachers, which institutions are not, and how administrators and policymakers can make changes that would improve overall teacher quality.

We conclude with a detailed explanation of the main findings and the methodology we used to evaluate each program.

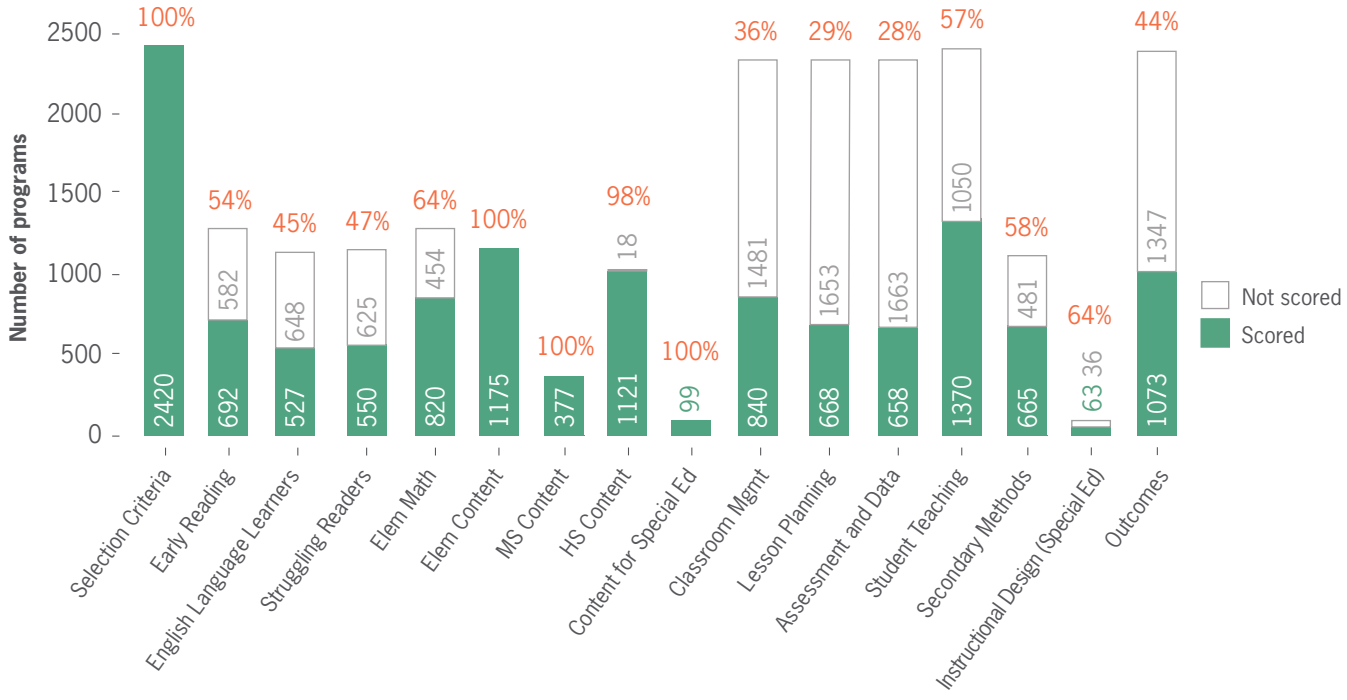


II. Program Ratings

NCTQ's *Teacher Prep Review* is big. Spanning every state and the District of Columbia, it provides data on more than 2,400 elementary, secondary and a limited number of special education programs housed in 1,130 higher education institutions. And it will get bigger each year as we expand the available data, capturing more programs.

While the NCTQ website posts some data on all 2,420 programs in our sample, we were unable to apply all relevant standards to all programs, as we were derailed by widespread non-cooperation by institutions.[9] That is unfortunate for many reasons, but it should not make our findings any less meaningful or representative. Also, while private institutions are underrepresented on many standards in the sample (private institutions are not required to comply with open-records requests), our 10 pilot studies provide no evidence that private institutions perform as a rule any better or any worse than their public counterparts.[10]

Fig. 5. How many programs in our sample for each standard could be scored?



Largely because many institutions would not share data with NCTQ, there is a big range in our capacity to report findings about each of our standards. We were able to collect virtually all the data we needed to assess all relevant programs on only five standards. We obtained enough data to rate an average of 58 percent of the programs across all samples. There were, however, two standards which were essentially not ratable: ***Equity*** *(for which we plan to disentangle data and report in the next edition) and* ***Evidence of Effectiveness****, which is dependent on states having their longitudinal data systems up and running and reporting data at the program—not institutional—level. Program ratings—those published in* U.S. News & World Report*—are reported for elementary programs with scores on five "key" standards: 1) selection criteria, 2) early reading, 3) elementary mathematics, 4) content preparation, and 5) student teaching. Program ratings are reported for secondary programs with scores in three "key" areas: 1) selection criteria, 2) content preparation, and 3) student teaching.*

What does the *Review* tell consumers about teacher prep?

The meaning of program ratings in the *Teacher Prep Review* is so important and so easily misconstrued that we are going to convey it in bold text:

The *NCTQ Teacher Prep Review* evaluates what a program itself *adds* in the way of solid training—nothing more, nothing less. Low-performing programs can, and indeed often do, graduate teachers who end up being effective.

Programs that earn three- or four-star ratings require coursework and clinical practice that make their teacher graduates better prepared to handle classroom responsibilities *than they would have been without such preparation*.

A program's low rating does not suggest that many of its graduates don't go on to become capable teachers. What the low rating *does* suggest is that the program isn't adding sufficient value, so that someone who wants to become a teacher would be better off investing time and tuition dollars elsewhere. In fact, there are undoubtedly plenty of great teachers who graduate from weak programs, perhaps because of innate capabilities, perhaps because they are lucky enough to be assigned to a talented classroom mentor during student teaching. But in weak programs, such positive outcomes are happenstance, not the norm. When positive outcomes are only happenstance, a teacher candidate's path to competency is left largely to experience in the classroom, the help of teacher colleagues, and the interventions of the school district.

Dean's List: Four-star programs

Of the 1,200 elementary and secondary programs for which we are able to assign a program rating, only four (0.33 percent) make the Dean's List by earning the top rating of four stars. All are secondary programs.

INSTITUTION	State	Program*	No. of stars
Furman University	SC	ug/sec	★★★★
Lipscomb University	TN	ug/sec	★★★★
Ohio State University	OH	g/sec	★★★★
Vanderbilt University	TN	g/sec	★★★★

Institutions housing multiple strong programs

Almost all institutions house multiple programs, such as an undergraduate elementary program, a graduate elementary program, an undergraduate secondary program and a graduate secondary program. Generally, institutions house anywhere from one to seven unique programs. Where possible, we rate at least one elementary and one secondary program (and at 59 institutions, we also rate the special education program), but for many institutions, we are unable to rate more than a single program, in most cases because institutions would not share their data.

Ultimately, we are able to evaluate multiple programs at most institutions, but only 13 of them earn high ratings in two or more programs. **CUNY – Hunter College** is the only institution that has three highly rated programs.

INSTITUTION	State	**Program***	No. of stars	**Program***	No. of stars	**Program***	No. of stars
CUNY – Hunter College	NY	ug/el	★★★★	ug/sec	★★★★	g/sec	★★★½
CUNY – Lehman College	NY	ug/sec	★★★★	g/sec	★★★★		
Dallas Baptist University	TX	ug/el	★★★★	ug/sec	★★★★		
Furman University	SC	ug/el	★★★★	ug/sec	★★★★		
Longwood University	VA	ug/el	★★★★	ug/sec	★★★★		
Ohio State University	OH	g/el	★★★½	g/sec	★★★★		
Purdue University – Calumet	IN	ug/el	★★★★	ug/sec	★★★★		
Radford University	VA	g/el	★★★★	g/sec	★★★★		
University of Central Florida	FL	ug/sec	★★★★	ug/sped**	★★★★		
University of Georgia	GA	ug/sec	★★★★	g/sec	★★★★		
University of Kentucky	KY	ug/sec	★★★½	g/sec	★★★★		
University of Maryland – College Park	MD	ug/el	★★★★	ug/sec	★★★★		
University of Memphis	TN	ug/el	★★★★	g/sec	★★★★		

** not reported to *U.S. News*.

*Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

Three- and four-star programs

Of the 1,200 elementary and secondary programs for which we are able to assign an overall program rating, 105 programs (9 percent) make the Honor Roll by earning 3 or more stars.

INSTITUTION	State	Program*	No. of stars
Arkansas Tech University	AR	ug/sec	3
University of Central Arkansas	AR	ug/sec	3
Arizona State University	AZ	g/sec	3
University of Arizona	AZ	ug/sec	3
University of California – Berkeley	CA	g/sec	3
University of California – Irvine	CA	ug/sec	3
University of California – San Diego	CA	g/sec	3.5
University of Redlands	CA	ug/sec	3.5
Southern Connecticut State University	CT	g/sec	3
University of Central Florida	FL	ug/sec	3
Clayton State University	GA	g/sec	3.5
Mercer University	GA	ug/sec	3
University of Georgia	GA	ug/sec	3
University of Georgia	GA	g/sec	3
University of Iowa	IA	ug/sec	3.5
Boise State University	ID	ug/sec	3
Aurora University	IL	ug/el	3
Chicago State University	IL	ug/el	3
Eastern Illinois University	IL	ug/el	3
Quincy University	IL	ug/el	3
Southern Illinois University Carbondale	IL	ug/sec	3
Southern Illinois University Edwardsville	IL	ug/el	3
University of Illinois at Urbana – Champaign	IL	ug/sec	3
Indiana University – Bloomington	IN	ug/sec	3
Purdue University – Calumet	IN	ug/el	3
Purdue University – Calumet	IN	ug/sec	3
Eastern Kentucky University	KY	ug/sec	3
University of Kentucky	KY	ug/sec	3.5
University of Kentucky	KY	g/sec	3
University of Louisville	KY	ug/sec	3
Southeastern Louisiana University	LA	ug/sec	3.5
Fitchburg State University	MA	ug/sec	3
Gordon College	MA	ug/sec	3
McDaniel College	MD	ug/el	3
University of Maryland – College Park	MD	ug/el	3
University of Maryland – College Park	MD	ug/sec	3
Hope College	MI	ug/sec	3.5
Oakland University	MI	g/sec	3
Gustavus Adolphus College	MN	ug/sec	3
University of Minnesota – Duluth	MN	ug/sec	3
University of Minnesota – Morris	MN	ug/sec	3
University of St. Thomas	MN	ug/sec	3
Missouri State University	MO	ug/el	3
Missouri University of Science and Technology	MO	ug/sec	3.5
University of North Carolina at Chapel Hill	NC	g/sec	3.5
Kean University	NJ	g/sec	3.5
Rutgers University – Camden	NJ	ug/sec	3
Seton Hall University	NJ	ug/sec	3
CUNY – Brooklyn College	NY	g/sec	3
CUNY – Hunter College	NY	ug/el	3
CUNY – Hunter College	NY	ug/sec	3
CUNY – Hunter College	NY	g/sec	3.5
CUNY – Lehman College	NY	ug/sec	3
CUNY – Lehman College	NY	g/sec	3
SUNY – Binghamton University	NY	g/sec	3
SUNY College at Old Westbury	NY	ug/sec	3
Marietta College	OH	ug/sec	3.5
Ohio Northern University	OH	ug/sec	3
Ohio State University	OH	g/el	3.5
Ohio State University	OH	g/sec	4
Oklahoma Baptist University	OK	ug/el	3
Oklahoma State University	OK	ug/el	3
University of Oklahoma	OK	ug/sec	3
Arcadia University	PA	ug/sec	3
Bloomsburg University of Pennsylvania	PA	ug/sec	3
Gwynedd–Mercy College	PA	ug/sec	3
Lebanon Valley College	PA	ug/sec	3
Mansfield University of Pennsylvania	PA	ug/sec	3
Misericordia University	PA	ug/sec	3
Saint Joseph's University	PA	ug/sec	3
Rhode Island College	RI	g/sec	3
Clemson University	SC	ug/sec	3.5
College of Charleston	SC	ug/sec	3.5
Furman University	SC	ug/el	3
Furman University	SC	ug/sec	4
University of South Carolina – Columbia	SC	ug/sec	3
Dakota State University	SD	ug/sec	3
Northern State University	SD	ug/sec	3
University of South Dakota	SD	ug/sec	3
Austin Peay State University	TN	ug/sec	3.5
Lipscomb University	TN	ug/sec	4
Maryville College	TN	ug/sec	3
Middle Tennessee State University	TN	ug/sec	3.5
Tennessee Technological University	TN	ug/sec	3
Union University	TN	ug/sec	3
University of Memphis	TN	ug/el	3
University of Memphis	TN	g/sec	3
University of Tennessee – Martin	TN	g/sec	3
Vanderbilt University	TN	g/sec	4
Dallas Baptist University	TX	ug/el	3
Dallas Baptist University	TX	ug/sec	3
Houston Baptist University	TX	ug/sec	3
Texas A&M University	TX	ug/el	3
Texas A&M University – Corpus Christi	TX	ug/el	3
Texas Southern University	TX	ug/sec	3.5
University of Texas – Pan American	TX	ug/sec	3
University of Texas at Austin	TX	ug/el	3
Western Governors University	UT	ug/sec	3
Longwood University	VA	ug/el	3
Longwood University	VA	ug/sec	3
Radford University	VA	g/el	3
Radford University	VA	g/sec	3
Virginia Commonwealth University	VA	g/sec	3
Washington State University	WA	ug/sec	3
University of Wisconsin – Stout	WI	ug/sec	3

*Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

All program ratings

The following lists all 1,200 elementary and secondary programs for which we are able to provide a program rating.

INSTITUTION	State	Program*	No. of stars
University of Alaska Anchorage	AK	ug/el	⚠
University of Alaska Anchorage	AK	g/sec	★☆☆☆
University of Alaska Anchorage	AK	g/sped	⚠
University of Alaska Fairbanks	AK	ug/el	★☆☆☆
University of Alaska Fairbanks	AK	g/sec	⚠
Alabama A&M University	AL	g/el	★½☆☆
Alabama A&M University	AL	g/sec	★★½☆
Athens State University	AL	ug/el	⚠
Athens State University	AL	ug/sec	★★☆☆
Auburn University	AL	ug/el	★★☆☆
Auburn University	AL	ug/sec	★½☆☆
Auburn University	AL	g/sec	★½☆☆
University of Alabama	AL	ug/el	★★½☆
University of Alabama at Birmingham	AL	g/sec	⚠
University of Alabama in Huntsville	AL	ug/el	★★☆☆
University of Alabama in Huntsville	AL	ug/sec	★★☆☆
University of Montevallo	AL	ug/el	★½☆☆
University of Montevallo	AL	g/sec	⚠
University of South Alabama	AL	ug/el	★½☆☆
University of South Alabama	AL	g/sec	★★½☆
Arkansas State University	AR	ug/el	★★☆☆
Arkansas State University	AR	ug/sec	★★☆☆
Arkansas State University	AR	g/sped	★☆☆☆
Arkansas Tech University	AR	ug/el	★½☆☆
Arkansas Tech University	AR	ug/sec	★★★☆
Henderson State University	AR	ug/el	★★☆☆
Henderson State University	AR	ug/sec	★★½☆
Southern Arkansas University	AR	ug/el	★½☆☆
Southern Arkansas University	AR	g/sec	⚠
University of Arkansas	AR	g/el	★★☆☆
University of Arkansas	AR	g/sec	★☆☆☆
University of Arkansas – Fort Smith	AR	ug/el	★½☆☆
University of Arkansas – Fort Smith	AR	ug/sec	★★½☆
University of Arkansas at Little Rock	AR	ug/sec	★☆☆☆
University of Arkansas at Monticello	AR	ug/el	★½☆☆
University of Arkansas at Monticello	AR	ug/sec	★★½☆
University of Arkansas at Pine Bluff	AR	ug/el	★☆☆☆
University of Arkansas at Pine Bluff	AR	ug/sec	★☆☆☆
University of Central Arkansas	AR	ug/el	★★☆☆
University of Central Arkansas	AR	ug/sec	★★★☆
Arizona State University	AZ	ug/el	★★☆☆
Arizona State University	AZ	ug/sec	★★½☆
Arizona State University	AZ	ug/sped	★★☆☆
Arizona State University	AZ	g/el	★½☆☆
Arizona State University	AZ	g/sec	★★★☆
Grand Canyon University	AZ	g/sec	⚠
Northern Arizona University	AZ	ug/el	★☆☆☆
Northern Arizona University	AZ	ug/sec	★★½☆
Northern Arizona University	AZ	ug/sped	★☆☆☆
Northern Arizona University	AZ	g/el	★☆☆☆
Northern Arizona University	AZ	g/sec	⚠
Prescott College	AZ	g/el	⚠
Prescott College	AZ	g/sec	⚠
University of Arizona	AZ	ug/el	★½☆☆
University of Arizona	AZ	ug/sec	★★★☆
University of Arizona	AZ	g/sec	★½☆☆
University of Arizona	AZ	g/sped	★☆☆☆
Azusa Pacific University	CA	g/el	⚠
Azusa Pacific University	CA	g/sec	★☆☆☆
Biola University	CA	g/el	⚠
Biola University	CA	g/sec	★☆☆☆
Brandman University	CA	ug/el	⚠
Brandman University	CA	g/el	⚠
Brandman University	CA	g/sec	★☆☆☆
California Baptist University	CA	g/el	⚠
California Baptist University	CA	g/sec	★☆☆☆
California Lutheran University	CA	g/el	★☆☆☆
California Lutheran University	CA	g/sec	★½☆☆
California Polytechnic State University – San Luis Obispo	CA	g/el	⚠
California Polytechnic State University – San Luis Obispo	CA	g/sec	★☆☆☆
California State Polytechnic University – Pomona	CA	g/el	⚠
California State Polytechnic University – Pomona	CA	g/sec	★½☆☆
California State University – Bakersfield	CA	ug/el	★☆☆☆
California State University – Bakersfield	CA	g/el	⚠
California State University – Bakersfield	CA	g/sec	★☆☆☆
California State University – Channel Islands	CA	g/el	⚠
California State University – Channel Islands	CA	g/sec	★☆☆☆
California State University – Chico	CA	ug/el	★★☆☆
California State University – Chico	CA	g/el	⚠
California State University – Chico	CA	g/sec	★½☆☆
California State University – Dominguez Hills	CA	ug/el	★☆☆☆
California State University – Dominguez Hills	CA	ug/sec	⚠
California State University – Dominguez Hills	CA	g/el	⚠
California State University – Dominguez Hills	CA	g/sec	★☆☆☆
California State University – Dominguez Hills	CA	g/sped	⚠
California State University – East Bay	CA	ug/el	★☆☆☆
California State University – East Bay	CA	g/el	⚠
California State University – East Bay	CA	g/sec	★☆☆☆
California State University – Fresno	CA	g/el	⚠
California State University – Fresno	CA	g/sec	★★☆☆
California State University – Fullerton	CA	g/el	⚠
California State University – Fullerton	CA	g/sec	★☆☆☆
California State University – Long Beach	CA	g/el	★☆☆☆
California State University – Long Beach	CA	g/sec	★★½☆
California State University – Los Angeles	CA	g/el	⚠
California State University – Los Angeles	CA	g/sec	★☆☆☆
California State University – Monterey Bay	CA	g/el	⚠
California State University – Monterey Bay	CA	g/sec	★☆☆☆
California State University – Northridge	CA	ug/el	⚠
California State University – Northridge	CA	ug/sec	★★½☆
California State University – Northridge	CA	g/el	⚠
California State University – Northridge	CA	g/sec	⚠

* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

INSTITUTION	State	Program*	No. of stars
California State University – Sacramento	CA	g/el	⚠
California State University – Sacramento	CA	g/sec	★☆☆☆
California State University – San Bernardino	CA	g/el	⚠
California State University – San Bernardino	CA	g/sec	★☆☆☆
California State University – San Marcos	CA	g/el	⚠
California State University – San Marcos	CA	g/sec	★☆☆☆
California State University – Stanislaus	CA	g/el	⚠
California State University – Stanislaus	CA	g/sec	★☆☆☆
Claremont Graduate University	CA	g/el	★☆☆☆
Claremont Graduate University	CA	g/sec	★★☆☆
Humboldt State University	CA	ug/el	★½☆☆
Humboldt State University	CA	g/el	⚠
Loyola Marymount University	CA	ug/sec	★★½☆
Loyola Marymount University	CA	g/el	⚠
Loyola Marymount University	CA	g/sec	★☆☆☆
Point Loma Nazarene University	CA	g/el	★☆☆☆
Point Loma Nazarene University	CA	g/sec	★½☆☆
Saint Mary's College of California	CA	g/el	⚠
Saint Mary's College of California	CA	g/sec	★½☆☆
San Diego State University	CA	g/el	⚠
San Diego State University	CA	g/sec	★☆☆☆
San Francisco State University	CA	g/el	★☆☆☆
San Francisco State University	CA	g/sec	★½☆☆
San Jose State University	CA	g/el	⚠
San Jose State University	CA	g/sec	★☆☆☆
Sonoma State University	CA	g/el	⚠
Sonoma State University	CA	g/sec	★☆☆☆
Stanford University	CA	g/el	★½☆☆
Stanford University	CA	g/sec	★★½☆
University of California – Berkeley	CA	g/el	★★☆☆
University of California – Berkeley	CA	g/sec	★★★☆
University of California – Davis	CA	g/el	★★☆☆
University of California – Davis	CA	g/sec	★★☆☆
University of California – Irvine	CA	ug/sec	★★★☆
University of California – Irvine	CA	g/sec	★★☆☆
University of California – Los Angeles	CA	g/el	★☆☆☆
University of California – Los Angeles	CA	g/sec	★½☆☆
University of California – Riverside	CA	g/el	★☆☆☆
University of California – Riverside	CA	g/sec	★★☆☆
University of California – San Diego	CA	g/sec	★★★½
University of California – Santa Barbara	CA	g/el	★☆☆☆
University of California – Santa Cruz	CA	g/el	★☆☆☆
University of California – Santa Cruz	CA	g/sec	★½☆☆
University of La Verne	CA	g/el	⚠
University of La Verne	CA	g/sec	★☆☆☆
University of Redlands	CA	ug/sec	★★★½
University of San Diego	CA	g/el	⚠
University of San Diego	CA	g/sec	★☆☆☆
University of San Francisco	CA	g/el	⚠
University of San Francisco	CA	g/sec	★☆☆☆
Adams State University	CO	ug/el	★☆☆☆
Adams State University	CO	ug/sec	★☆☆☆
Colorado Mesa University	CO	ug/el	★☆☆☆
Colorado Mesa University	CO	ug/sec	★☆☆☆
Colorado State University	CO	ug/el	★★☆☆
Colorado State University	CO	ug/sec	★★½☆
Colorado State University – Pueblo	CO	ug/el	★½☆☆
Colorado State University – Pueblo	CO	ug/sec	⚠
Fort Lewis College	CO	ug/el	★½☆☆
Fort Lewis College	CO	ug/sec	★½☆☆
Jones International University	CO	g/el	⚠
Jones International University	CO	g/sec	★★☆☆
Metropolitan State University of Denver	CO	ug/el	★☆☆☆
Metropolitan State University of Denver	CO	ug/sec	⚠
University of Colorado Boulder	CO	ug/el	★★½☆
University of Colorado Boulder	CO	ug/sec	★½☆☆
University of Colorado Colorado Springs	CO	ug/el	★★☆☆
University of Colorado Colorado Springs	CO	ug/sec	★½☆☆
University of Colorado Denver	CO	ug/el	★☆☆☆
University of Colorado Denver	CO	ug/sec	★½☆☆
University of Colorado Denver	CO	g/el	⚠
University of Colorado Denver	CO	g/sec	⚠
University of Denver	CO	g/el	⚠
University of Denver	CO	g/sec	⚠
University of Northern Colorado	CO	ug/el	★★☆☆
University of Northern Colorado	CO	ug/sec	⚠
Western State Colorado University	CO	ug/sec	★½☆☆
Central Connecticut State University	CT	ug/el	★★☆☆
Central Connecticut State University	CT	ug/sec	★½☆☆
Eastern Connecticut State University	CT	ug/el	★★☆☆
Eastern Connecticut State University	CT	ug/sec	★★½☆
Sacred Heart University	CT	ug/el	★☆☆☆
Southern Connecticut State University	CT	ug/el	★☆☆☆
Southern Connecticut State University	CT	ug/sec	★★☆☆
Southern Connecticut State University	CT	g/el	★☆☆☆
Southern Connecticut State University	CT	g/sec	★★★☆
Southern Connecticut State University	CT	g/sped	★★☆☆
University of Connecticut	CT	g/el	★½☆☆
University of Connecticut	CT	g/sec	★☆☆☆
Western Connecticut State University	CT	ug/el	★☆☆☆
Western Connecticut State University	CT	ug/sec	★½☆☆
American University	DC	ug/sec	★★☆☆
American University	DC	g/el	★☆☆☆
Catholic University of America	DC	ug/el	★½☆☆
Catholic University of America	DC	g/sec	★½☆☆
George Washington University	DC	g/sec	⚠
University of the District of Columbia	DC	ug/el	★☆☆☆
University of the District of Columbia	DC	ug/sec	★★½☆
University of the District of Columbia	DC	g/sec	★★☆☆
Delaware State University	DE	ug/el	★½☆☆
Delaware State University	DE	ug/sec	★★☆☆
Delaware State University	DE	ug/sped	★★☆☆
University of Delaware	DE	ug/el	★★½☆
Chipola College	FL	ug/el	⚠
Chipola College	FL	ug/sec	★★☆☆
Daytona State College	FL	ug/el	★☆☆☆
Daytona State College	FL	ug/sec	★★½☆
Edison State College	FL	ug/el	⚠
Edison State College	FL	ug/sec	★★☆☆
Flagler College	FL	ug/el	★★½☆
Flagler College	FL	ug/sec	★½☆☆
Florida Agricultural and Mechanical University	FL	ug/el	★½☆☆

* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

INSTITUTION	State	Program*	No. of stars	INSTITUTION	State	Program*	No. of stars
Florida Agricultural and Mechanical University	FL	ug/sec	2.5	Kennesaw State University	GA	ug/sec	2.5
Florida Atlantic University	FL	ug/el	1	Macon State College	GA	ug/el	1
Florida Atlantic University	FL	ug/sec	1.5	Macon State College	GA	ug/sec	2
Florida Atlantic University	FL	g/sec	2.5	Mercer University	GA	ug/sec	3
Florida Gulf Coast University	FL	ug/el	2	Mercer University	GA	g/el	1
Florida Gulf Coast University	FL	ug/sec	2.5	Mercer University	GA	g/sec	2.5
Florida International University	FL	ug/el	1.5	North Georgia College and State University	GA	ug/el	1
Florida International University	FL	ug/sec	2	North Georgia College and State University	GA	ug/sec	2.5
Florida State College at Jacksonville	FL	ug/el	⚠	North Georgia College and State University	GA	ug/sped	1
Florida State University	FL	ug/el	2.5	North Georgia College and State University	GA	g/sec	2.5
Florida State University	FL	ug/sec	2.5	Piedmont College	GA	ug/el	1
Florida State University	FL	g/el	2.5	Piedmont College	GA	ug/sec	2.5
Florida State University	FL	g/sec	2.5	University of Georgia	GA	ug/el	2
Indian River State College	FL	ug/sec	2.5	University of Georgia	GA	ug/sec	3
Miami Dade College	FL	ug/sec	2.5	University of Georgia	GA	g/el	1.5
Northwest Florida State College	FL	ug/el	⚠	University of Georgia	GA	g/sec	3
Nova Southeastern University	FL	ug/el	1.5	University of West Georgia	GA	ug/el	⚠
Nova Southeastern University	FL	ug/sec	2.5	University of West Georgia	GA	ug/sec	2
Saint Leo University	FL	ug/sec	2.5	Valdosta State University	GA	ug/el	1.5
Southeastern University	FL	ug/el	1	Valdosta State University	GA	ug/sec	2.5
Southeastern University	FL	ug/sec	1.5	Valdosta State University	GA	g/sec	2.5
St. Petersburg College	FL	g/el	⚠	Chaminade University of Honolulu	HI	ug/el	2
St. Petersburg College	FL	g/sec	2.5	Chaminade University of Honolulu	HI	g/sec	1
University of Central Florida	FL	ug/sec	3	University of Hawaii at Hilo	HI	ug/el	⚠
University of Central Florida	FL	ug/sped	3	University of Hawaii at Manoa	HI	ug/sec	⚠
University of Central Florida	FL	g/el	1.5	University of Hawaii at Manoa	HI	g/el	1
University of Florida	FL	g/el	2.5	University of Hawaii at Manoa	HI	g/sec	⚠
University of Florida	FL	g/sped	2	Iowa State University	IA	ug/el	2
University of North Florida	FL	ug/el	2	Iowa State University	IA	g/sec	1.5
University of South Florida	FL	ug/el	2	Luther College	IA	ug/el	2.5
University of South Florida	FL	ug/sped	2	University of Iowa	IA	ug/el	2
University of West Florida	FL	ug/el	1.5	University of Iowa	IA	ug/sec	3.5
Albany State University	GA	ug/el	⚠	University of Northern Iowa	IA	ug/sped	1.5
Albany State University	GA	ug/sec	2	Boise State University	ID	ug/el	1
Armstrong Atlantic State University	GA	ug/el	⚠	Boise State University	ID	ug/sec	3
Augusta State University (Georgia Regents University Augusta)	GA	ug/el	1	Brigham Young University – Idaho	ID	ug/el	2
Augusta State University (Georgia Regents University Augusta)	GA	ug/sec	2	Brigham Young University – Idaho	ID	ug/sec	2
Augusta State University (Georgia Regents University Augusta)	GA	g/el	⚠	Idaho State University	ID	ug/el	1
Augusta State University (Georgia Regents University Augusta)	GA	g/sec	2	Lewis–Clark State College	ID	ug/el	1
Brenau University	GA	ug/el	1	Lewis–Clark State College	ID	ug/sec	1.5
Clayton State University	GA	ug/sec	2	Augustana College	IL	ug/el	2
Clayton State University	GA	g/sec	3.5	Augustana College	IL	ug/sec	1.5
Columbus State University	GA	ug/el	⚠	Aurora University	IL	ug/el	3
Dalton State College	GA	ug/el	1	Benedictine University	IL	g/sec	⚠
Fort Valley State University	GA	ug/sec	2	Blackburn College	IL	ug/el	1.5
Gainesville State College	GA	ug/el	1	Chicago State University	IL	ug/el	3
Georgia College and State University	GA	ug/el	2	Chicago State University	IL	ug/sec	2
Georgia Southern University	GA	ug/el	1	Concordia University Chicago	IL	ug/el	2
Georgia Southern University	GA	g/sec	1.5	DePaul University	IL	ug/el	1.5
Georgia Southwestern State University	GA	ug/el	1	Eastern Illinois University	IL	ug/el	3
Georgia Southwestern State University	GA	ug/sec	2.5	Eastern Illinois University	IL	ug/sec	1.5
Georgia State University	GA	ug/el	1	Eureka College	IL	ug/el	2
Georgia State University	GA	g/sec	2.5	Eureka College	IL	ug/sec	2
Gordon State College	GA	ug/el	1	Governors State University	IL	ug/el	2.5
Gordon State College	GA	ug/sec	2	Governors State University	IL	ug/sec	2

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INSTITUTION	State	Program*	No. of stars
Greenville College	IL	ug/el	2
Illinois College	IL	ug/el	2
Illinois State University	IL	ug/el	2.5
Illinois State University	IL	ug/sec	1
Illinois State University	IL	ug/sped	2
Illinois Wesleyan University	IL	ug/el	2.5
Judson University	IL	ug/el	2.5
Judson University	IL	ug/sec	1
Knox College	IL	ug/el	2
Knox College	IL	ug/sec	2.5
Lewis University	IL	ug/el	2
Loyola University Chicago	IL	ug/el	2
Loyola University Chicago	IL	ug/sec	1
MacMurray College	IL	ug/el	2
McKendree University	IL	ug/sec	2.5
Millikin University	IL	ug/el	1
Millikin University	IL	ug/sec	2
Monmouth College	IL	ug/el	1
National Louis University	IL	ug/el	2
National Louis University	IL	g/el	2.5
North Central College	IL	ug/el	2
North Park University	IL	ug/el	1
Northeastern Illinois University	IL	ug/el	1
Northeastern Illinois University	IL	ug/sec	2
Northeastern Illinois University	IL	g/sec	3.5
Northern Illinois University	IL	ug/el	2
Northern Illinois University	IL	ug/sec	1
Northern Illinois University	IL	g/el	⚠
Northwestern University	IL	ug/sec	1
Northwestern University	IL	g/el	1
Quincy University	IL	ug/el	4
Rockford College	IL	ug/el	3.5
Roosevelt University	IL	ug/el	2.5
Roosevelt University	IL	g/sec	⚠
Saint Xavier University	IL	g/el	2.5
Southern Illinois University Carbondale	IL	ug/el	3.5
Southern Illinois University Carbondale	IL	ug/sec	4
Southern Illinois University Edwardsville	IL	ug/el	3
Southern Illinois University Edwardsville	IL	ug/sec	1
Trinity Christian College	IL	ug/el	3.5
Trinity International University	IL	g/el	1
University of Chicago	IL	g/el	2
University of Illinois at Chicago	IL	ug/el	3.5
University of Illinois at Chicago	IL	ug/sec	2
University of Illinois at Chicago	IL	g/el	⚠
University of Illinois at Chicago	IL	g/sec	2.5
University of Illinois at Urbana – Champaign	IL	ug/sec	3
University of Illinois at Urbana – Champaign	IL	g/sec	2
University of Illinois Springfield	IL	ug/el	2
University of Illinois Springfield	IL	ug/sec	2.5
University of St. Francis	IL	ug/el	3.5
Western Illinois University	IL	ug/el	2
Wheaton College	IL	ug/el	1
Anderson University	IN	ug/el	2.5
Anderson University	IN	ug/sec	2.5
Anderson University	IN	ug/sped	1
Ball State University	IN	ug/el	1
Ball State University	IN	ug/sec	2.5
Indiana State University	IN	ug/el	1
Indiana State University	IN	ug/sec	1
Indiana State University	IN	g/sped	⚠
Indiana University – Bloomington	IN	ug/el	2
Indiana University – Bloomington	IN	ug/sec	3
Indiana University – Bloomington	IN	ug/sped	2
Indiana University – Bloomington	IN	g/el	1
Indiana University – Bloomington	IN	g/sec	3.5
Indiana University – Bloomington	IN	g/sped	1
Indiana University – East	IN	ug/sec	1
Indiana University – Kokomo	IN	ug/el	1
Indiana University – Kokomo	IN	ug/sec	2.5
Indiana University – Northwest	IN	ug/el	1
Indiana University – Northwest	IN	ug/sec	2.5
Indiana University – South Bend	IN	ug/el	1
Indiana University – South Bend	IN	ug/sec	1
Indiana University – Southeast	IN	ug/el	⚠
Indiana University – Southeast	IN	ug/sec	1
Indiana University–Purdue University Fort Wayne	IN	ug/el	2.5
Indiana University–Purdue University Fort Wayne	IN	ug/sec	2
Indiana University–Purdue University Indianapolis	IN	ug/el	2.5
Manchester University	IN	ug/el	1
Manchester University	IN	ug/sec	3.5
Purdue University	IN	ug/sec	2
Purdue University	IN	g/el	⚠
Purdue University	IN	g/sec	2
Purdue University – Calumet	IN	ug/el	4
Purdue University – Calumet	IN	ug/sec	3
Purdue University – Calumet	IN	ug/sped	3.5
Purdue University – North Central	IN	ug/el	1
Purdue University – North Central	IN	ug/sec	2
University of Notre Dame	IN	g/el	1
University of Notre Dame	IN	g/sec	3.5
University of Southern Indiana	IN	ug/el	⚠
University of Southern Indiana	IN	ug/sec	1
Vincennes University	IN	ug/el	1
Vincennes University	IN	ug/sec	2
Vincennes University	IN	ug/sped	2.5
Emporia State University	KS	ug/sec	2
Fort Hays State University	KS	ug/el	1
Fort Hays State University	KS	ug/sec	3.5
Haskell Indian Nations University	KS	ug/el	⚠
Kansas State University	KS	ug/el	2.5
Kansas State University	KS	ug/sec	2
Pittsburg State University	KS	ug/el	1
Pittsburg State University	KS	ug/sec	3.5
Pittsburg State University	KS	g/sec	2.5
Wichita State University	KS	ug/el	1
Alice Lloyd College	KY	ug/el	2
Alice Lloyd College	KY	ug/sec	3.5

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INSTITUTION	State	Program*	No. of stars
Campbellsville University	KY	ug/el	1.5
Campbellsville University	KY	ug/sec	2
Eastern Kentucky University	KY	ug/el	2
Eastern Kentucky University	KY	ug/sec	3
Eastern Kentucky University	KY	ug/sped	2
Eastern Kentucky University	KY	g/sec	2.5
Georgetown College	KY	ug/el	1.5
Georgetown College	KY	g/sec	1
Kentucky State University	KY	ug/el	1
Kentucky State University	KY	ug/sec	1.5
Midway College	KY	ug/el	1
Midway College	KY	ug/sec	2
Midway College	KY	ug/sped	1
Morehead State University	KY	ug/el	2
Morehead State University	KY	ug/sec	2.5
Murray State University	KY	ug/el	1
Murray State University	KY	ug/sec	2
Northern Kentucky University	KY	ug/el	2
Northern Kentucky University	KY	ug/sec	2.5
Northern Kentucky University	KY	g/sec	2.5
University of Kentucky	KY	ug/el	2.5
University of Kentucky	KY	ug/sec	3.5
University of Kentucky	KY	g/sec	3
University of Louisville	KY	ug/el	2
University of Louisville	KY	ug/sec	3
University of Louisville	KY	g/el	1.5
University of Louisville	KY	g/sec	2.5
University of Louisville	KY	g/sped	2
University of the Cumberlands	KY	ug/sec	2.5
University of the Cumberlands	KY	g/el	⚠
Western Kentucky University	KY	ug/el	2
Western Kentucky University	KY	ug/sec	2.5
Western Kentucky University	KY	g/sped	⚠
Grambling State University	LA	ug/sec	2.5
Louisiana State University – Alexandria	LA	ug/sec	2.5
Louisiana State University – Shreveport	LA	ug/el	1.5
Louisiana State University – Shreveport	LA	ug/sec	1.5
Louisiana State University and Agricultural & Mechanical College	LA	ug/el	2.5
Louisiana State University and Agricultural & Mechanical College	LA	ug/sec	2
Louisiana Tech University	LA	ug/el	2.5
Louisiana Tech University	LA	ug/sec	2
McNeese State University	LA	ug/el	2
McNeese State University	LA	g/sec	1.5
Nicholls State University	LA	ug/el	2
Nicholls State University	LA	ug/sec	2
Northwestern State University of Louisiana	LA	ug/el	2.5
Northwestern State University of Louisiana	LA	ug/sec	2
Southeastern Louisiana University	LA	ug/el	2
Southeastern Louisiana University	LA	ug/sec	3.5
University of Louisiana at Lafayette	LA	ug/sec	2
University of Louisiana at Monroe	LA	ug/el	2
University of New Orleans	LA	g/el	2
University of New Orleans	LA	g/sec	2
Bridgewater State University	MA	ug/el	1.5
Bridgewater State University	MA	ug/sec	2.5
Bridgewater State University	MA	g/el	⚠
Fitchburg State University	MA	ug/sec	3
Fitchburg State University	MA	g/el	1.5
Fitchburg State University	MA	g/sped	2
Framingham State University	MA	ug/el	1.5
Framingham State University	MA	ug/sec	2.5
Gordon College	MA	ug/el	2
Gordon College	MA	ug/sec	3
Lesley University	MA	ug/el	1
Lesley University	MA	ug/sec	2.5
Lesley University	MA	g/el	⚠
Lesley University	MA	g/sec	1
Massachusetts College of Liberal Arts	MA	ug/el	1
Massachusetts College of Liberal Arts	MA	g/sec	1.5
Salem State University	MA	g/el	1
Salem State University	MA	g/sec	2
Tufts University	MA	g/sec	1.5
University of Massachusetts – Boston	MA	g/el	1
University of Massachusetts – Dartmouth	MA	g/el	⚠
University of Massachusetts – Dartmouth	MA	g/sec	1.5
University of Massachusetts – Lowell	MA	g/sec	2.5
Westfield State University	MA	g/el	1
Westfield State University	MA	g/sec	2.5
Wheelock College	MA	ug/el	1.5
Worcester State University	MA	ug/el	1
Worcester State University	MA	ug/sec	2.5
Bowie State University	MD	g/el	1.5
Bowie State University	MD	g/sec	1
Frostburg State University	MD	g/el	1
Frostburg State University	MD	g/sec	1.5
Johns Hopkins University	MD	g/el	2
Johns Hopkins University	MD	g/sec	1.5
McDaniel College	MD	ug/el	3
McDaniel College	MD	g/sec	1.5
Morgan State University	MD	ug/el	1
Morgan State University	MD	ug/sec	2.5
Mount St. Mary's University	MD	ug/sec	1.5
Mount St. Mary's University	MD	g/el	1
Salisbury University	MD	ug/el	2.5
St. Mary's College of Maryland	MD	g/el	1
St. Mary's College of Maryland	MD	g/sec	1.5
Towson University	MD	ug/el	1.5
University of Maryland – Baltimore County	MD	ug/el	2.5
University of Maryland – College Park	MD	ug/el	3
University of Maryland – College Park	MD	ug/sec	3
University of Maryland – College Park	MD	g/el	2
University of Maryland – College Park	MD	g/sec	2.5
University of Maryland – College Park	MD	g/sped	2
University of Maryland – University College	MD	g/sec	1
University of Maryland Eastern Shore	MD	ug/sec	1.5
University of Maine	ME	g/el	1
University of Maine	ME	g/sec	⚠
University of Maine at Farmington	ME	ug/el	⚠
University of Maine at Farmington	ME	ug/sec	⚠
University of Maine at Fort Kent	ME	ug/el	⚠

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INSTITUTION	State	Program*	No. of stars
University of Maine at Fort Kent	ME	ug/sec	★
University of Maine at Machias	ME	ug/el	⚠
University of Maine at Machias	ME	ug/sec	⚠
University of Maine at Presque Isle	ME	ug/el	⚠
University of Maine at Presque Isle	ME	ug/sec	★
University of Southern Maine	ME	ug/el	⚠
University of Southern Maine	ME	ug/sec	★★½
Central Michigan University	MI	ug/el	★½
Central Michigan University	MI	ug/sec	★½
Ferris State University	MI	ug/el	★★
Ferris State University	MI	ug/sec	★½
Hope College	MI	ug/el	★★
Hope College	MI	ug/sec	★★★½
Lake Superior State University	MI	ug/el	★½
Lake Superior State University	MI	ug/sec	⚠
Michigan State University	MI	ug/el	★★
Michigan State University	MI	ug/sec	★★
Michigan Technological University	MI	ug/sec	★
Northern Michigan University	MI	ug/el	★
Northern Michigan University	MI	ug/sec	★½
Oakland University	MI	g/sec	★★★
Saginaw Valley State University	MI	ug/el	★
Saginaw Valley State University	MI	ug/sec	★★½
Saginaw Valley State University	MI	g/sped	★
University of Michigan – Ann Arbor	MI	ug/el	★★
University of Michigan – Ann Arbor	MI	g/sec	★★½
University of Michigan – Dearborn	MI	ug/el	★
University of Michigan – Dearborn	MI	g/sec	★★½
Wayne State University	MI	ug/sec	★
Western Michigan University	MI	ug/sec	★½
Bemidji State University	MN	ug/el	★
Bemidji State University	MN	g/sec	★★
Gustavus Adolphus College	MN	ug/el	★½
Gustavus Adolphus College	MN	ug/sec	★★★
Minnesota State University – Mankato	MN	ug/el	★½
Minnesota State University – Mankato	MN	ug/sec	★★½
Minnesota State University – Mankato	MN	g/sec	★★½
St. Cloud State University	MN	ug/el	★½
St. Cloud State University	MN	ug/sec	★★½
University of Minnesota – Crookston	MN	ug/el	★½
University of Minnesota – Duluth	MN	ug/el	★½
University of Minnesota – Duluth	MN	ug/sec	★★★
University of Minnesota – Morris	MN	ug/el	★★
University of Minnesota – Morris	MN	ug/sec	★★★
University of Minnesota – Twin Cities	MN	g/el	★
University of Minnesota – Twin Cities	MN	g/sec	★★
University of St. Thomas	MN	ug/el	★★
University of St. Thomas	MN	ug/sec	★★★
Winona State University	MN	ug/el	★½
Winona State University	MN	ug/sec	★★½
Fontbonne University	MO	ug/el	★½
Harris–Stowe State University	MO	ug/el	⚠
Harris–Stowe State University	MO	ug/sec	★½
Lincoln University	MO	ug/el	★
Lincoln University	MO	ug/sec	★½
Missouri Baptist University	MO	ug/el	⚠
Missouri Southern State University	MO	ug/sec	★
Missouri State University	MO	ug/el	★★★
Missouri State University	MO	ug/sec	★★½
Missouri State University	MO	g/sec	★★
Missouri University of Science and Technology	MO	ug/sec	★★★½
Missouri Valley College	MO	ug/el	★
Missouri Valley College	MO	ug/sec	★★
Missouri Western State University	MO	ug/el	⚠
Missouri Western State University	MO	ug/sec	★★
Northwest Missouri State University	MO	ug/el	★½
Northwest Missouri State University	MO	ug/sec	★★
Southeast Missouri State University	MO	ug/el	★½
Southeast Missouri State University	MO	ug/sec	★★
Truman State University	MO	g/el	★½
Truman State University	MO	g/sec	★★½
University of Central Missouri	MO	ug/el	★
University of Missouri – Columbia	MO	ug/el	★½
University of Missouri – Columbia	MO	ug/sec	★★
University of Missouri – St. Louis	MO	ug/el	★★
University of Missouri – St. Louis	MO	ug/sec	★★
Alcorn State University	MS	ug/el	★
Alcorn State University	MS	ug/sec	★
Belhaven University	MS	ug/el	★
Belhaven University	MS	ug/sec	★½
Blue Mountain College	MS	ug/el	★★
Blue Mountain College	MS	ug/sec	★½
Delta State University	MS	ug/el	★
Delta State University	MS	ug/sec	⚠
Delta State University	MS	ug/sped	⚠
Jackson State University	MS	ug/sec	★½
Mississippi College	MS	ug/el	★★
Mississippi State University	MS	ug/el	★½
Mississippi State University	MS	ug/sec	★★
Mississippi University for Women	MS	ug/el	★★½
Mississippi University for Women	MS	ug/sec	★★
Mississippi University for Women	MS	ug/sped	★★
University of Mississippi	MS	ug/el	★½
University of Mississippi	MS	ug/sec	★★½
University of Southern Mississippi	MS	ug/el	★½
University of Southern Mississippi	MS	ug/sec	★★½
University of Southern Mississippi	MS	ug/sped	★
William Carey University	MS	ug/el	★★
William Carey University	MS	ug/sec	★★
William Carey University	MS	ug/sped	★★
Montana State University	MT	ug/sec	★★
Montana State University – Northern	MT	ug/el	⚠
Montana State University – Northern	MT	ug/sec	⚠
Montana State University Billings	MT	ug/el	★
Montana State University Billings	MT	ug/sec	★½
Rocky Mountain College	MT	ug/el	★
University of Montana	MT	g/el	⚠
University of Montana	MT	g/sec	★★
University of Montana – Western	MT	ug/el	⚠
University of Montana – Western	MT	ug/sec	★
Appalachian State University	NC	ug/el	★★
Appalachian State University	NC	ug/sec	★★
Catawba College	NC	ug/el	⚠
Catawba College	NC	ug/sec	★

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INSTITUTION	State	Program*	No. of stars
East Carolina University	NC	ug/el	★
East Carolina University	NC	ug/sec	★
East Carolina University	NC	ug/sped	★
East Carolina University	NC	g/el	★
East Carolina University	NC	g/sec	★
Elizabeth City State University	NC	ug/sec	★
Elon University	NC	ug/el	★★
Elon University	NC	ug/sec	★★
Elon University	NC	ug/sped	★★½
Fayetteville State University	NC	ug/el	⚠
Fayetteville State University	NC	g/sec	★★½
Greensboro College	NC	ug/sec	⚠
High Point University	NC	ug/el	★
High Point University	NC	ug/sec	★
High Point University	NC	ug/sped	★★
Lees–McRae College	NC	ug/el	★
North Carolina A&T State University	NC	ug/el	★
North Carolina A&T State University	NC	g/sec	★★½
North Carolina State University at Raleigh	NC	ug/el	★★
North Carolina State University at Raleigh	NC	ug/sec	★★
North Carolina State University at Raleigh	NC	g/el	★½
North Carolina State University at Raleigh	NC	g/sec	★
University of North Carolina at Asheville	NC	ug/sec	★★
University of North Carolina at Chapel Hill	NC	ug/el	★★
University of North Carolina at Chapel Hill	NC	ug/sec	★½
University of North Carolina at Chapel Hill	NC	g/sec	★★★½
University of North Carolina at Charlotte	NC	ug/el	★★
University of North Carolina at Charlotte	NC	ug/sec	★
University of North Carolina at Charlotte	NC	g/el	★★½
University of North Carolina at Charlotte	NC	g/sec	★★½
University of North Carolina at Greensboro	NC	ug/el	★
University of North Carolina at Pembroke	NC	ug/el	⚠
University of North Carolina at Pembroke	NC	ug/sec	★
University of North Carolina at Wilmington	NC	ug/el	★★½
University of North Carolina at Wilmington	NC	ug/sec	★★
University of North Carolina at Wilmington	NC	g/sec	★★
Western Carolina University	NC	ug/el	★
Western Carolina University	NC	ug/sec	★
Western Carolina University	NC	g/sec	★★
Dickinson State University	ND	ug/el	★½
Dickinson State University	ND	ug/sec	⚠
Mayville State University	ND	ug/el	⚠
Mayville State University	ND	ug/sec	★
Minot State University	ND	ug/el	★½
Minot State University	ND	ug/sec	★
North Dakota State University	ND	ug/sec	★★½
University of Mary	ND	ug/el	★
University of Mary	ND	ug/sec	★½
University of North Dakota	ND	ug/sec	★★
University of North Dakota	ND	g/el	⚠
Valley City State University	ND	ug/el	★
Valley City State University	ND	ug/sec	★½
Chadron State College	NE	ug/el	⚠
Chadron State College	NE	ug/sec	⚠
Midland University	NE	ug/el	★
Midland University	NE	ug/sec	⚠
Peru State College	NE	ug/el	⚠
Peru State College	NE	ug/sec	★
University of Nebraska – Lincoln	NE	ug/el	★★½
University of Nebraska – Lincoln	NE	ug/sec	★
University of Nebraska at Kearney	NE	ug/el	★½
University of Nebraska Omaha	NE	ug/el	★½
University of Nebraska Omaha	NE	ug/sec	⚠
Wayne State College	NE	ug/el	★★
Wayne State College	NE	ug/sec	★
Keene State College	NH	ug/el	★
Keene State College	NH	ug/sec	★★
Keene State College	NH	ug/sped	★½
Plymouth State University	NH	ug/el	⚠
Plymouth State University	NH	g/sec	★★
University of New Hampshire	NH	g/el	★
University of New Hampshire	NH	g/sec	★½
Caldwell College	NJ	ug/el	★★
College of New Jersey	NJ	ug/el	★★
College of New Jersey	NJ	ug/sec	★★½
College of New Jersey	NJ	g/el	★
College of New Jersey	NJ	g/sec	★½
Fairleigh Dickinson University – College at Florham	NJ	g/el	⚠
Fairleigh Dickinson University – College at Florham	NJ	g/sec	★½
Kean University	NJ	ug/sec	★★
Kean University	NJ	g/sec	★★★½
Monmouth University	NJ	g/sec	★★
Montclair State University	NJ	ug/el	⚠
Montclair State University	NJ	g/sec	★★½
Richard Stockton College of New Jersey	NJ	g/el	⚠
Richard Stockton College of New Jersey	NJ	g/sec	★½
Rowan University	NJ	ug/el	★
Rowan University	NJ	ug/sec	★★½
Rutgers University – Camden	NJ	ug/el	★½
Rutgers University – Camden	NJ	ug/sec	★★★
Rutgers University – New Brunswick	NJ	g/el	★
Rutgers University – New Brunswick	NJ	g/sec	★★
Rutgers University – Newark	NJ	ug/sec	★★½
Seton Hall University	NJ	ug/el	★★
Seton Hall University	NJ	ug/sec	★★★
William Paterson University of New Jersey	NJ	ug/sec	★★
William Paterson University of New Jersey	NJ	g/sec	★★
Eastern New Mexico University	NM	ug/el	⚠
Eastern New Mexico University	NM	ug/sec	★
New Mexico Highlands University	NM	ug/el	⚠
New Mexico Highlands University	NM	ug/sec	⚠
New Mexico State University	NM	ug/el	★
New Mexico State University	NM	ug/sec	⚠
New Mexico State University	NM	g/el	⚠
New Mexico State University	NM	g/sec	⚠
University of New Mexico	NM	ug/el	★★
University of New Mexico	NM	ug/sec	⚠
University of New Mexico	NM	g/sped	★★
University of the Southwest	NM	ug/el	⚠
University of the Southwest	NM	ug/sec	★
Western New Mexico University	NM	g/el	⚠
Great Basin College	NV	ug/el	★

* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

INSTITUTION	State	Program*	No. of stars
Great Basin College	NV	ug/sec	⚠
Nevada State College	NV	ug/el	⚠
Nevada State College	NV	ug/sec	★☆☆☆
University of Nevada – Las Vegas	NV	ug/el	★☆☆☆
University of Nevada – Las Vegas	NV	ug/sec	★½☆☆
University of Nevada – Las Vegas	NV	g/el	★☆☆☆
University of Nevada – Las Vegas	NV	g/sec	⚠
University of Nevada – Las Vegas	NV	g/sped	⚠
University of Nevada – Reno	NV	g/el	★½☆☆
University of Nevada – Reno	NV	g/sec	⚠
Adelphi University	NY	g/el	⚠
Adelphi University	NY	g/sec	★☆☆☆
Canisius College	NY	ug/el	★½☆☆
Canisius College	NY	ug/sec	★★☆☆
Canisius College	NY	g/sec	★☆☆☆
College of Saint Rose	NY	ug/el	★☆☆☆
College of Saint Rose	NY	ug/sec	★★½☆
College of Saint Rose	NY	g/sec	★½☆☆
Concordia College – New York	NY	ug/el	⚠
CUNY – Brooklyn College	NY	ug/el	★☆☆☆
CUNY – Brooklyn College	NY	g/el	★☆☆☆
CUNY – Brooklyn College	NY	ug/sec	★★☆☆
CUNY – Brooklyn College	NY	g/sec	★★★☆
CUNY – Brooklyn College	NY	g/sped	★☆☆☆
CUNY – City College	NY	ug/el	★☆☆☆
CUNY – City College	NY	ug/sec	★½☆☆
CUNY – City College	NY	g/el	★☆☆☆
CUNY – City College	NY	g/sec	★★☆☆
CUNY – City College	NY	g/sped	★½☆☆
CUNY – College of Staten Island	NY	g/sec	★☆☆☆
CUNY – Hunter College	NY	ug/el	★★★☆
CUNY – Hunter College	NY	ug/sec	★★★☆
CUNY – Hunter College	NY	g/el	★★☆☆
CUNY – Hunter College	NY	g/sec	★★★½
CUNY – Hunter College	NY	g/sped	★★½☆
CUNY – Lehman College	NY	ug/el	★☆☆☆
CUNY – Lehman College	NY	ug/sec	★★★☆
CUNY – Lehman College	NY	g/el	★★☆☆
CUNY – Lehman College	NY	g/sec	★★★☆
CUNY – Medgar Evers College	NY	ug/el	⚠
CUNY – Queens College	NY	ug/el	★☆☆☆
CUNY – Queens College	NY	ug/sec	★½☆☆
CUNY – Queens College	NY	g/el	★☆☆☆
CUNY – Queens College	NY	g/sped	★☆☆☆
CUNY – York College	NY	ug/el	⚠
CUNY – York College	NY	ug/sec	★★☆☆
Five Towns College	NY	ug/el	★½☆☆
Manhattanville College	NY	g/el	★☆☆☆
Manhattanville College	NY	g/sec	★½☆☆
Medaille College	NY	ug/sec	★☆☆☆
Medaille College	NY	g/el	⚠
Medaille College	NY	g/sec	★☆☆☆
Mount Saint Mary College	NY	ug/el	★☆☆☆
Mount Saint Mary College	NY	ug/sec	★★☆☆
Niagara University	NY	ug/el	★☆☆☆
Niagara University	NY	ug/sec	★½☆☆
Niagara University	NY	g/el	⚠
Niagara University	NY	g/sec	★☆☆☆
Stony Brook University	NY	ug/sec	★★☆☆
SUNY – Binghamton University	NY	g/el	★★☆☆
SUNY – Binghamton University	NY	g/sec	★★★☆
SUNY – College at Buffalo	NY	g/el	⚠
SUNY – College at Buffalo	NY	g/sec	★☆☆☆
SUNY – College at Buffalo	NY	ug/sped	⚠
SUNY – Fredonia	NY	ug/el	★★☆☆
SUNY – Fredonia	NY	ug/sec	★★½☆
SUNY – Fredonia	NY	g/sec	★★☆☆
SUNY – Geneseo	NY	ug/el	★½☆☆
SUNY – Geneseo	NY	ug/sec	★★☆☆
SUNY – Geneseo	NY	ug/sped	★½☆☆
SUNY – New Paltz	NY	ug/el	★★☆☆
SUNY – New Paltz	NY	ug/sec	★★☆☆
SUNY – New Paltz	NY	g/el	★½☆☆
SUNY – New Paltz	NY	g/sec	★★½☆
SUNY – Oswego	NY	ug/el	★★☆☆
SUNY – Oswego	NY	ug/sec	★★☆☆
SUNY – Oswego	NY	g/el	★☆☆☆
SUNY – Oswego	NY	g/sec	★☆☆☆
SUNY – Plattsburgh	NY	g/el	⚠
SUNY – Plattsburgh	NY	g/sec	★☆☆☆
SUNY – Potsdam	NY	ug/el	★☆☆☆
SUNY – Potsdam	NY	ug/sec	★☆☆☆
SUNY – Potsdam	NY	g/el	⚠
SUNY – Potsdam	NY	g/sec	★☆☆☆
SUNY – University at Albany	NY	g/sec	★½☆☆
SUNY College at Brockport	NY	ug/el	★☆☆☆
SUNY College at Brockport	NY	ug/sec	★★½☆
SUNY College at Brockport	NY	g/sec	★½☆☆
SUNY College at Cortland	NY	ug/el	★☆☆☆
SUNY College at Cortland	NY	ug/sec	★★☆☆
SUNY College at Cortland	NY	g/el	★★☆☆
SUNY College at Cortland	NY	g/sec	★★½☆
SUNY College at Old Westbury	NY	ug/el	★★☆☆
SUNY College at Old Westbury	NY	ug/sec	★★★☆
SUNY College at Oneonta	NY	ug/el	★☆☆☆
SUNY College at Oneonta	NY	ug/sec	★★☆☆
Syracuse University	NY	g/el	★½☆☆
Syracuse University	NY	g/sec	★★☆☆
University at Buffalo	NY	g/el	⚠
University at Buffalo	NY	g/sec	★★☆☆
Ashland University	OH	ug/el	★☆☆☆
Ashland University	OH	ug/sec	★★½☆
Ashland University	OH	g/sec	★★☆☆
Baldwin Wallace University	OH	ug/el	★★☆☆
Baldwin Wallace University	OH	ug/sec	★★☆☆
Bowling Green State University	OH	ug/el	★½☆☆
Bowling Green State University	OH	ug/sec	★★½☆
Bowling Green State University	OH	ug/sped	★½☆☆
Central State University	OH	ug/el	★½☆☆
Central State University	OH	ug/sec	★★☆☆
Cleveland State University	OH	ug/el	★☆☆☆
Cleveland State University	OH	ug/sec	★★☆☆
Cleveland State University	OH	g/el	⚠
Cleveland State University	OH	g/sec	⚠
Kent State University	OH	ug/el	★☆☆☆
Kent State University	OH	ug/sec	★★☆☆

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INSTITUTION	State	Program*	No. of stars
Kent State University	OH	ug/sped	1
Kent State University	OH	g/el	1
Kent State University	OH	g/sec	⚠
Marietta College	OH	ug/el	2
Marietta College	OH	ug/sec	3.5
Miami University – Oxford	OH	ug/el	2
Miami University – Oxford	OH	ug/sec	2.5
Miami University – Oxford	OH	g/sec	2.5
Ohio Dominican University	OH	ug/el	1
Ohio Dominican University	OH	ug/sec	2
Ohio Northern University	OH	ug/el	1.5
Ohio Northern University	OH	ug/sec	3
Ohio State University	OH	g/el	3.5
Ohio State University	OH	g/sec	4
Ohio University	OH	ug/el	1.5
Ohio University	OH	ug/sec	2
Otterbein University	OH	ug/el	1.5
Otterbein University	OH	ug/sec	2.5
Shawnee State University	OH	ug/el	2
Shawnee State University	OH	ug/sec	2
University of Akron	OH	ug/el	1
University of Akron	OH	ug/sec	2.5
University of Akron	OH	g/sec	2
University of Cincinnati	OH	ug/el	1
University of Cincinnati	OH	ug/sec	2.5
University of Dayton	OH	ug/el	2
University of Dayton	OH	ug/sec	2
University of Toledo	OH	ug/el	1.5
University of Toledo	OH	g/sec	2.5
Wright State University	OH	ug/el	1
Wright State University	OH	g/sec	3.5
Youngstown State University	OH	ug/el	1.5
Youngstown State University	OH	ug/sec	2
Cameron University	OK	ug/el	1
Cameron University	OK	ug/sec	2.5
East Central University	OK	ug/el	⚠
East Central University	OK	ug/sec	2
Langston University	OK	ug/el	1
Langston University	OK	ug/sec	2
Northeastern State University	OK	ug/el	1
Northeastern State University	OK	ug/sec	2
Northeastern State University	OK	ug/sped	⚠
Northwestern Oklahoma State University	OK	ug/el	1
Northwestern Oklahoma State University	OK	ug/sec	2
Oklahoma Baptist University	OK	ug/el	3
Oklahoma Baptist University	OK	ug/sec	2
Oklahoma Panhandle State University	OK	ug/el	1
Oklahoma Panhandle State University	OK	ug/sec	2
Oklahoma State University	OK	ug/el	3
Oklahoma State University	OK	ug/sec	3.5
Oral Roberts University	OK	ug/el	1.5
Southeastern Oklahoma State University	OK	ug/el	1.5
Southeastern Oklahoma State University	OK	ug/sec	1
Southwestern Oklahoma State University	OK	ug/el	1
Southwestern Oklahoma State University	OK	ug/sec	2
University of Central Oklahoma	OK	ug/el	2
University of Central Oklahoma	OK	ug/sec	2.5
University of Oklahoma	OK	ug/el	2.5
University of Oklahoma	OK	ug/sec	3
University of Science and Arts of Oklahoma	OK	ug/el	2
University of Science and Arts of Oklahoma	OK	ug/sec	2.5
Lewis and Clark College	OR	g/sec	⚠
Oregon State University	OR	ug/el	1
Oregon State University	OR	g/sec	2.5
Pacific University	OR	ug/el	1
Pacific University	OR	g/sec	1
University of Oregon	OR	g/el	⚠
University of Oregon	OR	g/sec	⚠
Western Oregon University	OR	ug/sec	⚠
Arcadia University	PA	ug/el	2.5
Arcadia University	PA	ug/sec	3
Bloomsburg University of Pennsylvania	PA	ug/el	1.5
Bloomsburg University of Pennsylvania	PA	ug/sec	3
Bloomsburg University of Pennsylvania	PA	ug/sped	1.5
California University of Pennsylvania	PA	ug/el	⚠
California University of Pennsylvania	PA	ug/sec	1.5
California University of Pennsylvania	PA	g/sec	1.5
Clarion University of Pennsylvania	PA	ug/el	⚠
Duquesne University	PA	g/sec	1.5
East Stroudsburg University of Pennsylvania	PA	ug/el	1.5
East Stroudsburg University of Pennsylvania	PA	ug/sec	1.5
East Stroudsburg University of Pennsylvania	PA	ug/sped	1
Edinboro University of Pennsylvania	PA	ug/el	1
Edinboro University of Pennsylvania	PA	ug/sec	1
Edinboro University of Pennsylvania	PA	g/sec	2
Gwynedd – Mercy College	PA	ug/sec	3
Holy Family University	PA	ug/el	⚠
Holy Family University	PA	g/sec	2
Indiana University of Pennsylvania	PA	ug/el	2
Indiana University of Pennsylvania	PA	ug/sec	2.5
Kutztown University of Pennsylvania	PA	ug/el	2
Kutztown University of Pennsylvania	PA	ug/sec	1
Lebanon Valley College	PA	ug/el	1.5
Lebanon Valley College	PA	ug/sec	3
Lock Haven University of Pennsylvania	PA	ug/el	2
Lock Haven University of Pennsylvania	PA	ug/sec	2
Mansfield University of Pennsylvania	PA	ug/el	1
Mansfield University of Pennsylvania	PA	ug/sec	3
Marywood University	PA	ug/el	2
Marywood University	PA	g/sec	⚠
Millersville University of Pennsylvania	PA	ug/sec	3.5
Misericordia University	PA	ug/sec	3
Pennsylvania State University	PA	ug/el	1.5
Pennsylvania State University	PA	ug/sec	3.5
Pennsylvania State University	PA	g/sec	3.5
Pennsylvania State University – Harrisburg	PA	ug/el	1.5
Pennsylvania State University – Harrisburg	PA	ug/sec	1
Robert Morris University	PA	ug/el	2
Robert Morris University	PA	ug/sec	3.5
Saint Joseph's University	PA	ug/el	2
Saint Joseph's University	PA	ug/sec	3
Shippensburg University of Pennsylvania	PA	ug/el	2

* Program guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

INSTITUTION	State	Program*	No. of stars
Shippensburg University of Pennsylvania	PA	ug/sec	3.5
Shippensburg University of Pennsylvania	PA	g/el	1
Slippery Rock University of Pennsylvania	PA	ug/el	1
Slippery Rock University of Pennsylvania	PA	ug/sec	3.5
Slippery Rock University of Pennsylvania	PA	g/sec	1.5
Temple University	PA	ug/el	2
Temple University	PA	ug/sec	3.5
University of Pennsylvania	PA	g/el	1
University of Pennsylvania	PA	g/sec	1
West Chester University of Pennsylvania	PA	ug/el	1
West Chester University of Pennsylvania	PA	ug/sec	2
West Chester University of Pennsylvania	PA	ug/sped	1.5
Rhode Island College	RI	ug/el	1
Rhode Island College	RI	g/sec	3
University of Rhode Island	RI	ug/el	2
University of Rhode Island	RI	ug/sec	3.5
Bob Jones University	SC	ug/sec	1
Bob Jones University	SC	g/el	⚠
Citadel Military College of South Carolina	SC	ug/sec	⚠
Clemson University	SC	ug/sec	4.5
Coastal Carolina University	SC	ug/el	2
College of Charleston	SC	ug/el	2
College of Charleston	SC	ug/sec	4.5
Francis Marion University	SC	ug/el	1
Francis Marion University	SC	ug/sec	2
Francis Marion University	SC	g/sped	1
Furman University	SC	ug/el	3
Furman University	SC	ug/sec	5
Lander University	SC	ug/el	⚠
Lander University	SC	ug/sec	2
South Carolina State University	SC	ug/el	1
University of South Carolina – Aiken	SC	ug/el	1
University of South Carolina – Aiken	SC	ug/sec	1
University of South Carolina – Beaufort	SC	ug/el	1
University of South Carolina – Columbia	SC	ug/el	1.5
University of South Carolina – Columbia	SC	ug/sec	3
University of South Carolina – Columbia	SC	g/el	1
University of South Carolina – Columbia	SC	g/sec	3.5
University of South Carolina – Upstate	SC	ug/el	1
University of South Carolina – Upstate	SC	ug/sec	1
Winthrop University	SC	ug/el	2
Winthrop University	SC	g/sec	2
Black Hills State University	SD	ug/el	1
Black Hills State University	SD	ug/sec	1.5
Dakota State University	SD	ug/el	2
Dakota State University	SD	ug/sec	3
Northern State University	SD	ug/el	2
Northern State University	SD	ug/sec	3
South Dakota State University	SD	ug/el	1
South Dakota State University	SD	ug/sec	3.5
University of South Dakota	SD	ug/el	2
University of South Dakota	SD	ug/sec	3
Austin Peay State University	TN	ug/el	3.5
Austin Peay State University	TN	ug/sec	4.5
East Tennessee State University	TN	ug/sec	3.5
East Tennessee State University	TN	g/el	⚠
East Tennessee State University	TN	g/sec	2
Lipscomb University	TN	ug/sec	4

INSTITUTION	State	Program*	No. of stars
Lipscomb University	TN	g/el	2
Maryville College	TN	ug/el	1.5
Maryville College	TN	ug/sec	3
Middle Tennessee State University	TN	ug/el	2
Middle Tennessee State University	TN	ug/sec	4.5
Tennessee State University	TN	ug/el	1
Tennessee State University	TN	ug/sec	3.5
Tennessee Technological University	TN	ug/el	3.5
Tennessee Technological University	TN	ug/sec	3
Tusculum College	TN	ug/el	1
Tusculum College	TN	ug/sec	3.5
Union University	TN	ug/sec	3
Union University	TN	g/el	1
University of Memphis	TN	ug/el	3
University of Memphis	TN	g/sec	3
University of Tennessee	TN	g/el	⚠
University of Tennessee	TN	g/sec	3.5
University of Tennessee – Martin	TN	g/el	1.5
University of Tennessee – Martin	TN	g/sec	3
University of Tennessee at Chattanooga	TN	ug/el	1
University of Tennessee at Chattanooga	TN	ug/sec	3.5
Vanderbilt University	TN	g/sec	4
Angelo State University	TX	ug/el	⚠
Angelo State University	TX	ug/sec	2
Dallas Baptist University	TX	ug/el	3
Dallas Baptist University	TX	ug/sec	3
Houston Baptist University	TX	ug/el	3.5
Houston Baptist University	TX	ug/sec	3
Lamar University	TX	ug/sec	1.5
Midwestern State University	TX	ug/el	2
Midwestern State University	TX	ug/sec	2
Sam Houston State University	TX	ug/el	1.5
Sam Houston State University	TX	ug/sec	2
Southern Methodist University	TX	ug/el	2
Stephen F. Austin State University	TX	ug/el	2
Stephen F. Austin State University	TX	ug/sec	1.5
Sul Ross State University	TX	ug/el	⚠
Sul Ross State University	TX	ug/sec	1
Tarleton State University	TX	ug/el	2
Tarleton State University	TX	ug/sec	1.5
Texas A&M International University	TX	ug/el	1.5
Texas A&M International University	TX	ug/sec	1
Texas A&M University	TX	ug/el	3
Texas A&M University	TX	ug/sec	1
Texas A&M University – Commerce	TX	ug/el	1
Texas A&M University – Corpus Christi	TX	ug/el	3
Texas A&M University – Corpus Christi	TX	g/sec	1
Texas A&M University – Kingsville	TX	ug/el	1
Texas A&M University – Kingsville	TX	ug/sec	1
Texas A&M University – Texarkana	TX	ug/el	2
Texas A&M University – Texarkana	TX	ug/sec	2
Texas Southern University	TX	ug/sec	4.5
Texas Southern University	TX	g/el	1.5
Texas Tech University	TX	ug/el	2
Texas Tech University	TX	ug/sec	3.5
Texas Tech University	TX	g/el	⚠
Texas Tech University	TX	g/sec	1
University of Houston	TX	ug/el	1.5

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INSTITUTION	State	Program*	No. of stars
University of Houston	TX	ug/sec	2.5
University of Houston	TX	g/el	2
University of Houston	TX	g/sec	2
University of Houston – Clear Lake	TX	ug/el	2
University of Houston – Clear Lake	TX	ug/sec	2
University of Houston – Downtown	TX	ug/el	1
University of Houston – Downtown	TX	ug/sec	⚠
University of Houston – Victoria	TX	ug/el	1
University of Houston – Victoria	TX	ug/sec	1
University of North Texas	TX	ug/el	2
University of North Texas	TX	ug/sec	2
University of Texas – Pan American	TX	ug/el	2
University of Texas – Pan American	TX	ug/sec	3
University of Texas at Arlington	TX	ug/el	1.5
University of Texas at Arlington	TX	ug/sec	2
University of Texas at Austin	TX	ug/el	3
University of Texas at Austin	TX	ug/sec	2
University of Texas at Dallas	TX	ug/el	1.5
University of Texas at Dallas	TX	ug/sec	2
University of Texas at El Paso	TX	ug/el	2
University of Texas at El Paso	TX	ug/sec	1
University of Texas at San Antonio	TX	ug/el	1.5
University of Texas at San Antonio	TX	ug/sec	1
University of Texas at San Antonio	TX	g/el	1
University of Texas at San Antonio	TX	g/sec	1
University of Texas at Tyler	TX	ug/el	2.5
University of Texas at Tyler	TX	ug/sec	1.5
University of Texas of the Permian Basin	TX	ug/el	1
University of Texas of the Permian Basin	TX	ug/sec	1.5
Wayland Baptist University	TX	ug/el	⚠
Wayland Baptist University	TX	ug/sec	⚠
West Texas A&M University	TX	ug/el	1.5
West Texas A&M University	TX	ug/sec	2
Brigham Young University	UT	ug/el	2
Brigham Young University	UT	ug/sec	1
Dixie State College of Utah	UT	ug/el	1
Dixie State College of Utah	UT	ug/sec	2
Southern Utah University	UT	ug/el	1.5
Southern Utah University	UT	ug/sec	1.5
University of Utah	UT	ug/el	2.5
University of Utah	UT	ug/sec	2
Utah State University	UT	ug/el	2
Utah State University	UT	ug/sec	2.5
Utah Valley University	UT	ug/sec	2.5
Weber State University	UT	ug/sec	1.5
Western Governors University	UT	ug/sec	3
Western Governors University	UT	g/el	1.5
Bridgewater College	VA	ug/sec	2.5
Christopher Newport University	VA	g/el	2
Christopher Newport University	VA	g/sec	2.5
College of William and Mary	VA	g/el	1
College of William and Mary	VA	g/sec	2.5
George Mason University	VA	g/el	1.5
George Mason University	VA	g/sec	2.5
George Mason University	VA	g/sped	2
James Madison University	VA	g/sec	2.5
Longwood University	VA	ug/el	3
Longwood University	VA	ug/sec	3
Old Dominion University	VA	ug/sec	2.5
Old Dominion University	VA	g/el	1
Old Dominion University	VA	g/sec	2.5
Old Dominion University	VA	g/sped	1.5
Radford University	VA	g/el	3
Radford University	VA	g/sec	3
Regent University	VA	ug/el	1.5
University of Virginia	VA	g/el	1.5
University of Virginia	VA	g/sec	1.5
University of Virginia's College at Wise	VA	ug/el	1
University of Virginia's College at Wise	VA	ug/sec	2
Virginia Commonwealth University	VA	g/el	2
Virginia Commonwealth University	VA	g/sec	3
Virginia Polytechnic Institute and State University	VA	g/el	2
Virginia State University	VA	ug/el	1
Virginia State University	VA	ug/sec	2
Castleton State College	VT	ug/sec	⚠
Johnson State College	VT	ug/el	⚠
Johnson State College	VT	g/sec	1
Lyndon State College	VT	ug/sec	1
Lyndon State College	VT	g/el	⚠
University of Vermont	VT	ug/el	2
University of Vermont	VT	ug/sec	2
University of Vermont	VT	g/sped	⚠
Central Washington University	WA	ug/el	1.5
Central Washington University	WA	ug/sec	2.5
Eastern Washington University	WA	ug/sec	1
Eastern Washington University	WA	g/el	1
Evergreen State College	WA	g/el	1
Evergreen State College	WA	g/sec	1
Northwest University	WA	ug/sec	2
Northwest University	WA	g/el	1
University of Washington – Bothell	WA	g/el	1
University of Washington – Bothell	WA	g/sec	⚠
University of Washington – Seattle	WA	g/el	1
University of Washington – Seattle	WA	g/sec	1.5
University of Washington – Seattle	WA	g/sped	2.5
University of Washington – Tacoma	WA	g/el	1.5
University of Washington – Tacoma	WA	g/sec	⚠
University of Washington – Tacoma	WA	g/sped	1.5
Washington State University	WA	ug/el	1.5
Washington State University	WA	ug/sec	3
Washington State University	WA	g/el	1.5
Washington State University	WA	g/sec	1
Washington State University	WA	g/sped	1
Western Washington University	WA	ug/el	2
Western Washington University	WA	ug/sec	1.5
Western Washington University	WA	ug/sped	2.5
University of Wisconsin – Eau Claire	WI	ug/el	2
University of Wisconsin – Eau Claire	WI	ug/sec	1
University of Wisconsin – Green Bay	WI	ug/el	1
University of Wisconsin – Green Bay	WI	ug/sec	1
University of Wisconsin – La Crosse	WI	ug/el	2
University of Wisconsin – La Crosse	WI	ug/sec	1
University of Wisconsin – Madison	WI	ug/el	2.5
University of Wisconsin – Madison	WI	ug/sec	1.5

* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

INSTITUTION	State	Program*	No. of stars
University of Wisconsin – Milwaukee	WI	ug/el	1.5
University of Wisconsin – Milwaukee	WI	ug/sec	⚠
University of Wisconsin – Oshkosh	WI	ug/el	1.5
University of Wisconsin – Oshkosh	WI	ug/sec	1
University of Wisconsin – Platteville	WI	ug/el	2
University of Wisconsin – Platteville	WI	ug/sec	1
University of Wisconsin – River Falls	WI	ug/el	1
University of Wisconsin – River Falls	WI	ug/sec	2.5
University of Wisconsin – Stevens Point	WI	ug/el	1.5
University of Wisconsin – Stevens Point	WI	ug/sec	⚠
University of Wisconsin – Stout	WI	ug/el	1.5
University of Wisconsin – Stout	WI	ug/sec	3
University of Wisconsin – Superior	WI	ug/el	1.5
University of Wisconsin – Superior	WI	ug/sec	1
University of Wisconsin – Whitewater	WI	ug/el	1
University of Wisconsin – Whitewater	WI	ug/sec	1.5
Bluefield State College	WV	ug/el	1
Bluefield State College	WV	ug/sec	1
Concord University	WV	ug/el	1.5
Concord University	WV	ug/sec	2
Glenville State College	WV	ug/el	1
Glenville State College	WV	ug/sec	1.5
Marshall University	WV	ug/el	2
Marshall University	WV	g/sec	1.5
Marshall University	WV	g/sped	1
Shepherd University	WV	ug/el	1.5
Shepherd University	WV	ug/sec	1.5
West Liberty University	WV	ug/el	1
West Liberty University	WV	ug/sec	1
West Virginia State University	WV	ug/el	0
West Virginia State University	WV	ug/sec	1
West Virginia University	WV	g/el	1
West Virginia University	WV	g/sped	1.5
West Virginia University – Parkersburg	WV	ug/el	1
University of Wyoming	WY	ug/el	2

* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

Lowest-performing programs (less than one star)

Consumer Alert

Of the 1,200 elementary and secondary programs for which we are able to provide an overall rating, about one in seven earns less than one star. The universal "warning" symbol, ⚠, is used to alert consumers and school districts to their low rating in our evaluation.

INSTITUTION	State	Program*		INSTITUTION	State	Program*	
University of Alaska Anchorage	AK	ug/el	⚠	University of San Diego	CA	g/el	⚠
University of Alaska Fairbanks	AK	g/sec	⚠	University of San Francisco	CA	g/el	⚠
Athens State University	AL	ug/el	⚠	Colorado State University – Pueblo	CO	ug/sec	⚠
University of Alabama at Birmingham	AL	g/sec	⚠	Jones International University	CO	g/el	⚠
University of Montevallo	AL	g/sec	⚠	Metropolitan State University of Denver	CO	ug/sec	⚠
Southern Arkansas University	AR	g/sec	⚠	University of Colorado Denver	CO	g/el	⚠
Grand Canyon University	AZ	g/sec	⚠	University of Colorado Denver	CO	g/sec	⚠
Northern Arizona University	AZ	g/sec	⚠	University of Denver	CO	g/el	⚠
Prescott College	AZ	g/el	⚠	University of Denver	CO	g/sec	⚠
Prescott College	AZ	g/sec	⚠	University of Northern Colorado	CO	ug/sec	⚠
Azusa Pacific University	CA	g/el	⚠	George Washington University	DC	g/sec	⚠
Biola University	CA	g/el	⚠	Chipola College	FL	ug/el	⚠
Brandman University	CA	ug/el	⚠	Edison State College	FL	ug/el	⚠
Brandman University	CA	g/el	⚠	Florida State College at Jacksonville	FL	ug/el	⚠
California Baptist University	CA	g/el	⚠	Northwest Florida State College	FL	ug/el	⚠
California Polytechnic State University – San Luis Obispo	CA	g/el	⚠	St. Petersburg College	FL	g/el	⚠
California State Polytechnic University – Pomona	CA	g/el	⚠	Albany State University	GA	ug/el	⚠
California State University – Bakersfield	CA	g/el	⚠	Armstrong Atlantic State University	GA	ug/el	⚠
California State University – Channel Islands	CA	g/el	⚠	Augusta State University (Georgia Regents University Augusta)	GA	g/el	⚠
California State University – Chico	CA	g/el	⚠	Columbus State University	GA	ug/el	⚠
California State University – Dominguez Hills	CA	g/el	⚠	University of West Georgia	GA	ug/el	⚠
California State University – Dominguez Hills	CA	ug/sec	⚠	University of Hawaii at Hilo	HI	ug/el	⚠
California State University – East Bay	CA	g/el	⚠	University of Hawaii at Manoa	HI	ug/sec	⚠
California State University – Fresno	CA	g/el	⚠	University of Hawaii at Manoa	HI	g/sec	⚠
California State University – Fullerton	CA	g/el	⚠	Benedictine University	IL	g/sec	⚠
California State University – Los Angeles	CA	g/el	⚠	Northern Illinois University	IL	g/el	⚠
California State University – Monterey Bay	CA	g/el	⚠	Roosevelt University	IL	g/sec	⚠
California State University – Northridge	CA	ug/el	⚠	University of Illinois at Chicago	IL	g/el	⚠
California State University – Northridge	CA	g/el	⚠	Indiana University – Southeast	IN	ug/el	⚠
California State University – Northridge	CA	g/sec	⚠	Purdue University	IN	g/el	⚠
California State University – Sacramento	CA	g/el	⚠	University of Southern Indiana	IN	ug/el	⚠
California State University – San Bernardino	CA	g/el	⚠	Haskell Indian Nations University	KS	ug/el	⚠
California State University – San Marcos	CA	g/el	⚠	University of the Cumberlands	KY	g/el	⚠
California State University – Stanislaus	CA	g/el	⚠	Bridgewater State University	MA	g/el	⚠
Humboldt State University	CA	g/el	⚠	Lesley University	MA	g/el	⚠
Loyola Marymount University	CA	g/el	⚠	University of Massachusetts – Dartmouth	MA	g/el	⚠
Saint Mary's College of California	CA	g/el	⚠	University of Maine	ME	g/sec	⚠
San Diego State University	CA	g/el	⚠	University of Maine at Farmington	ME	ug/el	⚠
San Jose State University	CA	g/el	⚠	University of Maine at Farmington	ME	ug/sec	⚠
Sonoma State University	CA	g/el	⚠	University of Maine at Fort Kent	ME	ug/el	⚠
University of La Verne	CA	g/el	⚠	University of Maine at Machias	ME	ug/el	⚠

* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

INSTITUTION	State	Program*	
University of Maine at Machias	ME	ug/sec	⚠
University of Maine at Presque Isle	ME	ug/el	⚠
University of Southern Maine	ME	ug/el	⚠
Lake Superior State University	MI	ug/sec	⚠
Harris–Stowe State University	MO	ug/el	⚠
Missouri Baptist University	MO	ug/el	⚠
Missouri Western State University	MO	ug/el	⚠
Delta State University	MS	ug/sec	⚠
Montana State University – Northern	MT	ug/el	⚠
Montana State University – Northern	MT	ug/sec	⚠
University of Montana	MT	g/el	⚠
University of Montana – Western	MT	ug/el	⚠
Catawba College	NC	ug/el	⚠
Fayetteville State University	NC	ug/el	⚠
Greensboro College	NC	ug/sec	⚠
University of North Carolina at Pembroke	NC	ug/el	⚠
Dickinson State University	ND	ug/sec	⚠
Mayville State University	ND	ug/el	⚠
University of North Dakota	ND	g/el	⚠
Chadron State College	NE	ug/el	⚠
Chadron State College	NE	ug/sec	⚠
Midland University	NE	ug/sec	⚠
Peru State College	NE	ug/el	⚠
University of Nebraska Omaha	NE	ug/sec	⚠
Plymouth State University	NH	ug/el	⚠
Fairleigh Dickinson University – College at Florham	NJ	g/el	⚠
Montclair State University	NJ	ug/el	⚠
Richard Stockton College of New Jersey	NJ	g/el	⚠
Eastern New Mexico University	NM	ug/el	⚠
New Mexico Highlands University	NM	ug/el	⚠
New Mexico Highlands University	NM	ug/sec	⚠
New Mexico State University	NM	g/el	⚠
New Mexico State University	NM	ug/sec	⚠
New Mexico State University	NM	g/sec	⚠
University of New Mexico	NM	ug/sec	⚠
University of the Southwest	NM	ug/el	⚠
Western New Mexico University	NM	g/el	⚠
Great Basin College	NV	ug/sec	⚠
Nevada State College	NV	ug/el	⚠
University of Nevada – Las Vegas	NV	g/sec	⚠
University of Nevada – Reno	NV	g/sec	⚠

INSTITUTION	State	Program*	
Concordia College – New York	NY	ug/el	⚠
CUNY – Medgar Evers College	NY	ug/el	⚠
CUNY – York College	NY	ug/el	⚠
Adelphi University	NY	g/el	⚠
Medaille College	NY	g/el	⚠
Niagara University	NY	g/el	⚠
SUNY – College at Buffalo	NY	g/el	⚠
SUNY – Plattsburgh	NY	g/el	⚠
SUNY – Potsdam	NY	g/el	⚠
University at Buffalo	NY	g/el	⚠
Cleveland State University	OH	g/el	⚠
Cleveland State University	OH	g/sec	⚠
Kent State University	OH	g/sec	⚠
East Central University	OK	ug/el	⚠
Lewis and Clark College	OR	g/sec	⚠
University of Oregon	OR	g/el	⚠
University of Oregon	OR	g/sec	⚠
Western Oregon University	OR	ug/sec	⚠
California University of Pennsylvania	PA	ug/el	⚠
Clarion University of Pennsylvania	PA	ug/el	⚠
Holy Family University	PA	ug/el	⚠
Marywood University	PA	g/sec	⚠
Bob Jones University	SC	g/el	⚠
Citadel Military College of South Carolina	SC	ug/sec	⚠
Lander University	SC	ug/el	⚠
East Tennessee State University	TN	g/el	⚠
University of Tennessee	TN	g/el	⚠
Angelo State University	TX	ug/el	⚠
Sul Ross State University	TX	ug/el	⚠
Texas Tech University	TX	g/el	⚠
University of Houston – Downtown	TX	ug/sec	⚠
Wayland Baptist University	TX	ug/el	⚠
Wayland Baptist University	TX	ug/sec	⚠
Castleton State College	VT	ug/sec	⚠
Johnson State College	VT	ug/el	⚠
Lyndon State College	VT	g/el	⚠
University of Washington – Bothell	WA	g/sec	⚠
University of Washington – Tacoma	WA	g/sec	⚠
University of Wisconsin – Milwaukee	WI	ug/sec	⚠
University of Wisconsin – Stevens Point	WI	ug/sec	⚠

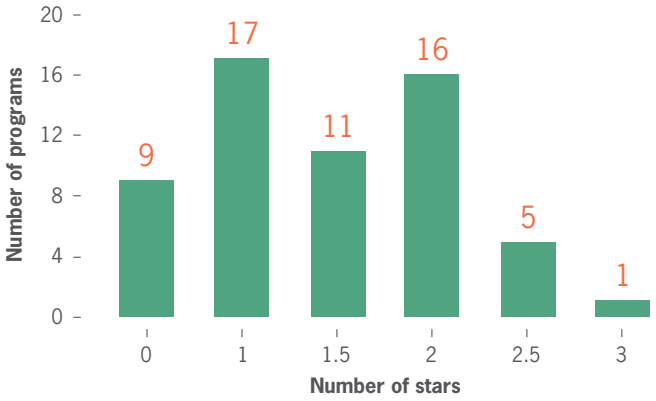
* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

Special education program ratings

The sample of special education programs is small because obtaining the necessary materials from institutions to evaluate the special education standards was difficult. We intended to rate about 100 programs in the first edition of the *Teacher Prep Review*, but a lack of cooperation from institutions made it possible to only provide program ratings for 59 programs. These program ratings are posted only on the NCTQ website, not on the *U.S. News & World Report* website.

Of the 59 rated programs, we commend the undergraduate program at the **University of Central Florida**, the one special education program that receives a three-star rating in special education.

Fig. 6. Distribution of special education program ratings

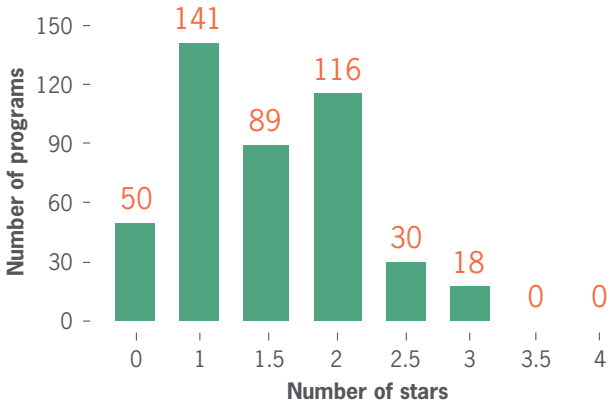


INSTITUTION	State	Program*	No. of stars	INSTITUTION	State	Program*	No. of stars
University of Alaska Anchorage	AK	g/sped	⚠	William Carey University	MS	ug/sped	★★
Arkansas State University	AR	g/sped	★	East Carolina University	NC	g/sped	★
Northern Arizona University	AZ	ug/sped	★	High Point University	NC	ug/sped	★★
University of Arizona	AZ	g/sped	★	Elon University	NC	g/sped	★★½
Arizona State University	AZ	ug/sped	★★	Keene State College	NH	g/sped	★½
California State University – Dominguez Hills	CA	g/sped	⚠	University of New Mexico	NM	g/sped	★★
Southern Connecticut State University	CT	g/sped	★★	University of Nevada – Las Vegas	NV	g/sped	⚠
Delaware State University	DE	ug/sped	★★	SUNY – College at Buffalo	NY	g/sped	⚠
University of Florida	FL	g/sped	★★	CUNY – Brooklyn College	NY	ug/sped	★
University of South Florida	FL	ug/sped	★★	CUNY – Queens College	NY	ug/sped	★
University of Central Florida	FL	ug/sped	★★★	CUNY – City College	NY	ug/sped	★½
North Georgia College and State University	GA	ug/sped	★	SUNY – Geneseo	NY	ug/sped	★½
University of Northern Iowa	IA	ug/sped	★½	CUNY – Hunter College	NY	ug/sped	★★½
Illinois State University	IL	ug/sped	★★	Kent State University	OH	ug/sped	★
Indiana State University	IN	g/sped	⚠	Bowling Green State University	OH	ug/sped	★½
Anderson University	IN	ug/sped	★	Northeastern State University	OK	ug/sped	⚠
Indiana University – Bloomington	IN	g/sped	★	East Stroudsburg University of Pennsylvania	PA	ug/sped	★
Vincennes University	IN	ug/sped	★½	Bloomsburg University of Pennsylvania	PA	ug/sped	★½
Indiana University – Bloomington	IN	ug/sped	★★	West Chester University of Pennsylvania	PA	ug/sped	★½
Purdue University – Calumet	IN	ug/sped	★★½	Francis Marion University	SC	g/sped	★
Western Kentucky University	KY	g/sped	⚠	Old Dominion University	VA	g/sped	★½
Midway College	KY	ug/sped	★	George Mason University	VA	g/sped	★★
Eastern Kentucky University	KY	ug/sped	★★	University of Vermont	VT	g/sped	⚠
University of Louisville	KY	g/sped	★★	Washington State University	WA	g/sped	★
Fitchburg State University	MA	g/sped	★★	University of Washington – Tacoma	WA	g/sped	★½
University of Maryland – College Park	MD	g/sped	★★	University of Washington – Seattle	WA	g/sped	★★½
Saginaw Valley State University	MI	g/sped	★	Western Washington University	WA	ug/sped	★★½
Delta State University	MS	ug/sped	⚠	Marshall University	WV	g/sped	★
University of Southern Mississippi	MS	ug/sped	★	West Virginia University	WV	g/sped	★½
Mississippi University for Women	MS	ug/sped	★★				

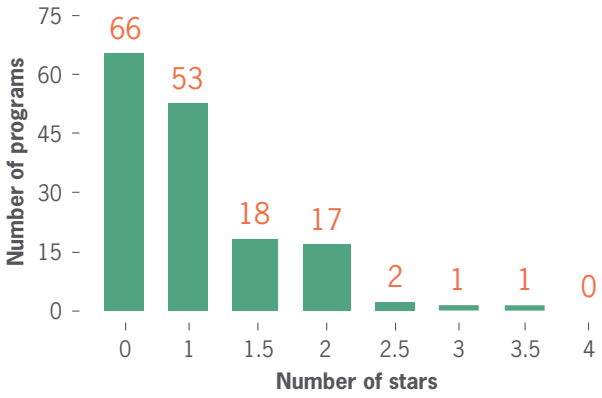
* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

Fig. 7. Distributions of program ratings for elementary and secondary programs

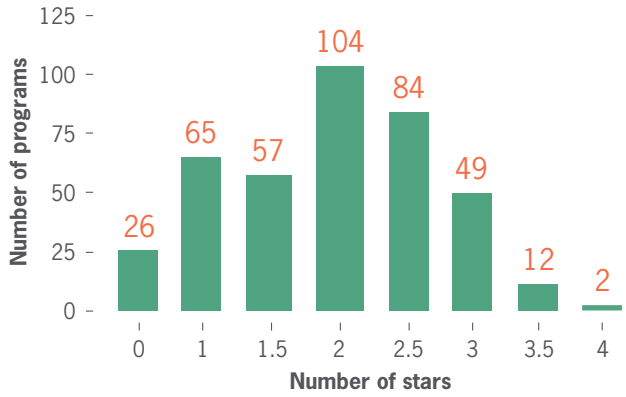
a. Distribution of undergraduate elementary program ratings



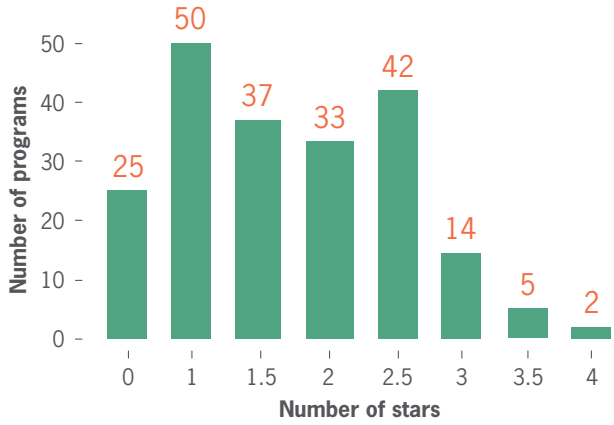
b. Distribution of graduate elementary program ratings



c. Distribution of undergraduate secondary program ratings



d. Distribution of graduate secondary program ratings



Done properly, teachers can enter the profession without having to fear failure due to lack of preparation. Done properly, [preparation] can raise the prestige and professionalism of our craft.

– Carim Calkins
7th-8th grade
science teacher

Respondent to
NCTQ survey

Explaining some particular features of the program ratings

The graphics on the preceding page show the overall distributions of program ratings by program type and raise interesting questions we'll answer in the next few pages.

Why are there more undergraduate programs on the Honor Roll than graduate programs?

When it comes to differences in program ratings for undergraduate and graduate programs, there is a large disparity, especially at the elementary level (see Fig. 7). Graduate preparation is clearly inferior, at least as programs are currently structured. In fact, except for **Student Teaching** (Standard 14), programs are consistently weaker in the graduate domain.[11] In **Selection Criteria** (Standard 1) and **Elementary Math** (Standard 5), graduate programs are *much* weaker.

The following table shows the average scores for undergraduate and graduate elementary programs on key standards. For a more precise comparison, these scores are converted to numbers (rather than stars) relative to a 0-4 scale, with "4" corresponding to "four stars."

Fig. 8. Average scores of undergraduate and graduate elementary programs on key standards

Standard	Average score: undergrad elementary programs	Average score: grad elementary programs
Selection Criteria	2.2	1.2
Early Reading	1.5	1.3
Common Core Elementary Math	1.3	0.1
Common Core Elementary Content	1.0	0.9
Student Teaching	0.7	0.7
Combined: **Total unweighted average**	**1.3/4**	**0.8/4**

The total unweighted average score of graduate elementary programs on key standards is lower by "half a star."

Why are there more highly-rated secondary programs than elementary programs?

Notice that the distributions in Figure 7 show relatively more highly-rated secondary programs than elementary programs. The reason as to why there are so many more highly-rated secondary programs relative to elementary is revealed by looking at the "heavier lift" involved in elementary teacher training.

The scores on key standards that comprise the program rating are identical for the two programs when one looks at admissions, general content and student teaching, but the elementary key standards also include early reading instruction and elementary math.

Why aren't there more programs on the Honor Roll?

To earn a program rating of three or more stars, programs must score relatively well across multiple standards. Few programs are able to accomplish this. Those with strong selection criteria (Standard 1) may not require strong content preparation (Standards 5, 6, 7, or 8) or have a strong policy regarding student teaching placements (Standard 14). Or those that provide excellent instruction in early reading (Standard 2) may not also do so in elementary math (Standard 5).

To illustrate this point, the table below shows the scores on standards used to produce program ratings for five undergraduate elementary programs. Although these programs all earn high program ratings, they receive mediocre to low scores on some standards.

Fig. 9. Scores on key standards for highly-rated elementary teacher prep programs

Undergraduate program	Selection Criteria Standard 1	Early Reading Standard 2	Elementary Math Standard 5	Elementary Content Standard 6	Student Teaching Standard 14	**Program Rating**
Aurora University (IL)	★★★★	★★★½	★★★½	★½	★★★★	★★★½
Chicago State University (IL)	★★★★	★★½	★★½	★½	★★★★	★★★½
Dallas Baptist University (TX)	★★★★	★★★★	★★★★	★★★½	★★★★	★★★½
Eastern Illinois University (IL)	★★★★	★★★★	★★½	★★★★	★★½	★★★½
Furman University (SC)	★★★★	★★★★	★★★★	★★★★	★★★★	★★★½

These five relatively highly-rated programs still had some notable weaknesses in one or two standards.

Why are there so many California programs with low ratings?

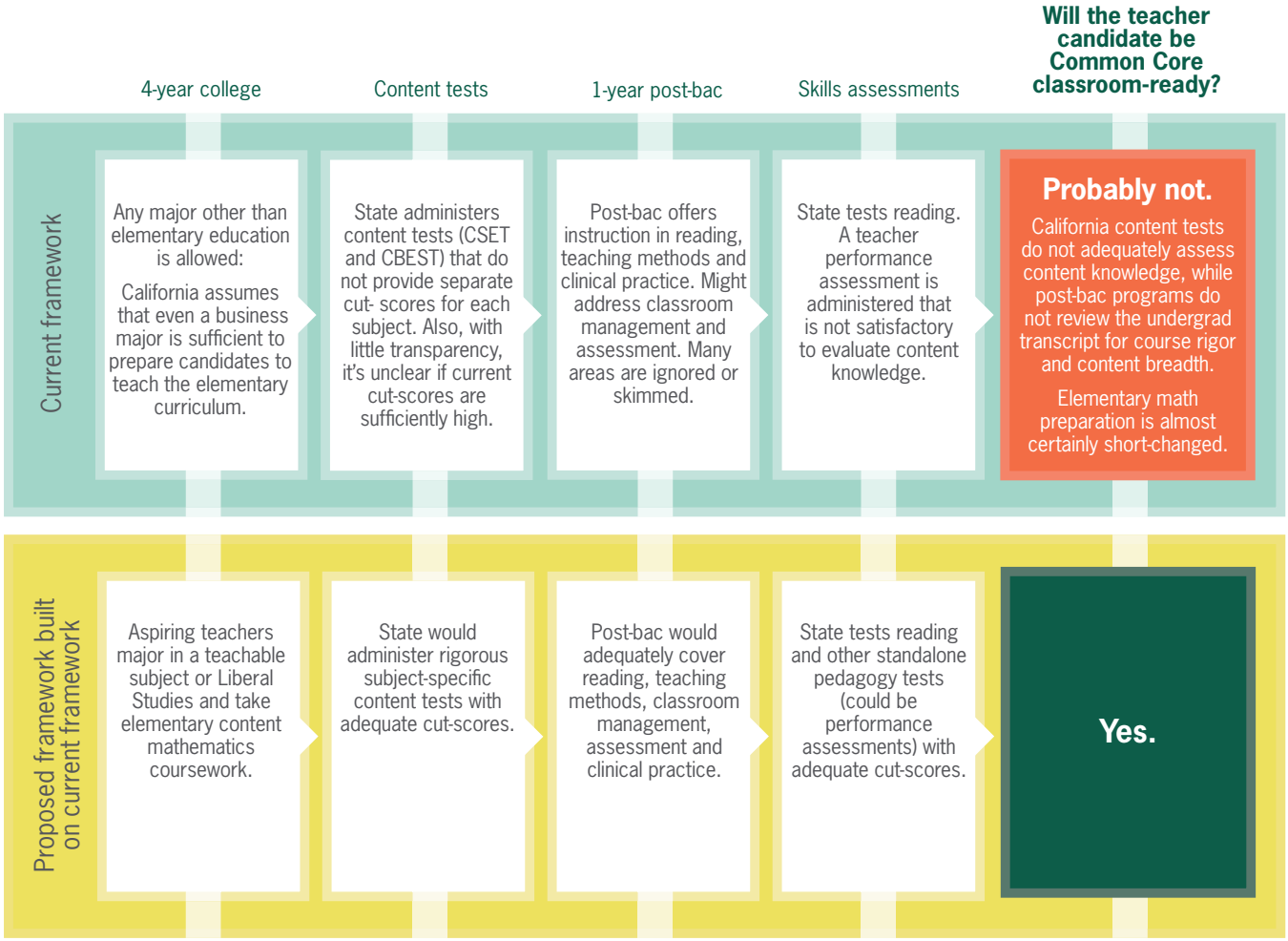
The list of California programs on the "Consumer Alert" roll is very long, and there's a reason. In 1970, in an effort to beef up the academic qualifications of teachers, California all but prohibited the traditional undergraduate education degree.[12] Since then, teacher candidates have been required to earn an academic major, and professional coursework cannot take more than a year to complete. The effect of this law on secondary teacher preparation has been limited, but the law's impact on *elementary* teacher preparation has been nothing short of disastrous, as the number of teacher preparation programs with a ⚠ rating attests. Of the 71 elementary programs in California evaluated in the *Teacher Prep Review*, 64 percent earn the lowest rating, putting the state in the top three in terms of the highest proportion of low ratings.

Why did this happen? Many California institutions replaced their elementary education majors with one-year post-baccalaureate ("post-bac") preparation programs. Although the state's licensure tests are supposed to ensure that candidates have the broad liberal arts education they need for elementary teaching, current tests are largely inadequate.[13]

With one-half of a post-bac program devoted to student teaching, it is virtually impossible for elementary teachers to get the preparation they need in reading, elementary mathematics and other topics, as Figure 10 illustrates.

Fig. 10. Becoming an elementary teacher in California

The unique structural breakdown affecting content preparation



Some California institutions have chosen to establish "blended" programs that provide for the preparation of elementary teachers in a typical four-year undergraduate program and still meet the requirements of the law. Elementary candidates in these blended programs typically major in "liberal studies," in which they take courses across the major content areas as well as professional areas. Not surprisingly, these programs' ratings are higher. In the *Teacher Prep Review*, we evaluate both the degree and post-bac preparation programs at seven California institutions.[14] All but two of the blended elementary prep programs have a higher program rating than their post-bac counterparts offered at the same institution. In the two exceptions, the programs have the same rating.

It is clear that California's law prohibiting undergraduate education majors has encouraged something of a "race to the bottom" when it comes to elementary teacher preparation in the state, with institutions feeling that they would lose market share if they did not offer post-bac degrees allowed by the law. California should go back to the drawing board and once again allow institutions to offer elementary education degrees, albeit ones that are structurally sound.[15]

While post-bac programs may be viable for secondary preparation, the results of California's ongoing experiment should give pause to those critics who have held out the abolition of the undergraduate education degree as a sort of master key to the reform of teacher preparation.[16]

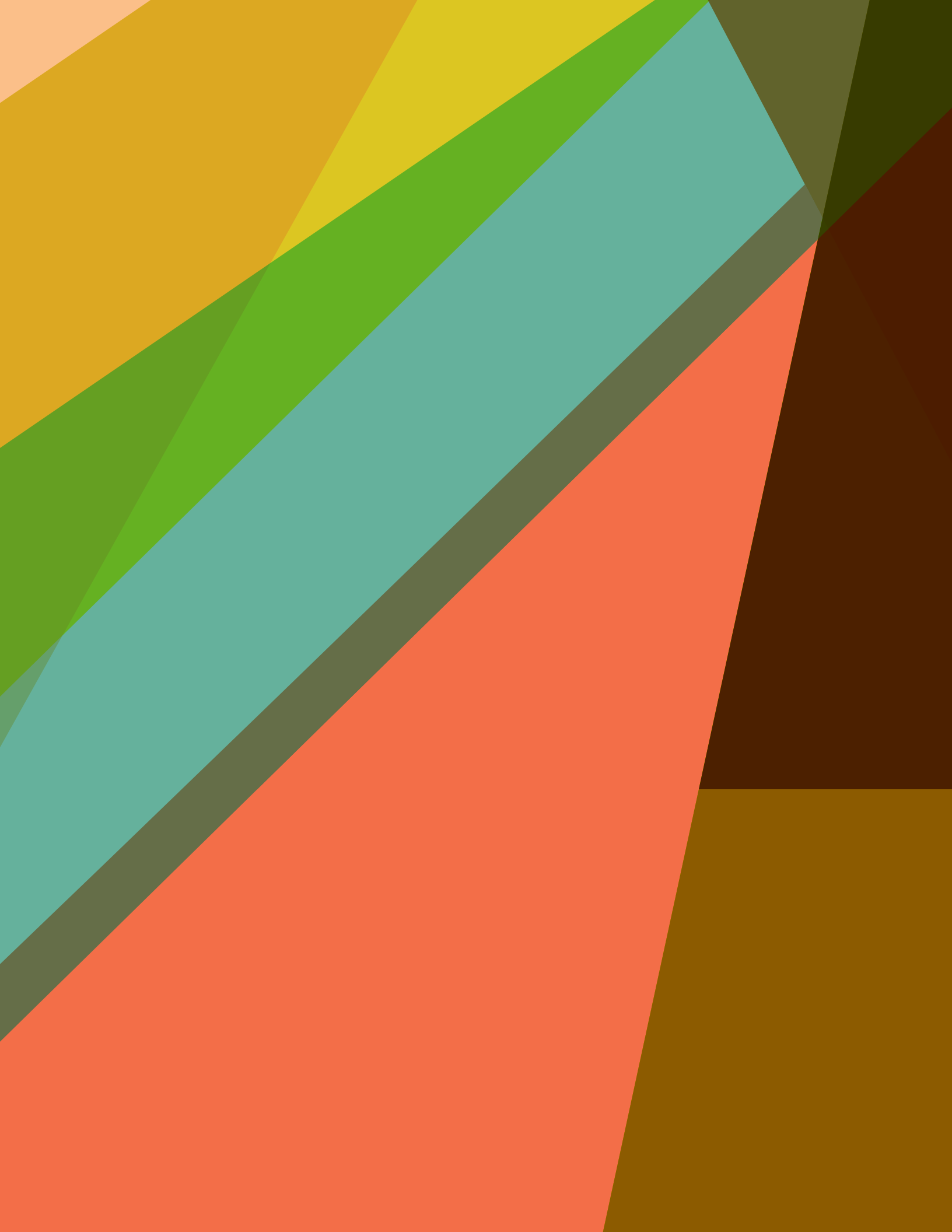
What is the relationship between program ratings and NCATE accreditation?

About half of the 1,400 institutions with traditional teacher preparation programs are accredited by NCATE, an organization that is now evolving into CAEP and merging with the other national accrediting body known as TEAC. In previous NCTQ studies, we have not found any relationship between our evaluations and whether or not a program is an NCATE-accredited institution. We have not calculated any overall relationship between program ratings and accreditation, but we note that the proportion of programs on the Honor Roll that are in NCATE-accredited institutions (70 percent) is somewhat higher than the proportion of the "consumer alert" programs that are in such institutions (61 percent).

If anything, I'd say the willy-nilly approach to teacher training that's been my personal experience actually hurts – rather than "builds" – the teaching profession. There was almost nothing "professional" about the training, at least not compared with the training required in other professions (i.e. medicine, law, even real estate).

– Teacher

Respondent to NCTQ survey



III. Findings by Standard

NCTQ standards fall into four buckets:

1. **Selection:** The program screens for measurable attributes candidates bring to programs, principally academic aptitude
2. **Content Preparation:** Content preparation in the subject(s) the candidate intends to teach
3. **Professional Skills:** Acquisition and practice of skills in how to teach
4. **Outcomes:** The program's attention to outcomes and evidence of impact

In this section, we present only the high-level findings.[17] Additional information is available in the findings report for each standard. For many standards, there are also resources (e.g., model syllabi, instruments for evaluating student teachers) that programs can use to improve. A glossary defines terms used in the *Review*.

For each of our standards, we've developed a rationale that lays out the support found in research and other sources.

Bucket 1. Selection (Standard 1)

A team of education researchers recently interviewed a young math teacher in Ontario. He was asked if the path to becoming a teacher had really been as difficult as policymakers had made it out to be. Yes, he said, adding that many of his college friends who wanted to become teachers couldn't get accepted into a teacher preparation program. "But," he added, "there is a loophole." What's that? "You can go across the border. Everyone knows that anyone can become a teacher over there."

That's how the United States looks to the rest of the world.

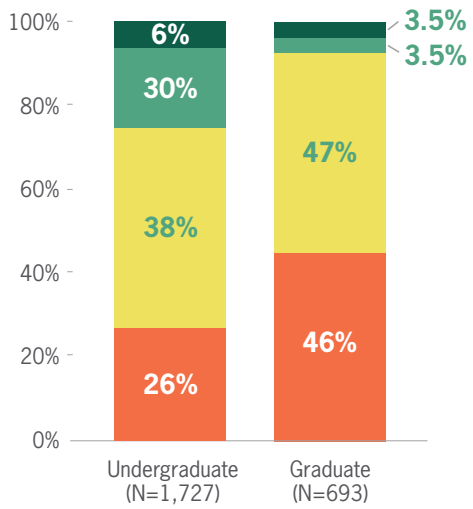
– Jal Mehta and Joe Doctor, Phi Delta Kappan, April 2013

Selection Criteria (Standard 1):

We were able to score all of the elementary, secondary and special education programs in our sample (n=2,420) on this standard as all of the necessary information was publicly available.

While there are many important attributes of a good teacher, a gauge of academic aptitude needs to be the first hurdle cleared before other factors, such as a person's disposition for teaching or affinity for children, can be assessed. Attracting capable teacher candidates is of paramount importance to improving the rigor of teacher preparation and thereby improving the performance of PK-12 students. Even though high-performing nations admit only the top third of students into their teacher preparation programs, NCTQ's **Selection Criteria Standard** places the bar quite a bit lower, setting a standard of admitting only the top half of college students.

Fig. 11. Distribution of scores on Standard 1: Selection Criteria
(N=2,420 elementary, secondary and special education programs)



Likely drawing almost all candidates from the top half of students, and meets one or more Strong Design Indicators, including achieving a high level of diversity.

Likely drawing almost all candidates from the top half of students.

May be drawing candidates from the top half of students.

(zero)
Unlikely to be drawing more than a few candidates from the top half of students.

Results

Only one in four (27 percent) of the elementary, secondary and special education programs, both undergraduate and graduate (n=2,420), earns four stars on this standard (see Fig. 11).

Looking at the *Teacher Prep Review's* findings, it is easy to see why getting into teacher preparation programs is so easy: The modal GPA requirement for the undergraduate programs in the sample is only 2.5. Also, most teacher candidates—even prospective graduate teacher candidates whose peers are taking high-level graduate admissions tests—are required at most to only pass a test of middle school-level skills. Often the graduate school of education is the only graduate program at a university campus that does not require the GRE, the standard test of academic ability for graduate studies.

It is worth noting that 78 percent of undergraduate elementary programs in **Pennsylvania** earn four stars for selection criteria because most institutions hold to the tougher of the two admissions options permitted by the state.[18] The state of **Washington's** undergraduate programs do almost as well (75 percent get four stars) with no apparent nudge by the state to be more selective. The fact that half of **North Carolina's** graduate elementary programs earn four stars becomes praiseworthy when considered in the context that 32 states do not have a single such program that earns four stars.

Of course, academic aptitude is not the only attribute that matters. While we definitely see a role for admissions tests and laud **Illinois** especially in this regard for recently substantially enhancing the rigor of its test, increasing selectivity does not have to mean establishing high standardized-test fences that are seen as barriers to prospective teachers. Well-known alternative providers such as **Teach For America** and **TNTP** attract talented and diverse candidates by evaluating candidates with a variety of screens, including auditions. In contrast, auditions are used very little in the thousands of programs that were evaluated. *In fact, no graduate program evaluated requires an audition.*

Behind the numbers

The story of low admissions standards for teacher preparation programs is not new. Yet even as we see the devastating effect on the most disadvantaged PK-12 students from poor instruction—as they are the most apt to be assigned teachers who have met low standards[19]—most institutions continue to keep admissions standards low. Predictably, in this cycle, our most disadvantaged PK-12 schools then produce another

crop of poorly educated graduates from which we hope to attract a diverse teaching corps. Not only is this cycle non-productive, current policies are also ineffectual, having not produced a population of teachers whose diversity mirrors that of their students: Only 56 percent of public school students are white, whereas 70 percent of teacher candidates are white.[20]

It's time for a change in strategy: By increasing the rigor and therefore the prestige of teacher preparation, the profession will begin to attract more talent, including talented minorities. This is not an impossible dream: 83 undergraduate and graduate programs earn a Strong Design designation on this standard because they are both selective and diverse.

For more information on findings for Standard 1, including call-outs of exemplary programs, see its report.

83 programs earn a Strong Design designation on Standard 1, because they prove programs can be sufficiently selective *and* recruit a diverse teaching pool.

Bucket 2. Content Preparation (Standards 2, 3, 4, 5, 6, 7, 8, 9)

With the advent of the Common Core State Standards (CCSS), this first edition of the Teacher Prep Review *addresses the* content *preparation that will equip teachers for the Common Core classroom. Later editions will include new standards to address the* instructional shifts *that teachers will need to make.*

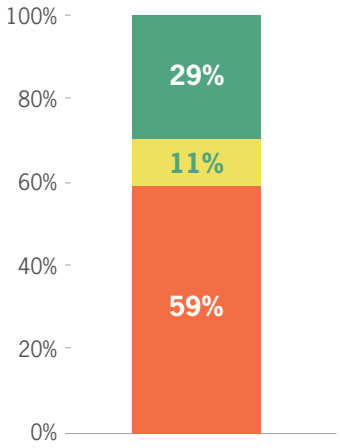
Early Reading (Standard 2):

We were able to score only 692 elementary and special education programs on this standard, 54 percent of the elementary and special education programs in our sample; the remaining institutions did not share the relevant syllabi or syllabi were too unclear to evaluate.

Results

Based as they are on the findings of the landmark National Reading Panel study, the indicators of our **Early Reading Standard** are not onerous. They simply require that coursework candidates be provided with adequate instruction in each of the five components of effective reading instruction. The low threshold for "adequate instruction" in each component is only two lectures with an assignment to determine teacher candidate understanding. Yet, 13 years after the release of the National Reading Panel's authoritative delineation of these five components, and with more than half of the states (26) passing regulations that require programs to teach this approach to reading instruction,

Fig. 12. Distribution of scores on Standard 2: Early Reading
(N=692 elementary and special education programs)



★★★★ or ★★★★
Program coursework comprehensively prepares teacher candidates to be effective reading instructors by addressing at least four of the five essential components.

★★★★
Program coursework addresses only three of the five essential components, providing teacher candidates with some preparation in reading instruction.

★★★★ or ★★★★ (zero)
Program coursework cannot prepare teacher candidates to be effective reading instructors as it addresses at most two essential components.

only about one-quarter (29 percent) of elementary and special education programs actually do (see Fig. 12).

Behind the numbers

The problem here is not that some other single competing theory of reading instruction is being provided to teacher candidates. This is amply demonstrated by the fact that the courses in our sample require **866 different reading textbooks, compared to only 17 elementary content textbooks used in mathematics courses.** The problem is that in most programs, *no* theory is being taught. It is basically a free-for-all, with each instructor providing his or her own unique mishmash of content, and teacher candidates being encouraged to develop their own "personal philosophy of reading." (See the discussion on p. 93 for how this problem of "personal philosophies" permeates all of teacher preparation.)

For more information on findings for Standard 2, including call-outs of exemplary programs, see its report.

For information on how to improve early reading instruction, see our resources.

English Language Learners (Standard 3) and Struggling Readers (Standard 4):

NCTQ evaluated only 527 elementary programs on Standard 3 (45 percent of the sample) and 550 elementary programs on Standard 4 (47 percent of the sample); in each case the remaining institutions did not share the relevant syllabi or syllabi provided were too unclear to evaluate.

These two standards are scored with the same materials used to evaluate **Early Reading** (Standard 2), but under different lenses. Both standards set a relatively low bar for passing. They seek to assess whether elementary teacher candidates are taught any strategies for teaching reading to students for whom English is a second language, as well as students who are not making adequate progress when learning to read. But—as the score distributions shown in Figs. 13 and 14 indicate—many programs do not even reach the low bars set forth by these standards.

Results

The vast majority of programs earn zeros on both standards (see Figs. 13 and 14).

Behind the numbers

The dearth of instruction in the area of English language learners is most alarming in states like **New Mexico**, which has the highest proportion of Hispanic residents in the nation: Of the eight elementary programs in New Mexico, we evaluated reading preparation in seven and found that five of the seven programs earn a score of **zero** on Standard 3**.** We found no evidence in these programs that candidates receive even minimal instruction or practice in strategies focused specifically on the teaching of reading to English language learners.

Our dismal results on Standard 4 help us better understand why the country continues to struggle with a reading failure rate of 30 percent for all students across every demographic. These results are clearly the fault of teacher educators who have rejected their obligation to train candidates in any approach, let alone one that is scientifically based.

For more information on findings, including call-outs of exemplary programs, see the report for Standard 3 and the report for Standard 4.

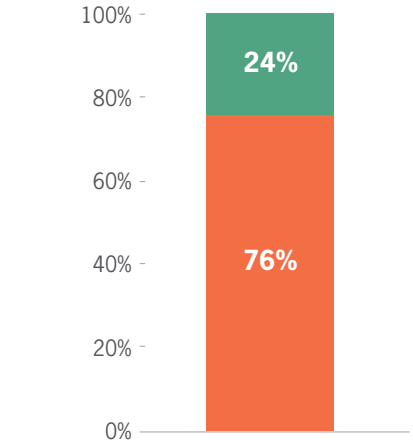
For more information on how to improve instruction on struggling readers, see our resources.

Common Core Elementary Mathematics (Standard 5):

We were able to score only 820 elementary and special education programs on this standard, 64 percent of our sample; the remaining institutions did not share the relevant syllabi or syllabi provided were too unclear to evaluate.

This standard reflects a strong consensus that elementary and special education teacher candidates need extensive, well-designed coursework to confidently and competently teach math. The amount of coursework required by this standard (six to eight semester credit hours, depending on the selectivity of the program) is actually more modest than what professional associations of mathematicians and mathematics educators recommend. Further, the number of credits is not arbitrary in that it allows for sufficient lecture time to cover the 12 topics in mathematics that need to be covered. The scoring on the standard in the *Review* has raised the bar relative to earlier studies, allowing scores to better reflect professional consensus about the math preparation needs of elementary teacher candidates.

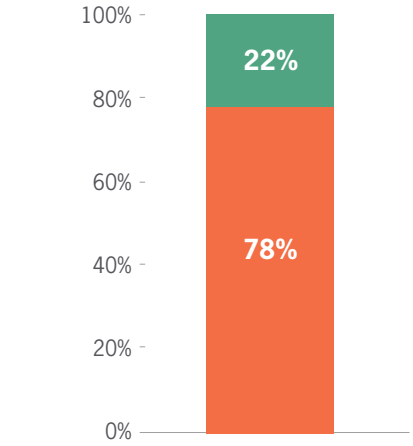
Fig. 13. Distribution of scores on Standard 3: English Language Learners
(N=527 elementary programs)



★★★★ Program literacy coursework adequately addresses strategies for English language learners.

★★★★ (zero) Program literacy coursework does not adequately address strategies for English language learners.

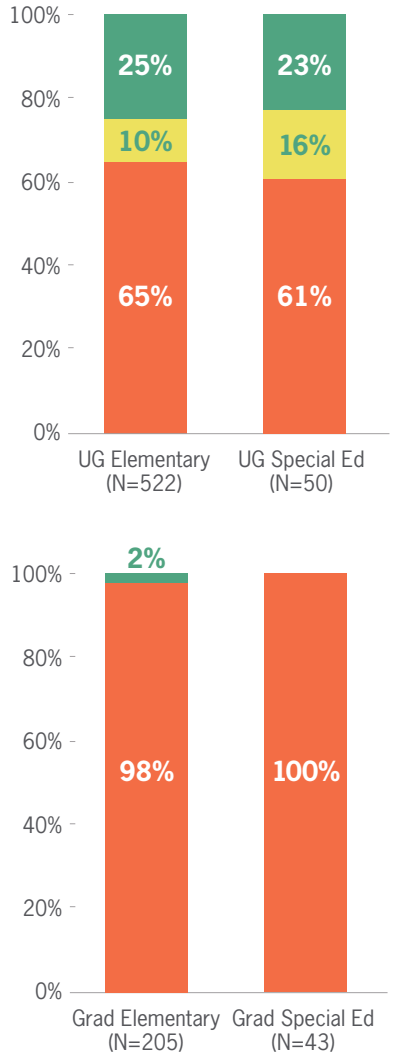
Fig. 14. Distribution of scores on Standard 4: Struggling Readers
(N=550 elementary programs)



★★★★ Program coursework adequately addresses strategies for struggling readers.

★★★★ (zero) Program coursework does not adequately address strategies for struggling readers.

Fig. 15. Distribution of scores on Standard 5: Common Core Elementary Mathematics
(N=820 elementary and special education programs)



Results

Fewer than one in five (18 percent) of the elementary and special education teacher preparation programs (n=820) earn a score of three or four stars (see Fig. 15), reflecting preparation necessary for teachers to meet the demands of the Common Core classroom.

In **South Carolina**, we evaluated 13 elementary programs, 65 percent of the state's programs; a commendable 62 percent earn three or four stars on this standard.

Behind the numbers

In many programs, the elementary content is spread too thinly in courses that are designed to train teachers for the full K-8 grade span (rather than for the elementary grade span of K-5) or mix elementary math methods with math content without doing adequate justice to content.

What is puzzling about the results is that a large majority of undergraduate elementary and special education programs require at least some appropriate coursework, but those requirements generally do not appear in graduate programs even when the programs are located on the same campus. This approach might be justified if programs were assessing candidates for program admission to find out if they already had the necessary level of math knowledge they will one day need, but programs do not do so. We have to assume that the elementary math requirement has simply been jettisoned in graduate programs for lack of an easy means to fit it into a program with more time constraints than undergraduate programs.

For more information on findings for Standard 5, including call-outs of exemplary programs, see its report.

For information on how to improve elementary math instruction, see our resources.

Common Core Elementary Content (Standard 6):

We were able to score all elementary programs in our sample (n=1,175) because the necessary data were publicly available.

The current crop of teacher candidates has emerged from a broken PK-12 system which the Common Core State Standards are designed to fix. Unfortunately, it is these same teacher candidates who are now charged with teaching students to the level required by the Common Core. Allowing these candidates to enter the classroom as teachers

without institutions having ensured they possess adequate content knowledge is clearly not going to break the cycle.

In fact, the cycle of poor content preparation is being perpetuated.

Results

Just 11 percent of evaluated elementary programs (n=1,175) are earning the three- or four-star scores that indicate adequate coursework requirements in elementary content areas, including a flexible policy that allows candidates to test out of required coursework (see Fig. 16).[21]

Considering undergraduate programs in all states, **West Virginia** stands out for the fact that 92 percent of its programs earn two or more stars for elementary content preparation. On the graduate side, programs in **Texas** are worth noting because 89 percent earn two or more stars.

Behind the numbers

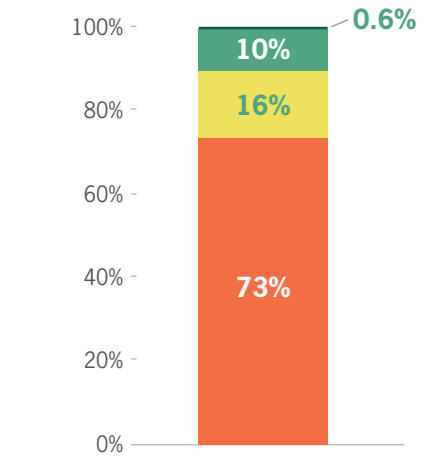
The problem at the undergraduate level is that general education curricula often give all students, including those who are prospective teacher candidates, a choice of many courses to fulfill requirements, with no stipulation from the teacher preparation program that candidates must select appropriate coursework from that broad list. At the graduate level, transcript review forms and admissions requirements rarely include information on what graduate teacher preparation programs expect applicants to know before enrolling.

Here is an example of the problem: Regarding STEM (science, technology, engineering and math) preparation, a critical area for our nation, **some 70 percent of undergraduate elementary programs do not require teacher candidates to take even a single science course.** The situation only slightly improves in graduate elementary programs, where just more than half (56 percent) do not require prospective teacher candidates to have completed a science course at the undergraduate level.

Currently, the only assurance of content mastery in most states is a passing score on an elementary content test, which often combines all content areas and does not report individual subscores for each area. This allows a high score in one subject to compensate for a low score in another. Far too many elementary students, for example, are being taught science by teachers who might have taken no science courses in college and who answered all or nearly all of the science questions incorrectly on the state's licensing exam.

For more information on findings for Standard 6, including call-outs of exemplary programs, see its report.

Fig. 16. Distribution of scores on Standard 6: Common Core Elementary Content
(N=1,175 elementary programs)



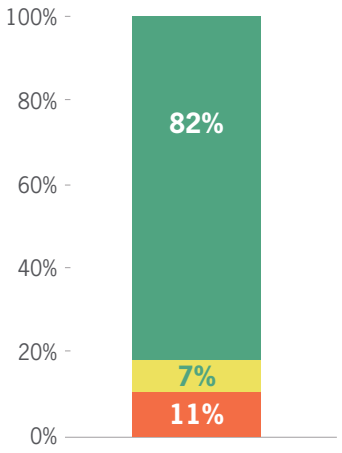
The program's elementary teacher candidates are well-prepared in content spanning the full elementary curriculum.

★★★★ or ★★★★ The program's elementary teacher candidates are well-prepared in content that almost completely spans the full elementary curriculum.

★★★★ The program's elementary teacher candidates' content preparation spans only a part of the full elementary curriculum.

★★★★ or ★★★★ (zero) The program's elementary teacher candidates' content preparation spans only a small part or none of the full elementary curriculum.

Fig. 17. Distribution of scores on Standard 7: Common Core Middle School Content
(N=377 middle school programs)



★★★★
The combination of state licensing tests and program coursework requirements ensures that all middle school candidates have content knowledge in the subjects they will teach.

★★★★
The combination of state licensing tests and program coursework requirements ensures that most, but not all, middle school candidates have content knowledge of the subjects they will teach.

★★★★ (zero)
The combination of state licensing tests and program coursework requirements ensures that only a small share of middle school candidates have content knowledge in the subjects they will teach.

Common Core Middle School Content (Standard 7):

We were able to score all middle school programs in our sample (n=377) because the necessary data were publicly available.

Our means of evaluating middle school programs for content preparation aligns with the recommendations found in NCTQ's *State Teacher Policy Yearbook*, in which well-constructed state licensing tests are judged to be the most efficient means for state licensing officials to decide if a middle school teacher candidate is prepared to teach the subject matter.

Results

Because most states have such tests, a very high proportion (82 percent) of middle school programs earn four stars on Standard 7 (see Fig. 17).

Behind the numbers

We plan to conduct a deeper examination of this standard in the next edition of the *Teacher Prep Review*, assessing if the passing scores on secondary licensing tests (including middle school tests) truly indicate minimum levels of content proficiency.

For more information on findings for Standard 7, including call-outs of exemplary programs, see its report.

High School Content (Standard 8):

We were able to score all but 18 high school programs[22] in our *Review* sample because the necessary data were publicly available for 1,121 high school programs.

This standard is based on the simple proposition that high school teacher candidates should have adequate content knowledge in every subject they are certified to teach. If this content knowledge is not assured by a licensing test,[23] then coursework requirements must be sufficient.

A complete set of infographics provides the framework for analysis of tests and/or coursework in each state.

Results

Generally through a combination of state licensing tests and program coursework requirements, about one-third (35 percent) of the 1,121 high school programs evaluated earn four stars (see Fig. 18).

A notable state for high school content requirements is **Tennessee**. It requires certification and subject-matter testing in every subject area

to be taught, even in the sciences and social sciences.[24] (**Indiana** has recently added comparable requirements.) Presumably, each **Tennessee** preparation program requires teacher candidates to earn a major in the subject for which they will be certified, thereby assuring adequate content preparation.

At the opposite end of the quality spectrum is **Colorado**, with only general certifications in both the sciences and social sciences and no requirement of adequate testing. Further, **Colorado** programs by and large do not rise to the challenge of ensuring that teacher candidates have at least two solid minors within the sciences or social sciences that align with the courses that teachers with certification in either of these areas are licensed to teach.

Behind the numbers

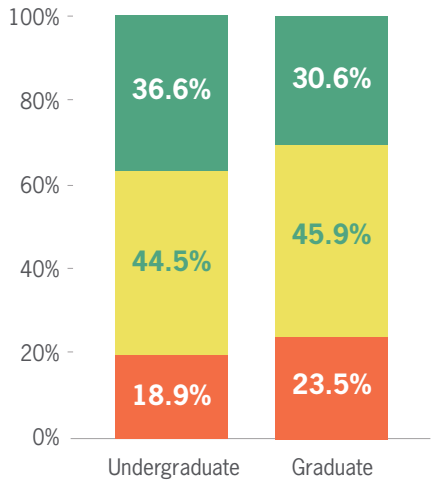
The problem with high school preparation is what lurks in the obscure corners of certification in the sciences and social sciences. The majority of states certify candidates to teach all subjects within these fields without adequately testing the candidate's mastery of each and without ensuring that teacher preparation programs require at least a minor in several of them.

In spite of weak state licensing arrangements, some programs take it upon themselves to ensure adequate preparation, such as **Alabama State University**, whose "general science" major for the certification by that name entails 24 semester credit hours (SCHs) in biology, 14 SCHs in chemistry and 18 SCHs in physics for a total of 56 SCHs in science. But others do not ensure adequate preparation, such as **York College of Pennsylvania**, which—even though it is located in another state—offers a similar certification and major, but only requires 10 SCHs in biology, 8 SCHs in both physics and chemistry, and 3 SCHs in earth science—for a total of only 29 SCHs in the sciences.

As we consistently found in most standards, graduate programs overlook the content knowledge, or lack thereof, of incoming candidates, offering one-year programs regardless of content knowledge deficits. In this regard, the graduate programs we evaluated in **Virginia** are notable: While it is regrettable that all did not do so, eight of the 14 programs are to be commended for publicly and clearly adhering to the state's rigorous coursework preparation requirements for the general social studies certification (18 SCHs in history, 18 SCHs in political science, nine SCHs in geography and six SCHs in economics).

For more information on findings for Standard 8, including call-outs of exemplary programs, see its report.

Fig. 18. Distribution of scores on Standard 8: Common Core High School Content
(N=1,121 high school programs)



★★★★
The combination of state licensing tests and program coursework requirements ensures that all high school candidates have content knowledge in the subjects they will teach.

★★☆☆
The combination of state licensing tests and program coursework requirements ensures that most, but not all, high school candidates have content knowledge of the subjects they will teach.

☆☆☆☆ (zero)
The combination of state licensing tests and program coursework requirements ensures that only a small share of high school candidates have content knowledge in the subjects they will teach.

I found when I entered the classroom on my own that I was inadequately prepared in the day-to-day, immediate management techniques that would have made my first few years successful.

– 10th and 12th grade science teacher

Respondent to NCTQ survey

Discussion of *Standard 9: Common Core Content for Special Education* is presented on page 52, in conjunction with discussion of *Standard 16: Instructional Design for Special Eduation*.

Bucket 3. Professional Skills (Standards 10, 11, 12, 13, 14, 15, 16)

Classroom Management (Standard 10):

We were able to score 840 elementary and secondary programs on this standard, 36 percent of our sample, largely due to the fact that some institutions did not provide the necessary observation forms used in student teaching placements.

Classroom management is a skill that few novice teachers possess—and both they and their students suffer when it is lacking. We know from previous studies that many teacher educators do not place much stock in actual training on classroom management. Usually coursework involves little more than introducing teacher candidates to a variety of models and techniques and then asking that they develop their own "personal philosophies" of classroom management. There is also an underlying presumption among some teacher educators that if teachers teach well, students will be engaged in learning and no classroom management problems will develop.

NCTQ's standard is an endorsement of instruction and feedback on techniques that address a continuum of classroom behavior, but no particular techniques are prescribed. The standard simply evaluates observation forms used in student teaching to ascertain whether they address in *any* way:

- Establishing a classroom environment conducive to full engagement in learning;
- The "eyes in the back of the head" capacity that allows a teacher to sense students going off-track and re-engage them without interrupting instruction; and
- Actually dealing with misbehavior when it occurs (as it surely will, no matter what the quality of instruction).

Results

Given the current perspective in teacher education, it is not surprising that 41 percent of programs evaluated (n=840) earn no stars on this standard. Fewer than one in four (23 percent) of elementary and secondary programs evaluated earn four stars, indicating that they ensure that student teachers receive adequate feedback on basic classroom management techniques.

Behind the numbers

In large part, we found that programs' observation forms discounted the importance of feedback on specific techniques with overly broad statements such as "manages classroom well." Often all that is required for the observer is to make a simple checkmark to attest to this "managing," with no need for any feedback on *specific* management techniques that the student teacher might have done well or poorly.

Beyond the generality of much of the language in these forms, another problem is that more than **two-thirds (69 percent) of these programs do not even address the issue of how the student teacher handles student behavior when it crosses over into misbehavior**.

For more information on findings for Standard 10, including call-outs of exemplary programs, see its report.

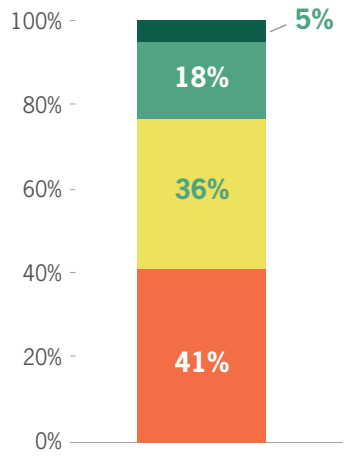
For information on how to improve the classroom management portion of student teaching observation forms, see our resources.

Lesson Planning (Standard 11):

We were able to score only 668 elementary and secondary programs on this standard, 29 percent of our sample, largely due to the fact that many institutions did not provide the necessary lesson planning guidance from templates, student teaching handbooks, teacher work samples, or other program materials.

Planning lessons is an essential professional skill and every teacher preparation program provides practice in "methods" courses, in practice teaching that precedes the culminating experience of student teaching, and in student teaching itself. The basic thrust of NCTQ's lesson planning standard requires programs to ensure that teacher candidates who are about to complete their preparation experience can plan instruction for their future students who will need special consideration: students with special needs, English language learners and students who know the material before the lesson even begins.

Fig. 19. Distribution of scores on Standard 10: Classroom Management
(N=840 elementary and secondary programs)



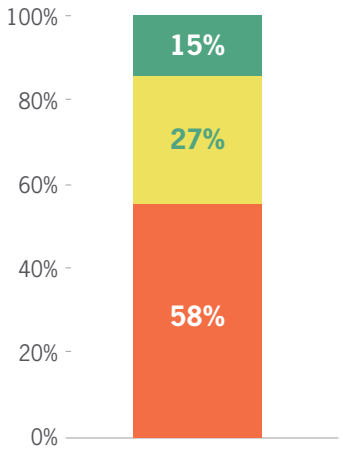
The program provides student teachers with feedback on critical classroom management strategies using a well-coordinated and coherent evaluation system.

★★★★ The program provides student teachers with feedback on critical classroom management strategies.

★★★★ The program provides student teachers with feedback on their use of some, but not all, critical classroom management strategies.

★★★★ (zero) The program does not provide student teachers with feedback on their use of critical classroom management strategies.

Fig. 20. Distribution of scores on Standard 11: Lesson Planning
(N=668 elementary and secondary programs)



★★★★ or ★★★★
Teacher candidates are ensured to meet the challenges of planning classroom instruction.

★★★★
Teacher candidates are ensured to meet some of the challenges of planning classroom instruction.

★★★★ or ★★★★★ (zero)
Teacher candidates are not ensured to meet the challenges of planning classroom instruction.

Results

Only 1 percent of the programs evaluated earn a four-star score, which indicates an assurance that candidates have demonstrated, in any one of a number of culminating assignments, that they can plan for the routine challenges of instruction.[25] The average score is 1.2 stars (out of four stars).

Fortunately, the teacher education field is making headway on providing consistent guidance on lesson planning: Teacher performance assessments such as the edTPA are growing in popularity and should provide institutions with a much-needed means to create a central organizing principle for what teachers should be able to do in planning lessons before exiting teacher preparation.

Behind the numbers

Few programs take what we believe to be a sensible course of action and require that all preparation coursework, capstone projects, teacher work samples and lesson plans created during student teaching utilize the same basic format for lesson planning (give or take a few elements that might be necessary in some circumstances). Instead, the lesson planning guidance provided in most programs can only be described as voluminous and incoherent. And once one sifts through the volume—as we did to evaluate the standard—few of the requirements we looked for are to be found, even once. Requirements are overly general in some documents (e.g., "Differentiate instruction to deal with the diversity of your classroom"), or unrealistically expansive, asking the candidate to delineate means of differentiating instruction for students with a dozen or so specified characteristics in a daily lesson plan.

In the midst of very little consistency even within each of the sets of program documents evaluated on this standard, and certainly across sets of documents from programs in different institutions, one element of consistency *does* emerge: the direction to teacher candidates to plan for instruction that considers students' "learning styles." Unfortunately, this recommendation has been thoroughly discredited by research as ineffectual[26] and distracts the candidate from more productive planning considerations. **Nonetheless, the "pseudo science" that learning styles be considered in planning lessons is advocated by three-fourths (74 percent) of programs.**

For more information on findings for Standard 11, including call-outs of exemplary programs, see its report.

For information on how to improve lesson planning guidance, see our resources.

Assessment and Data (Standard 12):

We were able to score only 658 elementary and secondary programs on this standard, 28 percent of our sample, largely due to the fact that institutions did not supply the necessary syllabi for the remaining programs.

Results

For better or worse, PK-12 education is awash in classroom and standardized tests and the data they produce. Yet just 20 percent of the elementary and secondary programs we evaluated (n=658) adequately address assessment topics so as to ensure that novice teachers will be able to work productively within their classrooms, departments and schools to assess students and use results to improve instruction (see Fig. 21).

One bright spot in our findings is that teacher candidates develop formative assessments in the vast majority of programs evaluated (84 percent). That is a win-win for both teachers and students: Frequent formative assessments provide the information teachers need to make mid-course corrections in their instruction to ensure that students learn, and because assessments of all kinds are among the most powerful learning tools for students, use of frequent formative assessments will actually help them consolidate their knowledge.

This is one of two standards (**Student Teaching** is the other) in which we found no program satisfying the Strong Design indicator, a program with a core "data literacy" course that sets the stage for candidates to practice working with assessments and data from assessments under the supervision of subject-matter experts in their methods course(s).

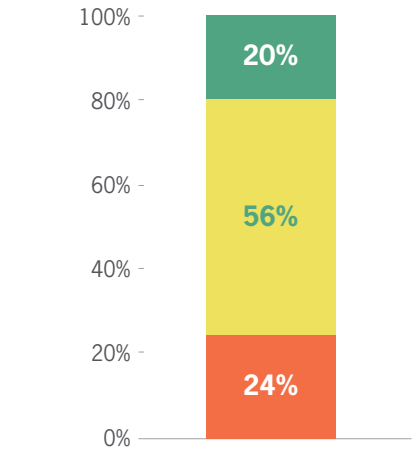
Behind the numbers

Perhaps the most glaring issue is that while the state's standardized tests are a lecture topic in coursework in nearly half of all programs, few programs have assignments in coursework or capstone projects that require teacher candidates to grapple with data derived from those tests and get practice using the data to plan instruction. Also, while teaching is an increasingly collaborative profession, we find little evidence of collaborative practice in assessment-related assignments in most of the coursework evaluated.

For more information on findings for Standard 12, including call-outs of exemplary programs, see its report.

For information on how to improve preparation on assessment and data, see our resources.

Fig. 21. Distribution of scores on Standard 12: Assessment and Data
(N=658 elementary and secondary programs)

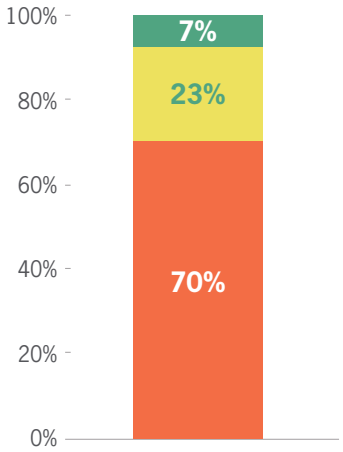


★★★★ or ★★★★ Teacher candidates get sufficient practice in developing assessments, and analyzing and interpreting assessment data.

★★★★ Teacher candidates get some practice in developing assessments, and analyzing and interpreting assessment data.

★★★★ or ★★★★ (zero) Teacher candidates get virtually no practice in developing assessments, and analyzing and interpreting assessment data.

Fig. 22. Distribution of scores on Standard 14: Student Teaching
(N=1,370 elementary, secondary and special education programs)



★★★★ Student teachers are ensured of receiving strong support from program staff and cooperating teachers.

★★★★ Student teachers are ensured of receiving some support from program staff and cooperating teachers.

★★★★ (zero) Student teachers are not ensured of support from program staff and cooperating teachers.

Student Teaching (Standard 14):

We were able to score only 1,370 elementary, secondary and special education programs on this standard, 57 percent of our sample, largely because some institutions did not provide the necessary information about student teaching placement policies.

Many groups clamor for teacher preparation to increase candidates' time in classrooms. In fact, nearly every new initiative to improve teacher preparation calls for more and earlier clinical work. However, there are very few initiatives to ensure that teacher candidates are placed in the *right kind* of classrooms. While more clinical practice may create a more *polished* novice teacher, it does not necessarily create a more *effective* novice. If the ultimate goal is to improve PK-12 education rather than preserve the *status quo*, the logic of trying to do so with earlier and longer placements in indiscriminately chosen classrooms with potentially mediocre (or worse) teachers is puzzling.

Teacher candidates have only one chance to experience the best possible student teaching placement, and the goal of this standard is to set the minimum conditions for the best placement: policies that require student teachers be placed in classrooms with an exceptional classroom teacher and get sufficient support and feedback from their university supervisor.

Results

Fewer than one in 10 (7 percent) of the elementary, secondary and special education programs (n=1,370) scored under this standard earn four stars.

This is one of two standards (**Assessment and Data** is the other) in which we found no program satisfying the Strong Design indicator. We are still looking for a program that earns four stars and has a selection process that includes an intensive screening of nominated cooperating teachers, as well as a clear exit strategy for teacher candidates who are not doing well in student teaching.

Behind the numbers

The high level of program failure on this standard is due to the following three factors:

- Programs allow their university supervisors to exercise fairly broad discretion about both the number of observations they will conduct and when they will do them, rather than requiring at least five observations, conducted at regular intervals, and always including written feedback.

- Programs ask only for a cooperating teacher who is "appropriately certified" and has three or more years of experience, rather than a teacher who can be a good adult mentor and has demonstrated effectiveness in instruction.
- Programs do not obtain substantive information on teachers nominated to be cooperating teachers as part of a meaningful screening process.

For more information on findings for Standard 14, including call-outs of exemplary programs, see its report.

For information on how to improve student teaching, see our resources.

Secondary Methods (Standard 15):

Of the 1,152 programs in our sample, we were able to rate all at least partially on secondary methods coursework, but only because we devised a "work around" strategy to counter institutional refusal to share the necessary data. Although syllabi were needed to evaluate whether candidates were given the opportunity to practice—in the classroom—what they had learned about pedagogy in their subject(s), we managed, even for programs where we could not obtain syllabi, to still evaluate all middle and high school preparation programs on whether candidates are required to take sufficient coursework on how to teach their subject(s).

Results

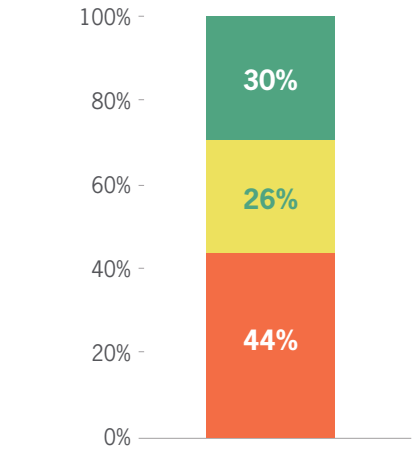
Conservatively estimated, at least 30 percent of secondary programs evaluated fully (n=665) earn 4-star scores for requiring three semester credit hours or more of subject-specific methods coursework that includes (or aligns with a practicum including) actual classroom instruction. This is a conservative figure because of the approaches we took to evaluating this standard, discussed below.

Behind the numbers

Had we been able to analyze all the syllabi we needed to rate the programs, we believe our results would look different and better: We estimate that only 26 percent of programs would earn a score of zero (down from 44 percent), 34 percent would earn two stars (up from 26 percent), and 41 percent would earn four stars (up from 30 percent). **Nonetheless, we note that a large proportion of programs (26 percent) do not require at least a three-credit hour subject-specific methods course**.

For more information on findings for Standard 15, including call-outs of exemplary programs, see its report.

Fig. 23. Distribution of scores on Standard 15: Secondary Methods
(N=665 secondary programs)

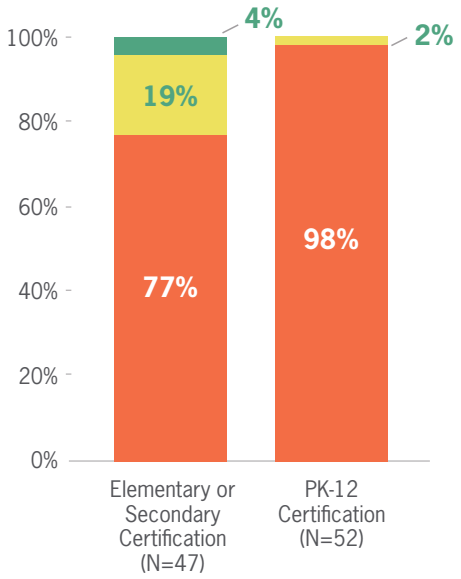


★★★★
Secondary teacher candidates are ensured of learning instructional strategies for their subject(s) and are provided opportunities to practice using them.

★★☆☆
Secondary teacher candidates are ensured of learning instructional strategies for their subject(s) but are not provided opportunities to practice using them.

☆☆☆☆ (zero)
Secondary teacher candidates are not ensured of learning instructional strategies for their subject(s) or provided opportunities to practice using them.

Fig. 24. Distribution of scores on Standard 9: Common Core Content for Special Education
(N=99 special education programs)



★★★★ or ★★★★
Program requires adequate or nearly adequate preparation in the content spanning the curriculum for the grade levels for which the candidate will be certified to teach.

★★★★
Program requires some coverage of the content spanning the curriculum for the grade levels for which the candidate will be certified to teach.

★★★★ or ★★★★ (zero)
Program requires little or no coverage of the content spanning the curriculum for which the candidate will be certified to teach.

Common Core Content for Special Education (Standard 9) and Instructional Design for Special Education (Standard 16):

These are the only two standards in the *Teacher Prep Review* that are unique to special education programs. We rated 99 special education programs, on content preparation of special education candidates (Standard 9). Because we had to obtain syllabi related to special education coursework to assess Standard 16, far fewer programs (N=63) are evaluated on how special education candidates adapt and modify curriculum to ensure that students with special needs can access content in core academic subjects.

Results

As Figure 24 indicates, only 1 in 25 (4 percent) of programs that offer special education certification for only the elementary or secondary grade spans (not for PK-12) has requirements for content preparation that approach adequacy; no programs offering special education for grades PK-12 do so.

Results are much better in the evaluation of preparation in instructional design (Standard 16), where we find (see Fig. 25) that almost half of programs (46 percent) earn three or four-star scores.

Behind the numbers

The findings from these standards (Figs. 24 and 25) indicate that, by and large, special education teacher preparation programs have not come to grips with the need to both ensure that teacher candidates know the content of the subjects they will teach *and* have the skills to convey that content to students with learning disabilities.

Even if a program did an excellent job preparing its special education candidates in techniques to modify instructional materials, their lack of content mastery across some or all of the curriculum might handicap them enormously and jeopardize the success of their students. The most striking manifestation of the content knowledge problem occurs in the 25 states that NCTQ has criticized in the *State Teacher Policy Yearbook* because they only certify special education teachers for grades PK-12, a span that is fundamentally incompatible with the goal that candidates know the subjects that they will teach, co-teach or tutor in a manner that allows students with special needs to perform at the level of their general education peers. Note that no program in these states earns even a three-star score on content preparation (Standard 9).

A report on findings for Standard 9 and for Standard 16 include call-outs of exemplary programs.

Why some scores on NCTQ standards change for some programs from one NCTQ study to another

Some of the programs evaluated in the *Teacher Prep Review* were evaluated in earlier pilot studies. Because most of our standards and indicators have changed a little and some have changed a lot, a program's score may be different now than what it was in the past, even if the program is unchanged. However, many score changes are simply the result of changes in what the program is doing in preparation, perhaps because of a change in professors and less oversight from the department.

Reading instruction required in the undergraduate elementary program at the **University of Texas – Pan American** provides a good example of a score change based on real changes in preparation. When we evaluated this program for a 2010 report on teacher preparation programs in **Texas**,[27] we gave a thumbs-up to its two reading courses, which were evaluated for the **Early Reading Standard** using the fall 2008 syllabi of two instructors. For purposes of evaluation of that same standard in the *Teacher Prep Review*, the program still offers the "same" courses—but by number and name only. These two courses—both taught by a different instructor than in 2010 and evaluated using new fall 2011 syllabi—bear no resemblance to what was taught earlier. The program's early reading score is now an across-the-board thumbs-down.

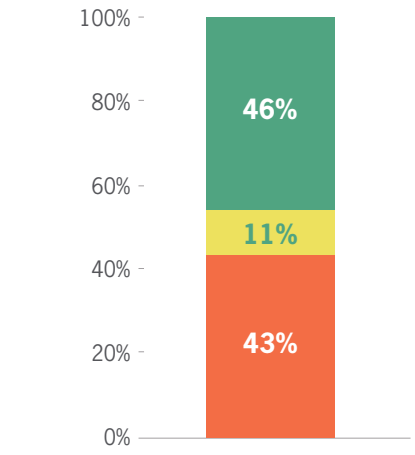
Bucket 4. Outcomes (Standards 17,18)

Outcomes (Standard 17):

We were able to score only 472 **institutions** on this standard, 42 percent of our total sample; the remaining institutions did not provide the necessary documents that indicate the types of data they collect on graduates.

Because no institution can improve without information on how well it is performing, NCTQ's standard looks at whether and how often institutions collect data regarding their teacher graduates.

Fig. 25. Distribution of scores on Standard 16: Instructional Design for Special Education
(N=63 special education programs)

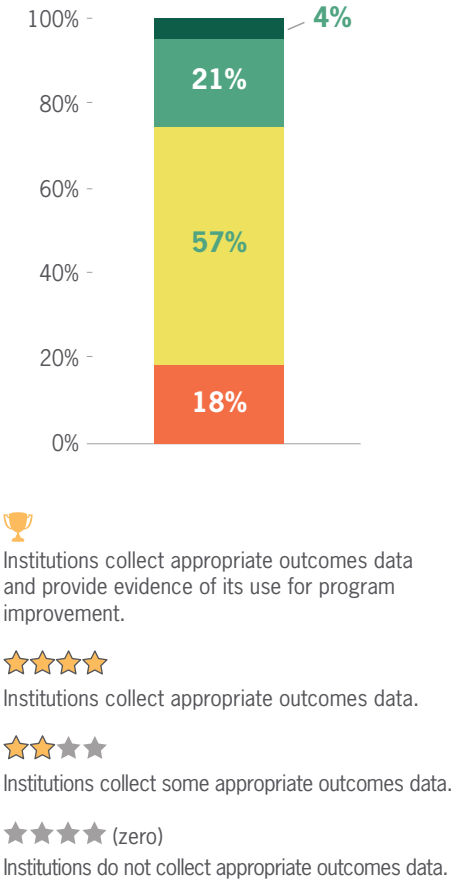


★★★★ or ★★★★ Teacher candidates complete a sufficient number of assignments involving design of instruction in special education coursework.

★★★★ Teacher candidates complete some assignments involving design of instruction in special education coursework.

★★★★ or ★★★★ (zero) Teacher candidates complete few or no assignments involving design of instruction in special education coursework.

Fig. 26. Distribution of scores on Standard 17: Outcomes
(N=472 institutions of higher education)



Results

Only one-quarter (25 percent) of those institutions[28] evaluated (n=472) earn four stars for routinely and regularly gathering sufficient information on the performance of their teacher graduates for the purpose of program improvement (see Fig. 26). Also, while institutions collect outcomes data on a timely basis when they *do* collect it, data collection efforts are not universal even on the fundamentals, such as surveying graduates about the preparation they received, a survey that close to one-fifth (19 percent) of institutions do not conduct.

Behind the numbers

In general, institutions have been slow to adopt standardized Teacher Performance Assessments (TPAs) to assess the classroom performance of teacher candidates (75 percent do not do this for at least one program), and to try to obtain data on graduates' classroom effectiveness (87 percent do not do this). Admittedly, state data systems often create obstacles to obtaining data on graduates' effectiveness, but a number of motivated institutions have demonstrated with their initiative and ingenuity on this front that these obstacles are not as insurmountable as they may appear. For example, despite the lack of a data model with public reports in South Carolina, **Clemson University** obtains data on graduates' classroom performance by special request and conducts its own value-added analysis.

For more information on findings for Standard 17, including call-outs of exemplary programs, see its report.

For information on how to improve use of outcomes data, see our resources.

Evidence of Effectiveness (Standard 18):

Our own attempt to use outcome measures themselves to evaluate programs was unfortunately extremely limited due to the fact that our standard is wholly dependent on data produced by state data models used to evaluate the effectiveness of graduates from teacher preparation programs. Further, the little public data that exist are even more severely reduced when restricted to data that can be used to evaluate *specific* teacher preparation programs (such as data on graduates from an undergraduate elementary program, as opposed to data on graduates from both an undergraduate and a graduate elementary program combined).

While there are four states that currently publish such data (**Louisiana**, **North Carolina**, **Ohio** and **Tennessee**), only **North Carolina** reports the data at the specific program level. Because it is only fair to evaluate a program when results about its graduates are statistically significant and consistent for several years, the number of programs qualifying for an evaluation shrank to a handful. Of that handful, *only one* is in the *Teacher Prep Review's* sample. Accordingly, only one elementary program (out of 214 programs located in these four states that publish reports on teacher preparation value-added data models) can be evaluated using these data.

For more information on findings for Standard 18, see its report.

Why value-added analysis of teacher prep is often not available—and is of limited use even when it is available

There is a raft of reasons why value-added analysis of teacher preparation programs is often not available, and they can pretty much be summed up by the fact that there are more than 1,400 institutions that prepare teachers (in around 7,000 programs) spread among 50 states and the District of Columbia. That's simply not conducive to working around the many statistical complications involved in teasing out real differences in programs. It would be easier to find the value-added of programs if instead there were a lot fewer of them, each producing hundreds of graduates each year. See NCTQ's *Teacher preparation program student performance data models: Six core design principles* for more discussion.

Moreover, teacher prep data models always produce results about teacher preparation programs relative to one another; results indicate which of the programs or institutions produce graduates that are relatively more effective than others. The current standards for comparison are based not on any absolute measure of student progress, but instead on the performance of the average novice teacher in the state, which varies from year to year. The result is that the "best" program in one state may be producing graduates who are less effective than the graduates of the "worst" program in another state. Because there is no way to compare graduates across state lines, it is impossible for any state to know the effectiveness of its novice teachers in terms of student learning gains on an absolute scale.

Other standards

This edition of the *Teacher Prep Review* does not include findings for **Standard 13: Equity**, a standard for which only program results are reported and scores are not given. This standard's evaluation depends on analysis of the types of schools in which teacher candidates are placed for student teaching to determine if a program is utilizing as many high-poverty but nonetheless high-performing schools as can be expected. We have postponed analysis due to the need both to standardize data on student teaching placements submitted by programs in many different forms and formats and to evaluate a sufficient number of programs in any given geographic location to judge relative performance. Those interested in seeing what our reports might look like can view results for a comparable analysis in our 2010 **Illinois** study.

Institutions with programs that earn a Strong Design designation in two standards

There are eight standards with one or more Strong Design indicators.[29] Programs can earn a Strong Design designation by meeting all of the standard's indicators to qualify for four stars, as well as additional indicators that suggest extremely strong performance. For example, programs that satisfy one of the Strong Design indicators for the **Selection Criteria Standard** are both selective *and* diverse.

The names of programs earning Strong Design scores on any one of the standards are too numerous to list here, but are available in findings reports available for each standard. No program earned Strong Design in more than two standards.

Institution	State	Standards	Programs earning Strong Design designations*
College of Charleston	SC	Selection Criteria	ug/el, ug/sec
		Early Reading	ug/el
Dallas Baptist	TX	Selection Criteria	ug/el, ug/sec
		Outcomes	ug/el, ug/sec
Ithaca College	NY	Selection Criteria	ug/sec
		Classroom Management	g/el, ug/sec
University of California – San Diego	CA	Selection Criteria	g/sec
		Outcomes	g/el, g/sec
University of North Carolina – Charlotte	NC	Selection Criteria	g/sec
		Classroom Management	ug/el, ug/sec, g/el, g/sec
University of Washington – Seattle	WA	Selection Criteria	g/sped
		Outcomes	g/el, g/sec, g/sped

* Program Guide: ug = undergraduate program; g = graduate program; el = elementary; sec = secondary; sped = special education

IV. Recommendations and Next Steps

There have been many attempts over the years to address weaknesses in teacher preparation. Some were spearheaded by foundations, others emerged from state and federal government, and many originated from within the field itself. While disparate in their origins, they had one thing in common: *None actively sought to engage the power of the marketplace as the engine for change*. Without pressure from the consumer, there was no pressure on institutions to conduct themselves differently, if for no other reason than to remain viable.

It's time for a different tactic. By providing critical information both to aspiring teachers so they can make different choices at the front end, and then to school districts at the back end looking to hire the best-trained new teachers, reform need not rest on either good will or political will. Reform will instead rest on sustainability.

With the pressure that can be imposed by these consumers as our primary lever, it is important that program ratings are easy for consumers to find and use. That's why we have partnered with *U.S. News & World Report*, which—with some 20 million visitors to its website each month—is the unquestionable leader in institutional ratings. That's also why we are already working with school districts to help them consider the quality of a candidate's training as part of their hiring protocols. We're betting on the consumer, and there's plenty of evidence within education and in other economic sectors to indicate that is a pretty good bet to make.

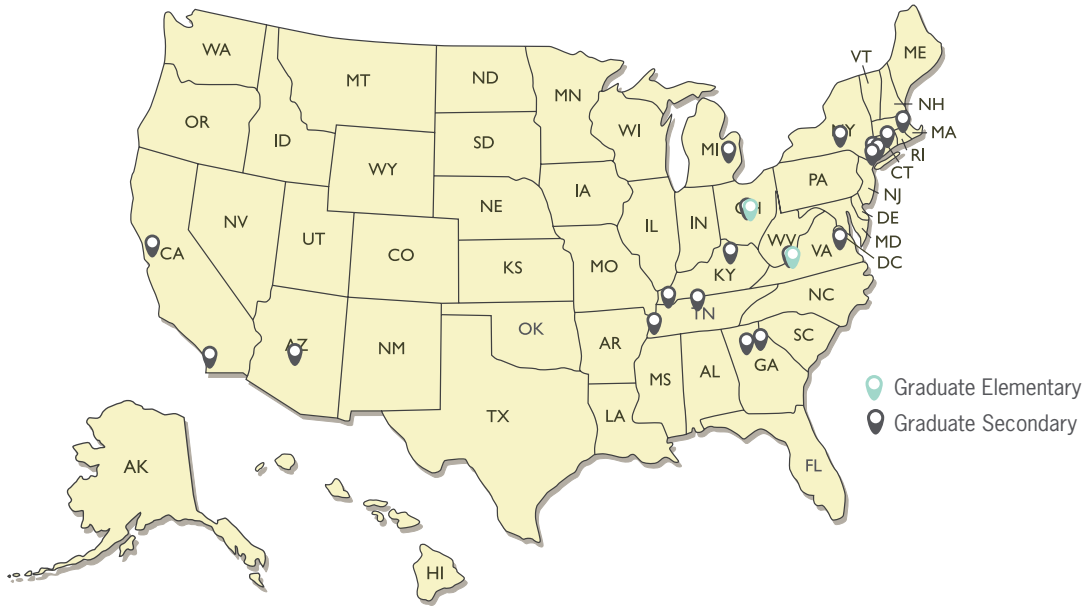
Unfortunately, the fact that there are so few institutions that do well in the first edition of the *Teacher Prep Review* suggests that consumers will have their work cut out for them. It is not just conceivable, but likely, that many aspiring teachers and school districts will not be able to locate a highly-rated program anywhere near them.

Would you get on an airplane with a pilot who had only passed a written test? I don't think so. You would demand hours of practice flights. That is what teacher preparation does for preservice teachers.

– Patrick Thomas
9th-12th grade
social studies teacher
Respondent to
NCTQ survey

Fig. 27. Location of Honor Roll programs at the undergraduate level

Fig. 28. Location of Honor Roll programs at the graduate level



As these maps show, there are significant portions of the American population that do not reside anywhere near a three- or four-star program. This bleak landscape may improve if more institutions, including the most resistant private institutions, choose to cooperate in future editions.

Clearly, many consumers will, for the near future, be forced to choose between one- and two-star programs. In the meantime, consumers who cannot vote with their feet can do so with words. Institutions should be required to answer the questions and concerns voiced by prospective teacher candidates, current teacher candidates and certainly tuition-paying, loan-burdened students and parents. School districts can play a particularly important role in this regard, making it clear in their communications that they expect the institution's graduates to be better trained and to come from programs that have earned a high rating. Given what is already well established in the research literature demonstrating institutions' strong motivation to improve ratings of the type given by *U.S. News & World Report*, there is no reason to believe that their motivation will be any less here.[30]

Next steps for prospective college or graduate students who aspire to enter teaching (and their parents)

☐ **1. Use the NCTQ ratings as an important factor for deciding where to apply.** *U.S. News & World Report* posts high-level data on programs, but more information is available from the NCTQ website, including a detailed "Program Rating Sheet" for each program. Those sheets detail program performance on at least two standards (selection criteria and content preparation), but often for as many as 12 standards. More scores will be added each year. You might find a bargain in the institutions listed in Figure 29.

Fig. 29. Institutions whose programs are on our Honor Roll and whose tuition costs are relatively low

Bargain teacher preparation programs: **Undergraduate Elementary**

Institution	In-State Tuition	Out-of-State Tuition	Institution	In-State Tuition	Out-of-State Tuition
CUNY – Hunter College	$5,529	$11,439	Oklahoma State University	$7,107	$18,455
Purdue University – Calumet	$6,336	$14,313	University of Memphis	$7,390	$22,102
Texas A&M University – Corpus Christi	$6,594	$15,894	Texas A&M University	$8,421	$23,811
Missouri State University	$6,598	$12,418			

Bargain teacher preparation programs: **Undergraduate Secondary**

Institution	In-State Tuition	Out-of-State Tuition	Institution	In-State Tuition	Out-of-State Tuition
Southeastern Louisiana University	$4,604	$14,109	Middle Tennessee State University	$6,754	$20,458
University of Texas – Pan American	$5,034	$12,546	Dakota State University	$6,897	$8,612
Arkansas Tech University	$5,070	$9,390	Northern State University	$6,951	$8,666
CUNY – Lehman College	$5,508	$11,418	Eastern Kentucky University	$6,960	$19,056
CUNY – Hunter College	$5,529	$11,439	University of Central Arkansas	$7,183	$12,569
Boise State University	$5,566	$15,966	University of South Dakota	$7,209	$8,924
University of Central Florida	$5,584	$21,064	Texas Southern University	$7,442	$16,762
Western Governors University	$5,870	$5,870	University of Iowa	$7,765	$25,099
SUNY College at Old Westbury	$6,324	$16,214	Bloomsburg University of Pennsylvania	$8,082	$17,620
Purdue University – Calumet	$6,336	$14,313	Fitchburg State University	$8,300	$14,380
Tennessee Technological University	$6,406	$20,038	University of Oklahoma	$8,325	$19,278
Austin Peay State University	$6,432	$19,992			

The in-state tuitions of the institutions listed above are all less than the average in-state tuitions of institutions whose programs are on the "consumer alert" list.

☐ **2. When touring a campus or contacting the institution, query officials about their ratings.** If the programs you are interested in have scores on only a few standards, suggest that the institutions provide NCTQ with data so that they can be fully evaluated.

☐ **3. If you cannot find a program with a strong program rating in your area, use whatever positive scores are available to make the best decision possible.**

For example, if you are interested in becoming an elementary teacher, look for a program that, if nothing else, does well (three or four stars) in **Early Reading** (Standard 2) or **Elementary Mathematics** (Standard 5).

If you are interested in becoming a secondary teacher, look for the program that does the best job preparing you in your content area (**Standard 7** or **Standard 8**). It will be very hard to make up deficiencies in content mastery after graduating, without paying for more courses.

☐ **4. Be willing to go further afield than you might otherwise have considered.** Look across state lines. The fact that you graduate from a top-performing program, no matter where it is located, will be appealing to school districts. (Many states are working to improve licensure portability.)

Next steps for current students who are already enrolled in a teacher preparation program (and their parents)

☐ **1. Find out how your program performed in detail.** The most extensive information is the Program Rating Sheet, which is posted on the NCTQ website.

☐ **2. If there is no rating for any program at your current institution, urge the institution to provide NCTQ with the necessary data.** Copy the university or college president on your email correspondence so your views are certain to be heard.

☐ **3. Ask questions of your professors and program administrators about the NCTQ standards, program ratings and scores on individual standards.** Also direct concerns to the institution's administrators outside the education department or college, so that they know these evaluations matter to you.

☐ **4. Understand how our ratings work and the many misconceptions about them.** You can learn more about those misconceptions and our responses to them.

☐ **5. Ask your institution to host a forum to discuss the scores and ratings and what action they intend to take.**

☐ **6. If your institution has a policy of not allowing access to syllabi to anyone not enrolled in a course, work to change that policy.** Students at the **University of Maryland** and **University of Missouri** led successful campaigns on their campuses.

☐ **7. If your campus has a chapter of Students for Education Reform, consider joining.**

Next steps for school districts

☐ **1. Always consider the quality of a teacher's preservice training when hiring.** While there will be many excellent candidates who graduate from low-rated programs, the quality of their training should be a consideration. The NCTQ website contains a lot of information that cannot be found on the *U.S. News & World Report* website.

☐ **2. When there is no program rating for an institution, use the more expansive scores posted on the NCTQ website.** Look for teachers who have had strong training on a single standard that may be quite important to you, such as elementary mathematics, early reading or classroom management.

☐ **3. If there is no rating for any program at an institution from which you typically recruit, communicate with the institution to suggest that it provide NCTQ with data so that one or more programs can be fully rated.** Make sure high-level leadership in the institution hears you.

☐ **4. In the absence of any strong programs in your area, go further afield than you might once have done.** Look across state lines. Many states are working to improve licensure portability; lobby your state if licensure rules make hiring teachers prepared out of state difficult.

☐ **5. Talk to officials overseeing programs with low ratings.** Ask them what they're doing to improve their rating and let them know that these ratings are relevant and useful to you. Be sure you understand how our ratings work and the many misconceptions about them. Information is available here.

☐ **6. Insist on improvements in the quality of student teaching experiences.**

a. Enact a policy that student teachers can only be assigned to cooperating teachers who are judged to be: 1) highly effective (based on evaluation scores that consider measurable student learning results), and 2) capable adult mentors. Factoring in these two characteristics with the necessary years of experience and the willingness to serve as a cooperating teacher, NCTQ estimates that only one in 25 teachers is truly qualified and available for this role.

   If the teacher preparation program is acting responsibly to select well-qualified cooperating teachers, providing substantive information on teachers nominated to serve as cooperating teachers to the program and allowing it to make the final selection is a win-win approach to the process.

b. Consider the number of student teaching placements offered in the context of anticipated future hiring. Many teacher preparation programs (especially elementary programs) are producing more teachers than there are jobs available. Your district need not be the place that expends resources to train teacher candidates who are not likely to find teaching jobs after they complete student teaching.

c. It should be possible to raise standards for the qualifications of teacher candidates to whom the district will offer placements, especially if these steps lead to a reduction in the number of placements.

d. If the institutions that place teacher candidates in your classrooms do not already give cooperating teachers sufficient say in whether a candidate passes student teaching, insist that their evaluations carry more weight in the final grade.

Next steps for rated institutions

The first step is to fully understand the scores on individual standards. Our experience with many pilot studies is that programs often believe NCTQ "got it wrong," and in the vast majority of these cases, it is because programs misunderstand what is being measured or what evidence is required. The standards' scoring methodologies will be particularly useful to better understand an evaluation. These methodologies provide many specific examples of what satisfies each indicator, the vast majority of which have been taken from documents provided by actual programs.

If after reviewing your scores, you are still convinced NCTQ got one or more wrong, you can appeal via our web-based **Forum** process. Starting in June, institutions can send in their objections with documentary evidence demonstrating

their case attached. If we determine that we have made an error, we will change the score and acknowledge the error on the **Forum** page of the *Teacher Prep Review website*.[31] If we decide an error was not made, we will still post (on the **Forum** page) your objection alongside more details of our analysis and the evidence we used. The public will be able to determine whether our assessments are fair and accurate.

Once the dust settles, we believe that the vast majority of institutions will want to find ways to become more responsive to the needs of prospective teachers and school districts. As you consider making changes, here's an important fact: *With only a few exceptions, there is nothing inherently more expensive about delivering a highly-rated teacher preparation program than one with a low rating*.

- ☐ **1. The first step is to set priorities.** If you only have a few low scores, it's relatively easy to identify the work ahead. If there is work to be done across the board, much will need to be considered, involving available faculty capacity, financial implications, eliminating some current course requirements in exchange for others and so on.
- ☐ **2. Study the detailed analysis of the program's performance.** These are available on the Program Rating Sheet. Compare them with NCTQ's standards and indicators. Review the scoring methodologies that have been provided about each standard's evaluation. There is nothing secret about what it takes to score better.
- ☐ **3. Consult the many resources NCTQ has posted on its website.** Go to our resources site, where we have posted examples of: 1) highly-rated course syllabi in early reading and elementary math, and evaluations of reading and elementary math textbooks, 2) modules developed by Tennessee on the use of assessment data, 3) student teaching materials and evaluation instruments, and 4) use of outcomes data for program improvement. We work hard to make sure institutions have a clear roadmap for improving their programs.
- ☐ **4. Contact the leaders of programs with high program ratings or that perform especially well in areas that are priorities for your program.** These leaders can share additional insights on how to make your program more effective.

Next steps for policymakers (governors, state school chiefs, legislators, higher education leadership, professional standards boards) and policy advocates (foundations, education and business advocacy organizations)

Where institutions are open to change, **form a work group** to come up with a plan. Together decide which areas are of highest importance to fix, what would be easiest to address and what can be fixed with little to no cost. To undertake this exercise, the State Overview Page will be an invaluable resource, as it lays out the overall performance of institutions in your state against the NCTQ standards. You can also download the Program Rating Sheet, which contains specific data on the individual program performance of each program in the *Review*.

Independent of working with institutions to achieve change, there are a number of **policy solutions** that we have identified that are most likely to be effective. We avoid strategies that we have observed to be ineffective, such as regulatory language that is open to too much interpretation by institutions and/or too dependent for success on the willingness of agencies overseeing higher education to provide enforcement.

Policy solutions

Make it tougher to get into a teacher preparation program.

Some institutions set lower admissions standards for entry into teaching than they do for their athletes. Institutions need to admit only college students who are in the top half of their class.

Perhaps the optimal approach—and one that NCTQ could not apply in the *Teacher Prep Review* because institutions could not or would not supply us with such evidence—is to set a relatively high bar for an average GPA (3.2) and SAT/ACT score (1120/24) that the *program*, not the individual teacher candidates, would have to meet. The average needs to be high enough to provide assurance that programs are not routinely admitting candidates of low caliber, but leaves them with room for more flexibility. Going with a high average also requires regular inspection on the part of state officials to ensure that programs are not routinely dipping below the average.

Both **Teach For America** (TFA) and **TNTP** rely on a high program average to ensure their standards remain high. TFA reports an average GPA of 3.6 among its corps members. TNTP reports an average GPA of 3.3. Approximately 15 percent of teachers admitted through TNTP have an undergraduate GPA between 2.5 and 2.8, but candidates below a 2.5 are a rare exception. Stronger performance on an advanced degree often compensates for low undergraduate GPAs.

Where it's getting done: *In **Illinois**, teacher candidates must pass a rigorous academic skills test or submit SAT/ ACT scores that put them in the top half of the college-going population. **Texas** requires all teacher candidates to pass the same entrance test that is administered to all prospective students, not just prospective teacher candidates.*

Make it tougher to get recommended for licensure.

States should not only set higher passing scores for their licensing tests, but they should also use better tests. In most instances such tests exist.

Where it's getting done: ***Massachusetts** sets high expectations for what elementary teachers need to know across the board and uses top-notch tests for reading instruction and elementary mathematics. Only **Tennessee** and **Indiana** ensure that their secondary teachers have thorough knowledge of each subject they may teach, eliminating any loopholes.*

Hold programs accountable for the effectiveness of their graduates by using data on novice teacher effectiveness.

Gathering such data generally requires states to have the right data systems in place. Key considerations in getting this done are detailed in a NCTQ brief. There are limitations to using student test score data: Because most test data cover only five grades (four through eight), value-added models will work best for large producers of teachers for middle grades. Programs producing small numbers of teachers generally cannot be reliably included, as their cohort size is too small to discern whether they are any different than the "average" program. As states and districts build out new, more meaningful teacher evaluation systems, the data they generate will likely solve many of the current difficulties and problems associated with the use of value-added data alone.

Where it's getting done: ***Florida**, **Louisiana**, **North Carolina**, **Ohio** and **Tennessee** have taken the lead in employing value-added analysis of student test scores to identify programs producing the most effective graduates. **Louisiana** is the only state to take a first step in using this data for program accountability, for a time prohibiting its lowest-performing institution from accepting new students.*

Revamp current inspections of teacher preparation programs, performed as a condition of program approval.

Almost all states already either conduct site visits of teacher preparation programs themselves or outsource site visits to accreditors, but these visits have not proven to add value. States instead should deploy inspectors who are 1) professionally trained and managed by an independent agency, and 2) drawn primarily from the ranks of PK-12 principals. Inspectors would conduct visits with little notice and assess program features that are relevant to the needs of public schools in the state. They would also make their findings available—and understandable—to the public.

Where it's getting done: *Almost all states either conduct site visits of teacher preparation programs themselves or outsource site visits to accreditors, but these visits have not proven to be of much value. States should take a page from the experience of the* ***United Kingdom****, which has used professional inspectors in concert with other policy measures (see below) to drive up substantially the quality of its teacher preparation programs. States should deploy professionally-trained and managed inspectors, drawn from the ranks of PK-12 principals, who would arrive with little notice, carefully scrutinize all aspects of teacher preparation programs and make their findings public.*

Make the student teaching requirement meaningful.

States should only allow student teachers to be placed with classroom teachers who have been found effective. Furthermore, districts could limit the number of student teachers they accept to correspond with their own capacity and needs.

Where it's getting done: ***Tennessee*** *requires that only teachers who produce learning gains for students can qualify as cooperating teachers.* ***Florida*** *explicitly requires that cooperating teachers who supervise teacher candidates during student teaching must have earned an effective to highly-effective rating on the prior year's performance evaluation. However, no district we know of currently places limits on the number of teachers it accepts, and districts are clearly devoting precious resources to training of teachers whom they will never hire. In the Chicago area, for example, teacher prep programs are producing three times as many elementary student teachers as there are effective and available cooperating teachers in the Chicago school district.*

Enforce existing teacher prep standards through the program approval process

As an example of the problem with lack of enforcement of good state teacher preparation standards, consider that twenty-six states mandate that elementary teacher candidates get trained in scientifically-based reading instruction, yet our evaluations provide very little evidence that state regulators are checking on whether this is actually occurring. Texas is among the states with the best reading regulations, yet after our 2010 report on teacher preparation in Texas demonstrated that the vast majority of teacher preparation programs were simply ignoring the state's requirement to teach good reading instruction, we were informed by a state official overseeing the programs that it wasn't his job to tell them what to do.

Injecting some steel into the spine of enforcement of these and other standards could have a hugely salutary effect, and state program approval is a logical mechanism by which to do it.

Every teacher preparation program has to win and maintain state approval in order to be in business. By any measure, there is a weak track record of accountability—only 12 institutions were even put on notice by their state according to the most recent report from the U.S. Department of Education,[32] and a vanishingly small number of programs has ever been shuttered. To date, state approval has been a paper tiger. But it doesn't have to be.

It's true that in many areas, states' teacher preparation standards have to be streamlined and made more concrete in order to serve as the basis for meaningful enforcement. (To this end, the **Council of Chief State School Officers** is now leading the charge to strengthen program approval standards.) But in some areas, the states' existing standards are utterly clear and waiting to be employed.

Where it's being done: *Last year, **Michigan** ordered **Lake Superior State University** and **Olivet College** to stop enrolling candidates in most of their secondary programs because their licensure test pass rates were too low. Not surprisingly, the president of **Western Michigan University**, whose programs were deemed "at-risk" by the state in the same report, promptly announced that he would work to make his school of education to be among the best in the state in three years.*[33]

Base state funding on the quality of teacher preparation provided by institutions.

Where it's getting done: *Nine states—**Illinois**, **Indiana**, **Louisiana**, **Michigan**, **Ohio**, **Oklahoma**, **Pennsylvania**, **Tennessee** and **Washington**—base at least some funding to public IHEs on meeting key goals (e.g., on-time graduation) as opposed to enrollment; Tennessee bases 100 percent of its higher education funding on this model. Another five states—**Arkansas**, **Colorado**, **Missouri**, **South Dakota** and **Virginia**—are transitioning to such a system. While none of these states specifically addresses teacher preparation, there is no reason that they could not do so.*

Set a fixed limit on the number of licenses in each teaching area that will be issued each year.

Right now, states allow institutions to produce as many teachers as they like. Instead, a state could decide each year how many licenses to make available, rewarding strong-performing programs (however judged) by allotting them a higher number of licenses and starving low-performing programs by allotting fewer licenses. Programs would not be prohibited from admitting as many candidates as they choose, but they would not be able to assure candidates that a license and job in the state will be waiting for them.

Where it's getting done: *Despite the fact that teacher preparation programs collectively produce more than twice as many new teachers as are hired, no state has attempted to cap licenses. The **United Kingdom**, however, estimates how many teachers are needed and allocates enrollment slots to programs based on their quality. Combined with inspection, this has significantly reduced production at low-quality preparation programs. **Ontario, Canada** recently halved the number of enrollment slots it allocates to teacher colleges to address significant oversupply of new teachers.*

Fig. 30. How the United Kingdom education ministry uses its enrollment authority to reward program performance

Notice how the graphic shows that over the course of a decade of on-site inspections, the number of "very good" programs has increased, while the numbers of "good" and "satisfactory" programs have decreased.

Lower tuition for high-need areas such as special education and STEM preparation programs.

Where it's getting done: ***Florida*** *is considering lowering tuition for academic majors that are in short supply (e.g., engineering and physics). With college costs imposing an increasingly heavy burden, this tool has real promise to encourage aspiring teachers to go into the areas where school districts face significant shortages.*

Grant waivers on licensure requirements (except for state tests) to teachers from other states who graduate from three- or four-star programs.

Districts often look within their own borders for new teachers. However, there may be an excellent program in another state that could provide better-trained teachers. States can make it easier for districts to hire such teachers by waiving various regulations on their interstate portability requirements, provided the candidate graduated from a strong program. However, states ought not to waive any testing requirements.

For more information on the policies in your particular state that need to be addressed, download the 2012 *State Teacher Policy Yearbook*.[34]

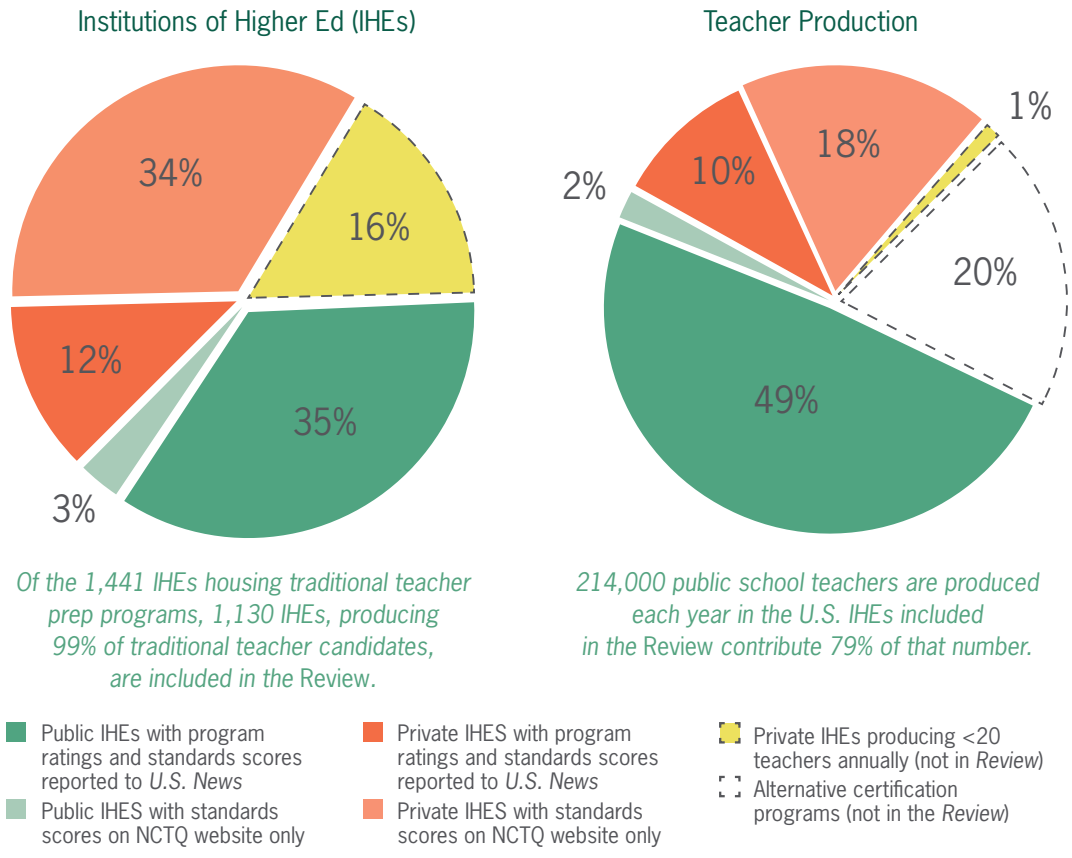
Much of the path forward described here is echoed in other prominent attempts to improve teacher preparation. The Council of Chief State School Officer's 2012 task force provides a list of similar action steps that states can take.[35] CCSSO will soon be putting these action steps to test in a group of pilot states. Also in play here is the development and pending adoption of the new CAEP standards upon the merger of NCATE and TEAC. The draft standards represent a significant advance in the long-troubled history of accreditation in this field, moving to a system with much stronger candidate entrance requirements, and much more reliance on objective, standard measures of program evidence of effectiveness and candidate impact on PK-12 student learning.

V. Methodology

The *NCTQ Teacher Prep Review* evaluates the quality of programs that provide preservice preparation of public school teachers.

The development of both the NCTQ standards and our methodology were accomplished over a period of eight years with 10 pilot studies that involved the evaluations of 583 programs in all 50 states and the District of Columbia and field testing of as many as 39 standards.[36]

Fig. 31. Coverage of U.S. teacher production in the *Review**



* Production data supplied from Title II, 2012 available at title2.ed.gov

Big data comes to teacher prep

The *Teacher Prep Review* creates the largest document database ever assembled on teacher preparation. We have mined that database to evaluate programs against our standards, and it will be available to responsible researchers to advance the study of teacher education and PK-12 education in any number of ways.

For the *Teacher Prep Review's* first edition, *U.S. News & World Report's* website posts program ratings for 1,200 undergraduate and graduate elementary and secondary programs offered by education schools in 608 public and private institutions of higher education institutions. Combined with additional ratings on NCTQ's website (including program ratings of 59 undergraduate and graduate special education programs), this first edition posts data on 2,420 teacher preparation programs offered in 1,130 institutions. (These are the institutions referred to as "the sample.")[37] Institutions producing fewer than 20 traditionally trained teachers annually (and together producing less than 1 percent of the nation's traditionally trained public school teacher candidates) are not included in this edition.[38]

We've written a primer on traditional teacher preparation to provide some important background information. For definitions of key terms, see our glossary.

How we selected teacher prep programs

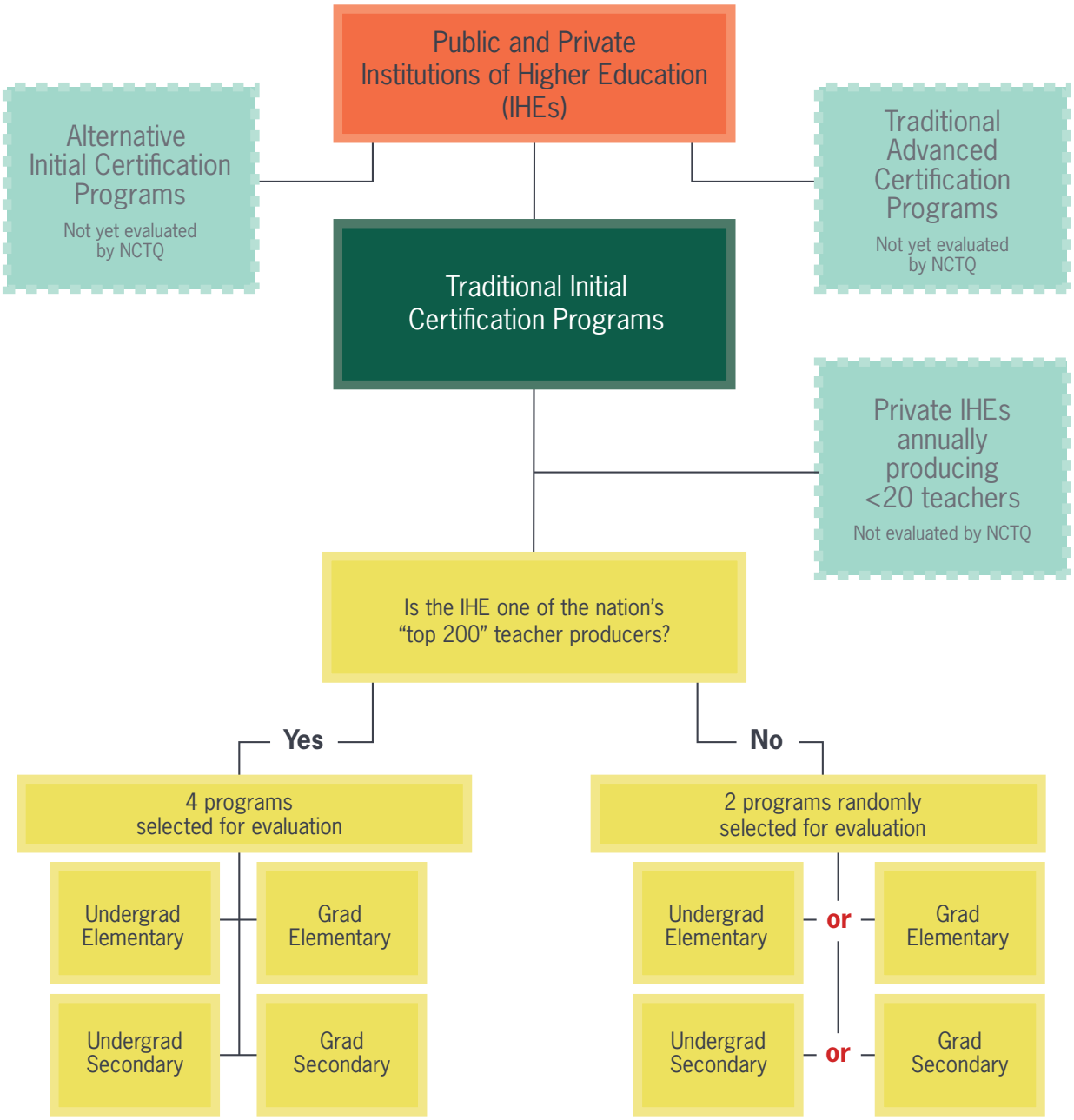
We estimate that institutions approved to prepare teachers offer on average five separate core programs ("core" referring to elementary, secondary and/or special education programs). For this first edition of the *Teacher Prep Review*, we generally evaluated two to six programs at each institution in the sample. The type and number of programs we chose to examine were decided by the following principles, with the most important illustrated in Figure 32.

- For the top 200 institutions, as measured by the number of new teachers graduated each year, we attempted to evaluate four programs: elementary and secondary at both the undergraduate and graduate divisions.

  For all other institutions, we attempted to evaluate two programs: one at the elementary and one at the secondary level. If an institution had both an undergraduate and a graduate elementary or secondary program, we randomly chose either the undergraduate or graduate division of each type.

- No non-degree post-baccalaureate program was selected independently except in California, where such programs are the typical form of traditional teacher preparation. Any other selection of a post-baccalaureate program depended on the random selection of an elementary or secondary graduate program at an institution that did not offer any such program but did offer a traditional preparation post-bac program.

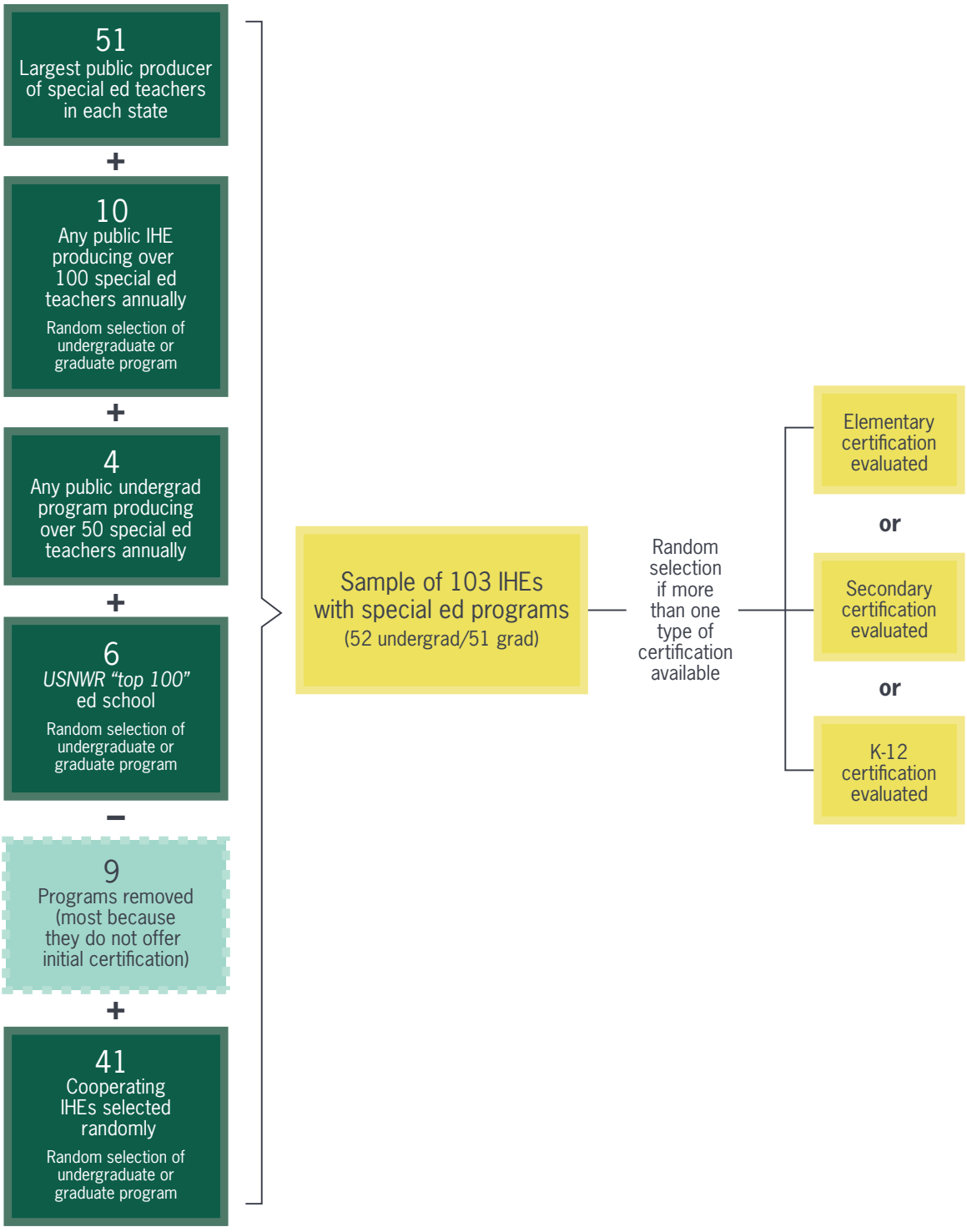
Fig. 32. How programs were selected for the *Review*



Selecting programs for evaluation was a systematic process designed to provide more information on IHEs producing a larger share of the nation's teachers.

- Five- or six-year programs were classified as undergraduate or graduate depending on whether they culminated in a bachelor's degree or a master's degree.
- Figure 33 illustrates how the special education program sample was built. Only a modest sample of 103 special education programs[39] (half undergraduate, half graduate) was selected for evaluation in this first edition, primarily because we needed full cooperation from institutions to conduct our analysis of special education programs.

Fig. 33. How special education programs were selected for the *Review*'s pilot



A small sample of special education prep programs was selected for evaluation, with the sample designed to include large producers. A larger sample will be evaluated in subsequent editions of the Review. *(Note: This sample of 103 was reduced to 99 when analysis began; it was determined that four programs do not offer intial certification.)*

- Eight states have a separate middle school level of secondary certification (rather than a middle school endorsement on the elementary and/or secondary certification). In these states, except at a handful of institutions, both the middle school and high school programs were evaluated for content preparation. In a small number of cases, only the middle school program was evaluated for content preparation because no high school preparation program is offered.

Digging deeper into selection issues *within* programs, there were a few additional considerations:

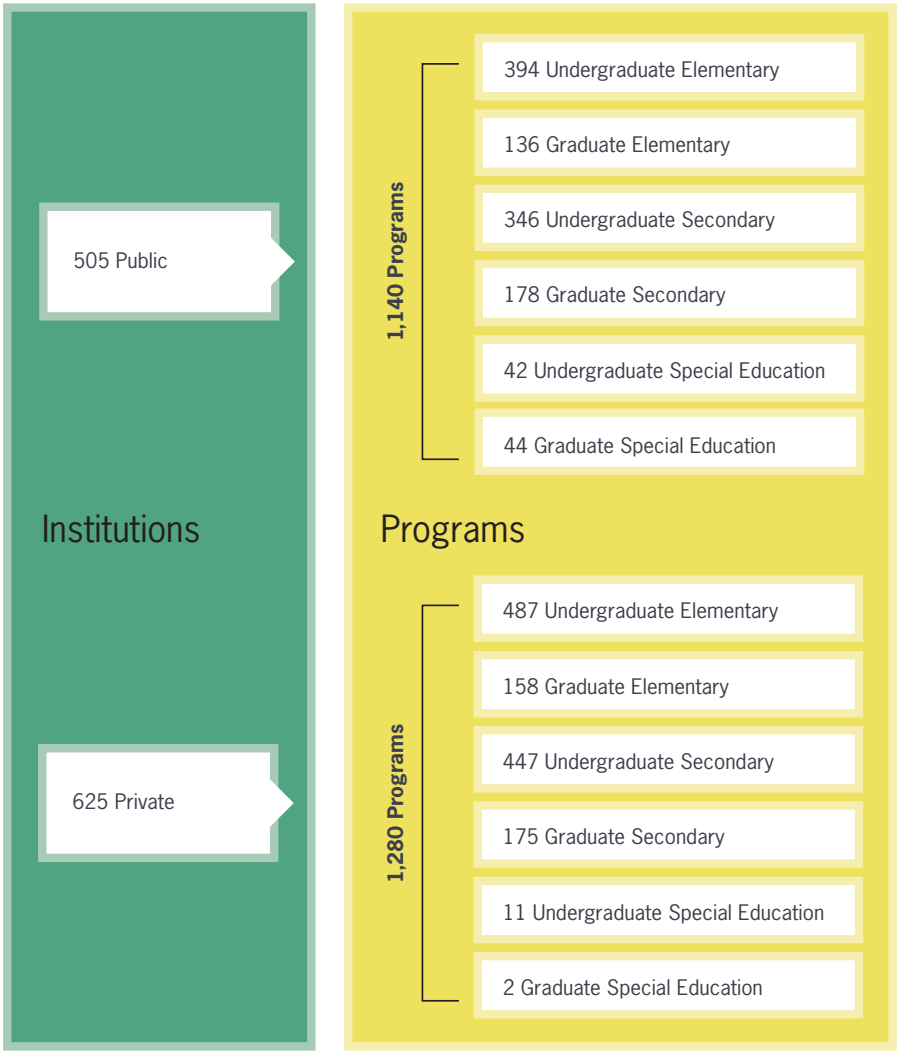
- Whenever there was a choice between BA or BS programs, we chose the BA program for evaluation. (Our rationale for this decision.)
- For institutions at which both a middle and a high school program were selected for evaluation of content preparation, a random selection was made to determine for which program the secondary methods coursework would be collected.
  - After determining whether to evaluate middle or high school methods coursework, one certification pathway (English, mathematics, science or social sciences) was randomly selected for examination of coursework. If the science or social sciences pathway was chosen and multiple certifications associated with distinct subjects were available (e.g., history, government, social studies), another random selection was made for evaluation of coursework in one of those subject areas.
- Some states (e.g., **Michigan**) require that elementary education majors have a content major or minor. Where a content minor was required of teacher candidates, the type of minor evaluated was chosen randomly.

See Figure 34 for a tally of the programs actually included in the first edition of the *Teacher Prep Review.*

Most ed school courses… [involve] make-work that bears little resemblance to the reality of the classroom.

– Stephen Mahoney, EdD
Principal
Respondent to
NCTQ Survey

Fig. 34. *Review* sample size



The Review *contains evaluations of at least one program at 1,130 IHEs on at least two standards. In most cases, more than one program at an IHE is evaluated.*

Merely because a program was *selected* for evaluation does not mean that we were able to evaluate it on all relevant standards. The discrepancy between the programs selected and those fully evaluated was due to the resistance we faced from some institutions, making it sometimes difficult, if not impossible, to obtain the necessary data. In most cases, we were only able to obtain the data we needed from public institutions by using open-records requests. If an institution demanded excessive charges, we frequently reduced our request.[40] In some cases, we did so by eliminating requests for data necessary for evaluation of one or more programs, rather than marginally reducing the request across several programs. Where we had to make a choice between evaluating elementary and secondary programs, we generally chose elementary because of the critical importance of early reading and math instruction.

A joint NCTQ/*U.S. News & World Report* letter to approximately 1,140 institutions nationwide kicked off data collection for the *Teacher Prep Review*, with the first requests sent out officially in early March 2011. The last incoming data were processed on January 15, 2013, when information arrived from some of the institutions with whom we were forced to litigate to gain access to the necessary materials.[41] The data collection window was lengthened by nine months because of the lack of cooperation from institutions.[42]

Fig. 35. *NCTQ Teacher Prep Review* timeline

September 28, 2010
Technical Panel convened for review of standards, indicators and scoring criteria.

January 18, 2011
Project announcement sent to approximately 1,140 university presidents and education school deans.

February 9, 2011
First NCTQ webinar on the *Teacher Prep Review*. Almost 500 people participate.

February 18, 2011
Second NCTQ webinar on the *Teacher Prep Review*.

February 24, 2011
NCTQ and *U.S. News & World Report* present to attendees of annual conference of the American Association of Colleges of Teacher Education (AACTE).

March 8, 2011
First document requests sent to public IHEs in Kentucky.

March 30, 2011
First set of open records requests sent to public IHEs in Kentucky.

April 12, 2011
NCTQ hosts webinar for Audit Panel.

May 16, 2011
Technical Panel briefed on data collection efforts.

June 7, 2011
Technical Panel advises on proposed standard on "Evidence of Effectiveness."

August 17, 2011
Technical Panel advises on proposed Strong Design indicators for the Selection Criteria and Outcomes Standards.

September 7, 2011
Technical Panel advises on reductions in sample sizes for the Secondary Methods and Instructional Design Standards necessitated by IHE resistance.

December 16, 2011
Last initial open records requests sent to public IHEs in California.

January 11, 2012
Technical Panel advises on changes to scoring criteria for the Common Core Elementary Math Standard.

January 30, 2012
Suit filed against the University of Wisconsin system in order to obtain syllabi.

February 12, 2012
Technical Panel advises on changes in indicators in the Lesson Planning Standard.

March 14, 2012
Last requests for documents sent to private IHEs in California, Florida, Massachusetts and New York.

May 8, 2012
NCTQ hosts webinar for members of the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE).

May 18, 2012
Suit filed against Minnesota State Colleges and Universities to obtain syllabi.

June 4, 2012
Technical Panel completes consideration of Evidence of Effectiveness Standard.

September 7, 2012
Full day Audit Panel meeting on management of scoring processes.

September 10, 2012
Technical Panel reviews proposed Strong Design indicator for Early Reading Standards.

October 1, 2012
Suit filed against University of Missouri system in order to obtain syllabi.

October 17, 2012
Letter inviting 47 IHEs in sample to participate in due diligence sent by e-mail and hard copy.

October 25, 2012
Conference call on due diligence process held with participating IHEs.

October 31, 2012
Court in Minnesota rules in favor of NCTQ on our use of syllabi as "fair use."

November 2, 2012
Technical Panel advises on use of alternate scoring processes in the Early Reading and Common Core Elementary Math Standards.

November 6, 2012
Findings emailed to the 20 IHEs that chose to participate in due diligence process.

November 13, 2012
Conference call held for representatives of all participating IHEs to answer questions regarding findings of due diligence process.

November 30, 2012
Deadline for submission of responses to findings of due diligence process. (Eighteen IHEs submitted responses.)

December 4, 2012
Technical Panel considers report on findings on the Selection Criteria Standard.

December 11, 2012
Intellectual property lawsuit settled with University of Wisconsin system.

January 14, 2013
Technical Panel and Audit Panel provided with report on due diligence process.

January 15, 2013
Last sets of documents received (from the University of Wisconsin system).

March 7, 2013
March 12, 2013
Technical Panel briefed on *Review* findings.

March 12, 2013
Audit Panel provided final report on rating processes.

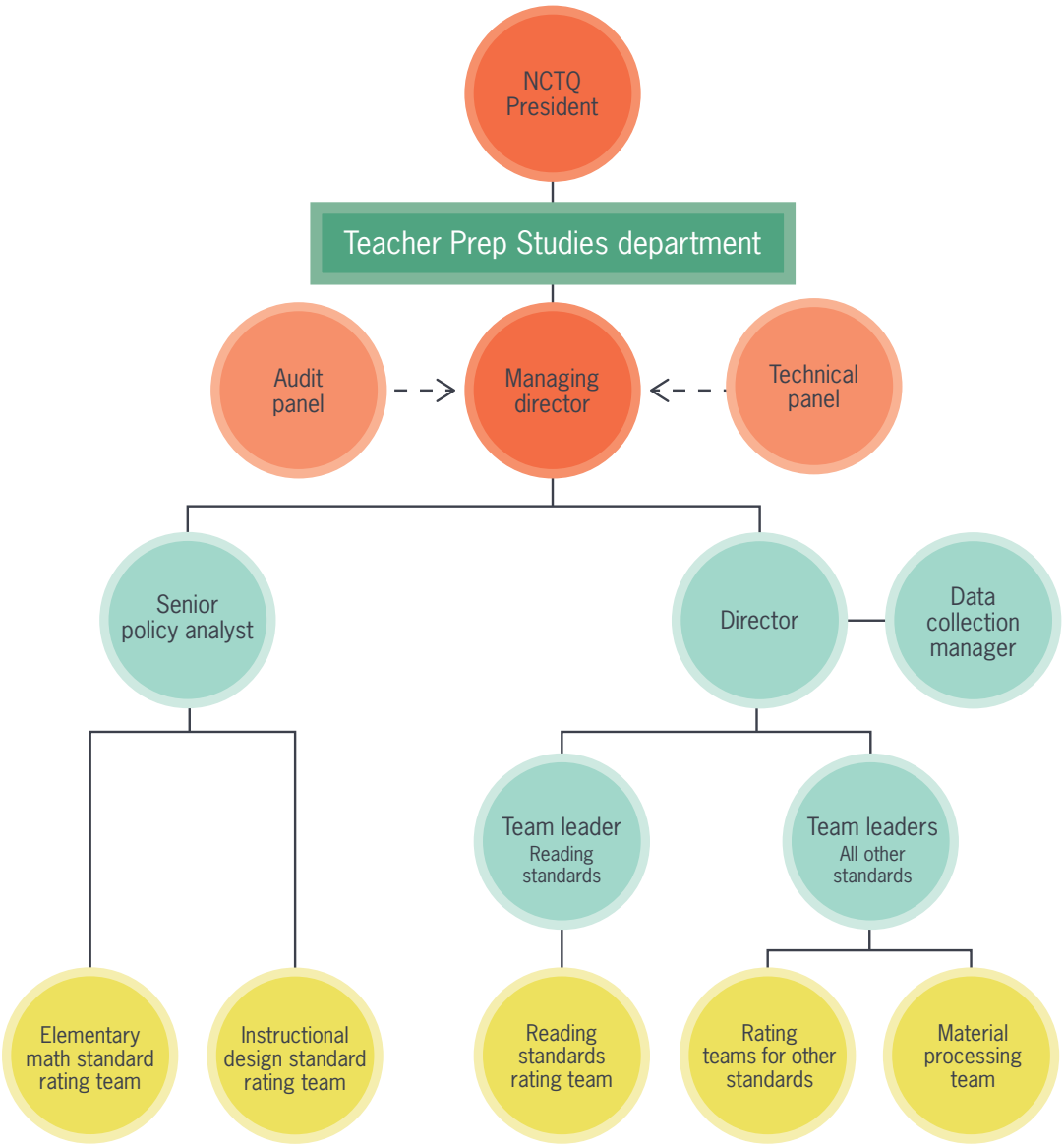
June 18, 2013
Release of first edition of *Teacher Prep Review*.

The National Council on Teacher Quality's review of 1,130 institutions of higher education (IHEs) with teacher preparation programs was conducted over 2½ years.

Staff organization

At the peak of its evaluation work, the Teacher Preparation Studies department (see Fig. 36 for an organization chart) comprised nine in-house staff, 14 subject-specialist analysts and 75 additional analysts, all working under the supervision of Dr. Arthur McKee.

Fig. 36. Staffing the *Review*



The Teacher Prep Review *is produced by the Teacher Preparation Studies department at NCTQ.*

In-house staff members' expertise in the preparation necessary to become an effective teacher is broad and deep:

- Julie Greenberg, Senior Policy Analyst (a secondary math teacher for 13 years in Maryland's Montgomery County Public Schools), has overseen two of NCTQ's national studies on teacher preparation and six of its state studies.

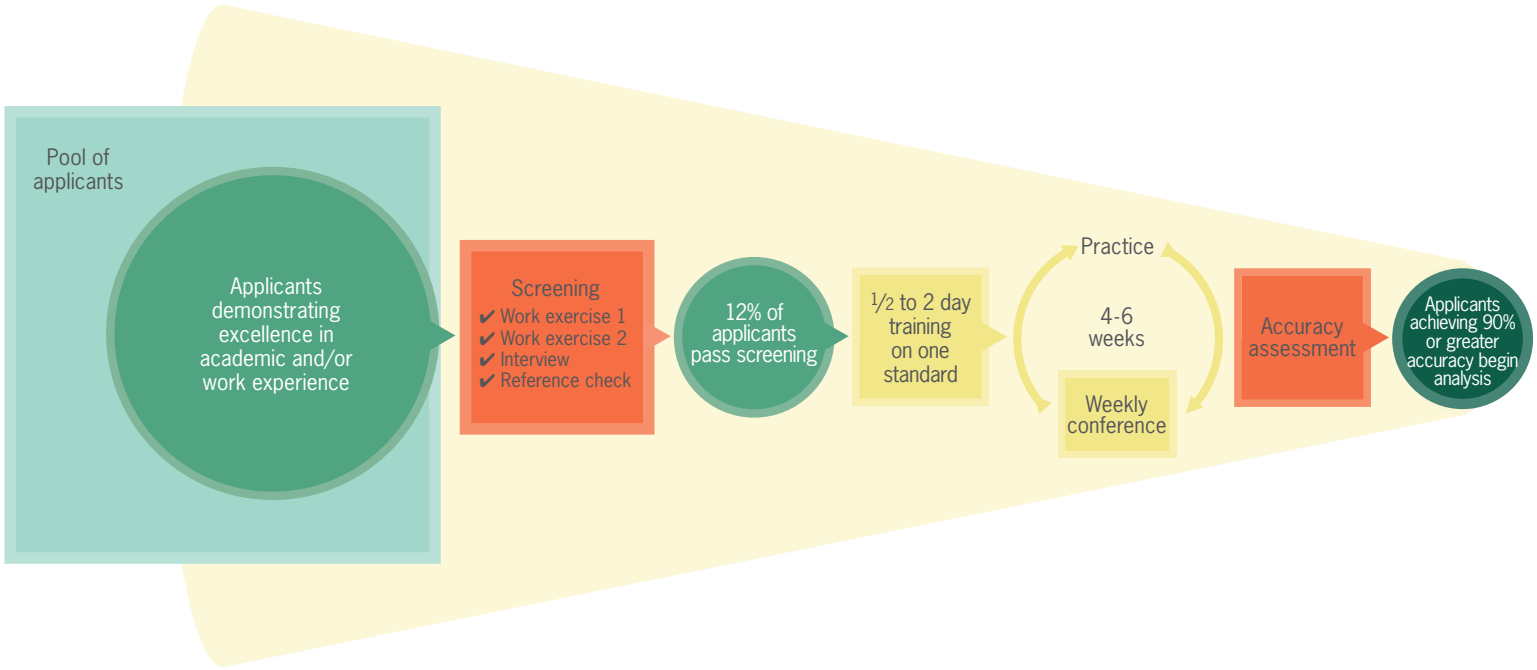
- Robert Rickenbrode, Director (a former teacher and chief academic officer of a network of charter schools), developed all operational aspects of the current *Teacher Prep Review* as an outgrowth of his work on NCTQ's **Texas** and **Illinois** studies.

A Technical Panel (website) comprising teacher educators, PK-12 leaders and education experts provides ongoing advice and support. Its members receive no compensation.[43] The members of the panel make themselves available for consultation on a wide variety of methodological issues. Panel consensus has been achieved on all issues on which it has provided consultation. The panel has posted a statement of support.

An Audit Panel (website), whose work will be described shortly, was also formed to advise on the reliability of scoring processes. The panel issued this statement after reviewing our methodology.

Except for the **Evidence of Effectiveness Standard**, which is evaluated in-house by two analysts, each of the standards of the *Teacher Prep Review* is scored by a specially trained team. In the case of five standards (**Early Reading**, **English Language Learners**, **Struggling Readers**, **Common Core Elementary Mathematics** and **Instructional Design in Special Education**[44]),the scoring teams comprise subject specialists who participated in rigorous training processes.[45] All other standards are rated by teams comprising "general analysts" who underwent both a thorough screening in the hiring process and a rigorous training process.

Fig. 37. Qualifications and training of general analysts



Rigorous screening and training prepares NCTQ's corps of general analysts to accurately evaluate programs on selected standards.

Why didn't NCTQ evaluate programs on…?

We continue to develop and refine our standards for subsequent *Reviews*. As consensus on preparation develops in other areas, we will develop corresponding standards. It takes about two years of research to develop a new standard. Among the areas in which we continue to search for consensus are:

- Working with parents
- Non-literacy related instructional strategies for English language learners
- Use of technology in instruction, including blended learning

Standards

Standards are a crucial governing feature of every institution involved in education, including teacher preparation programs. What sets NCTQ's standards apart from other standards is that they focus on what programs should do to prepare teachers to teach to a high standard (such as those embodied by the new Common Core State Standards as well as college- and career-readiness standards) and that they are measurable.

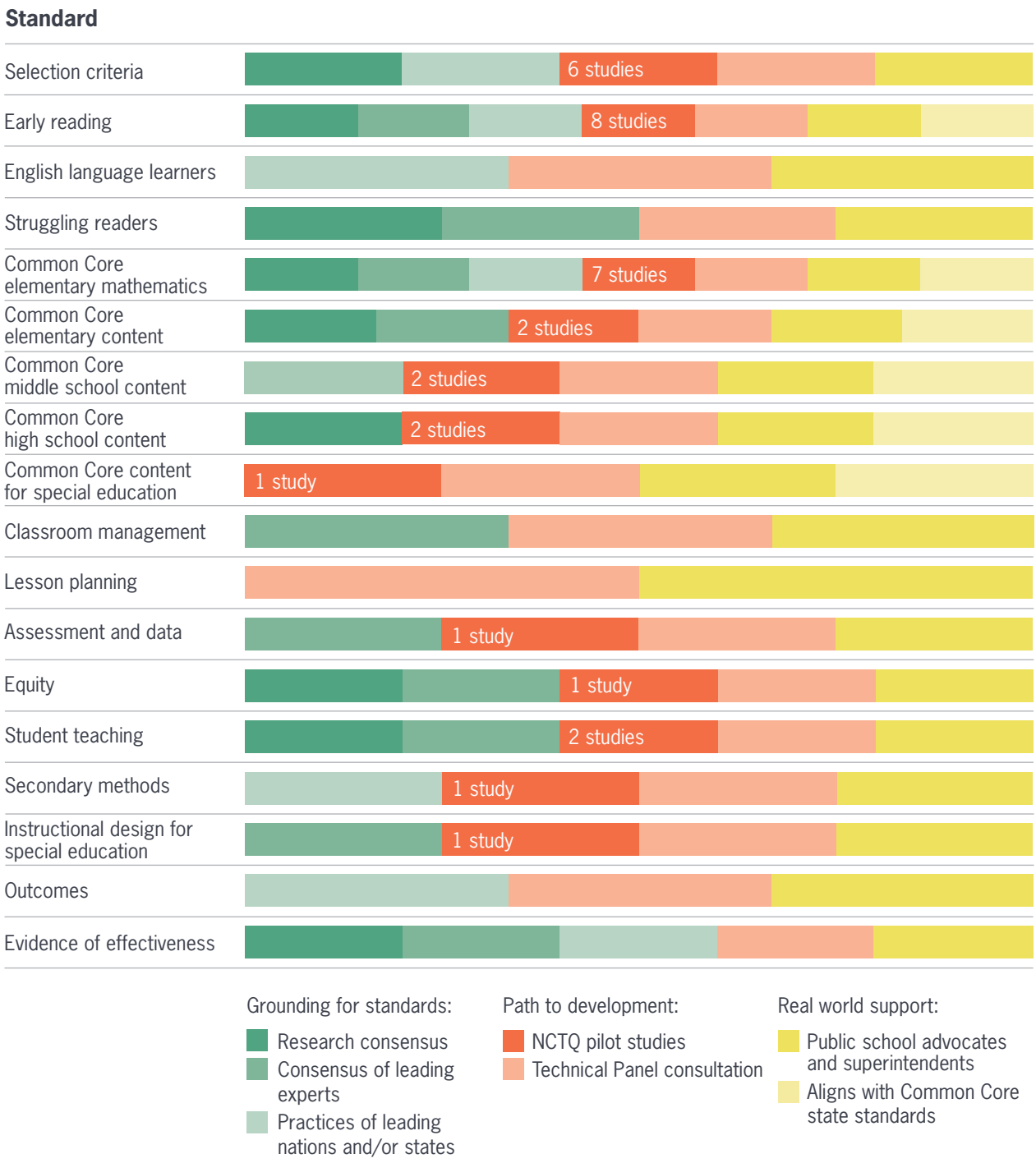
NCTQ developed its expertise in policies and practices to raise the level of training of the nation's teacher workforce, particularly with the advent of the new Common Core standards, through a number of different sources.

To the extent that high-quality research can inform how teachers should be prepared, NCTQ uses that research to formulate standards. Unfortunately, research in education that connects preparation practices to teacher effectiveness is both limited and spotty. Our standards for the *Teacher Prep Review* are also based on the consensus opinions of internal and external experts; the best practices of other nations and the states with the highest performing students; and, most importantly, what superintendents and principals around the country tell us they look for in the new teachers they hire. The standards have been refined over eight years by 10 national and state studies, and by consultation with experts on NCTQ's Technical Panel. As many were developed before the Common Core standards, they have also been honed to ensure alignment with those standards.

More on the rationales for our standards and the research behind them

For each of our standards, we have developed a rationale that lays out the support found in research and other sources. These rationales can be found in the "standard books" we have put together for NCTQ standards used in the *Teacher Prep Review*. All but two of the standard books also contain an inventory of research that has some bearing on the type of preparation addressed in the standard.

Fig. 38. Sources of support for *Review* standards



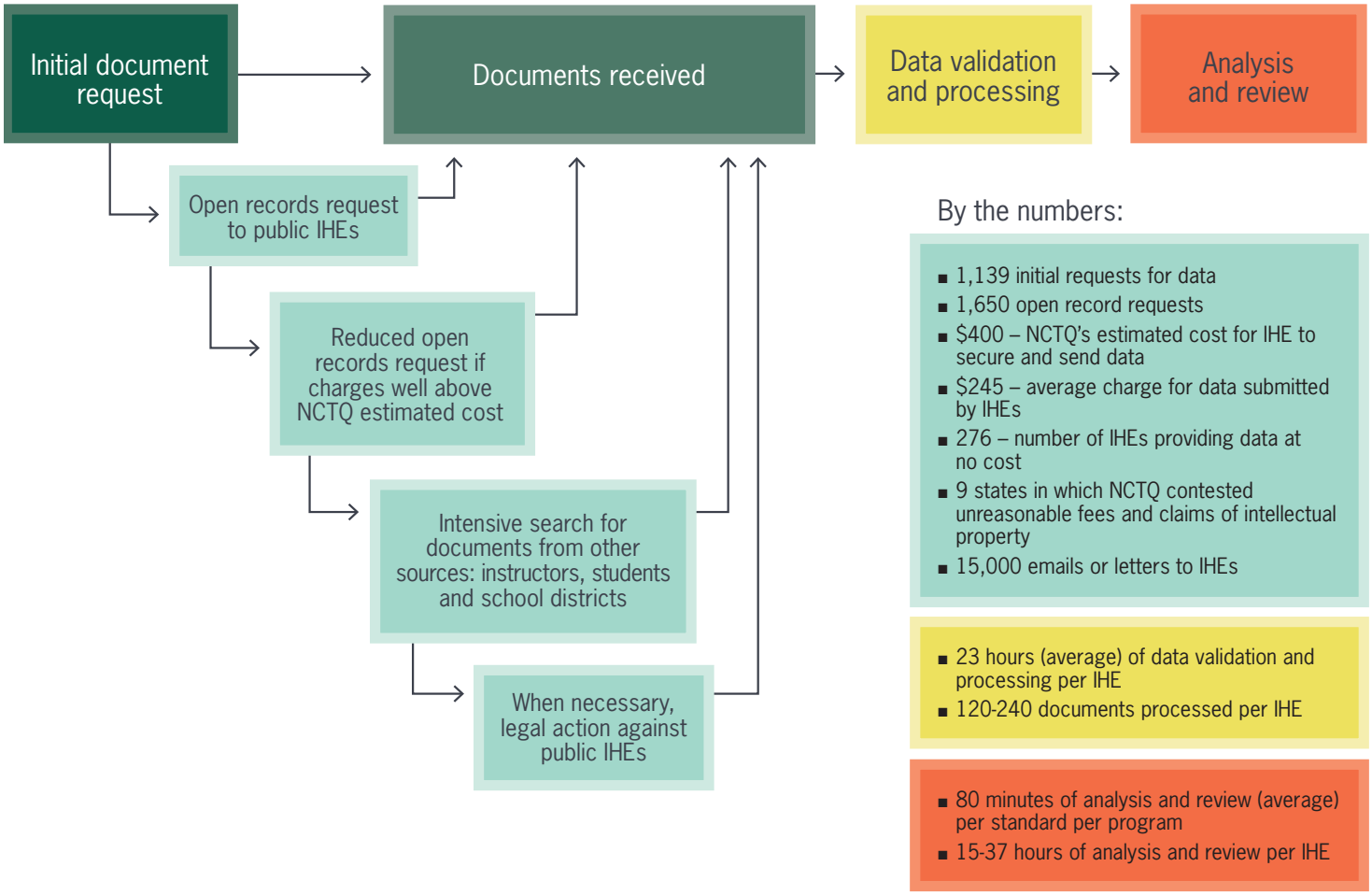
Each of these standards for the design of teacher prep programs is based on the best evidence to date about how every program can improve the capacity of its graduates to begin their first days on the job competent and confident.

We welcome an ongoing discussion with others—state policymakers, accrediting bodies, teacher educators and teachers—about the best way to evaluate teacher preparation program quality. However, while we welcome dialogue, we also pose a challenge: identify any aspect of our standards and indicators that does *not* make sense.

Data collection, validation and analysis

There's a lot to say about the process of data collection, validation and analysis.

Fig. 39. Data collection, processing and analysis



Most data were not obtained in response to our initial document request to public and private IHEs, leading to a series of other collection efforts primarily focused on open records requests to public IHEs.

Data collection

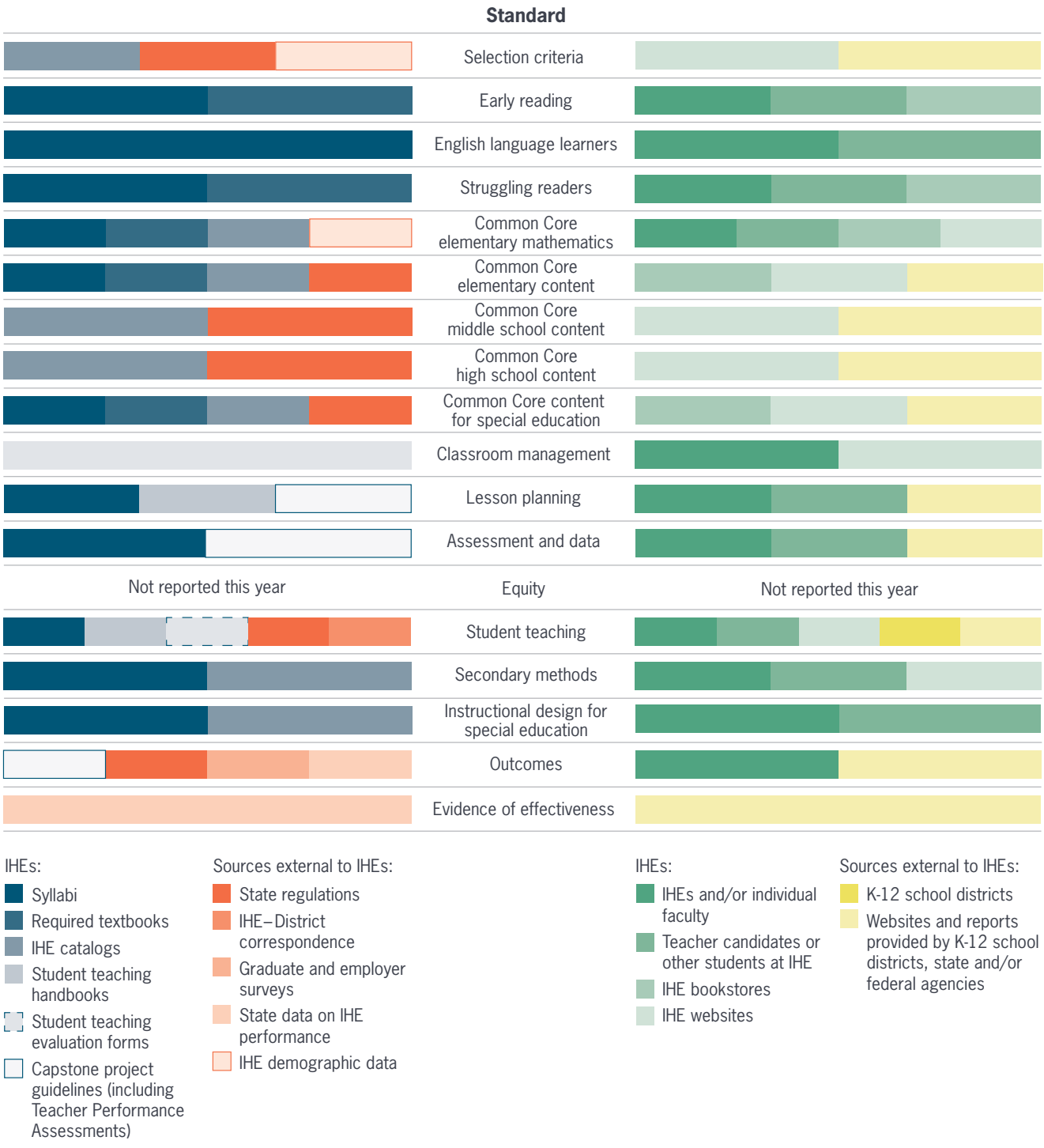
The field of teacher preparation has much to gain from an independent evaluation intent on spotlighting strong performers. And since most of the institutions in our sample cooperate with our partner, *U.S. News & World Report*, in developing its annual rankings of colleges and universities, we anticipated that they would work with us as well.

As it turned out, we faced a nationwide boycott of our effort. Ultimately, only 114 institutions chose to freely cooperate with the *Teacher Prep Review* (meaning that they provided us with the data we needed upon request without us having to resort to open-records requests). *U.S. News & World Report* received 39 letters representing approximately 700 institutions taking issue with our methods and goals. Other institutions either sent terse declines or did not respond at all to our repeated entreaties.

We were thus forced to look for alternative ways to collect legitimate data. As always, our chief concern was ensuring that we obtained valid data that accurately reflect the training these institutions provide teacher candidates.

NCTQ draws upon 11 sources of data from each program for our ratings:

Fig. 40. Data sources for the *Review*



A variety of data, obtained from multiple sources, were used for evaluation.

The 42 institutions listed below have never reduced their quoted fees for data to a reasonable level ($400).

Institution
Alabama A & M University
Alabama State University
The University of Alabama
University of Alabama at Birmingham
University of North Alabama
University of South Alabama
University of West Alabama
University of Northern Colorado
Florida Atlantic University
University of North Florida
Kennesaw State University
University of Northern Iowa
University of Kansas
Washburn University
University of Massachusetts Amherst
University of Massachusetts-Boston
University of Massachusetts-Lowell
Coppin State University
Salisbury University
Eastern Michigan University
Northern Michigan University
Wayne State University
UNC at Asheville
UNC at Greensboro
New Jersey City University
William Paterson University of New Jersey
Portland State University
University of South Carolina-Beaufort
University of South Carolina-Columbia
University of South Carolina-Upstate
Lamar University
Prairie View A & M University
Texas A & M University-Kingsville
Texas State University-San Marcos
Texas Woman's University
The University of Texas at Brownsville
George Mason University
Norfolk State University
Radford University
University of Mary Washington
Virginia Polytechnic Institute and State University
University of Wyoming
Norfolk State University
Radford University
University of Mary Washington
Virginia Polytechnic Institute and State University
University of Vermont
University of Wisconsin-Milwaukee
University of Wyoming

To determine what data we needed from institutions and to gather data for program evaluation, we began by analyzing each program's coursework, reviewing university catalogs and other program material posted publicly by the institution. By this means we identified general education and professional course requirements, along with course descriptions.[46]

After a comprehensive review of this publicly posted material, we asked the institutions for materials such as syllabi for particular courses,[47] information on graduate and employer surveys, and material related to student teaching placements.

The features of training that are the basis for analysis in our standards should be evident from these materials because they are the most *fundamental features* of teacher preparation.

Our preferred data collection method was "The Ask": a specially designed, web-based portal where teacher preparation staff could upload materials directly into our database.

1. Open-records requests to institutions.

All 50 states and the District of Columbia have open-records laws (also known as "sunshine," "freedom of information act" or "FOIA" laws) that require public agencies to turn over documents upon request by an individual or organization. Except in **Pennsylvania** and **Illinois**, public universities are almost universally considered public agencies under these laws.[48] But even though they are publicly approved to prepare public school teachers, teacher preparation programs at private institutions are not considered public agencies. So we made open-records requests of only the 475 public institutions that initially chose not to work with us.[49]

Many institutions worked cooperatively with us once we submitted our open-records request and did not charge us as much as the laws in their states allowed. However, 162 institutions demanded excessive, sometimes even exorbitant, sums for reimbursement. We estimate that it should cost no more than $400 in labor and copying fees for an institution to provide us with the data we need for what many institutions reported to us involved about 12 to 20 hours of time. And the average charge to us by all public institutions that fulfilled our open-records request was only $245. But in their initial responses to our request, 15 institutions quoted fees of more than $10,000. Most were negotiated downwards. A university that initially contended that it would cost $30,000 to fulfill our request ultimately provided the documents at no charge.[50]

We had no choice but to submit reduced requests, sometimes multiple times, to 169 institutions that charged excessive fees. These reduced requests meant that we could evaluate fewer programs (e.g., only elementary rather than elementary and secondary). While such reductions narrowed the scope of the first edition of the *Teacher Prep Review*, we made sure that they did not impinge upon our ability to fully evaluate those programs for which we received documents.[51]

Litigation on copyright issues

Another crucial issue that emerged—one with potentially far-reaching ramifications for the reach of open-records laws—was that of copyright. Fifty-seven institutions in 12 states claimed that course syllabi are not subject to open-records requests because they are the intellectual property of the faculty who wrote them. This conflicts with the near-universal interpretation that syllabi can be used for research and review by any entity, including NCTQ, under the "fair use" provisions of federal copyright law. The rights are owned by the faculty who created them and NCTQ's use would not (and did not) infringe on those rights.

On October 31, 2012, a county court in **Minnesota** delivered a ruling in our suit against the **Minnesota State College and University System** indicating that "[a]ny way this case is analyzed, NCTQ is entitled to the copies of the syllabi it seeks." The System has chosen to appeal the ruling (though the **University of Minnesota** system was persuaded to provide us with the syllabi we had asked for). The **University of Missouri** system continues to litigate on the same issues.

2. Open-records requests to school districts.

Teacher preparation programs partner with one or more school districts to arrange for student teaching as the crucial apprenticeship experience candidates need before taking the reins of a classroom. Programs often provide student teaching handbooks to districts and sign formal contracts or memoranda of understanding with districts that set forth the criteria and process by which mentor teachers are chosen. To capture this material, we sent out open-records requests to more than 1,000 districts across the country.

3. Online searches.

We judiciously searched online for information we needed for the *Teacher Prep Review*. Professors post syllabi and programs put up student teaching handbooks on institutional websites. All of this material is generally accessible. To gather it, we trained a team of six general analysts to examine websites. We also collected information on textbook listings from institutions' online bookstores.

4. Campus outreach.

Because we needed such an extensive array of documents for our evaluation (see Fig. 40 for a full list of the data needed for each standard) and because of the resistance we faced, the methods outlined above were insufficient, particularly for private institutions. So we began reaching out to people on campuses, particularly students, to ask them to provide us with the documents we needed. Some institutions issued warnings to students against working with us. We also sent staff members to campuses to recruit students to work with us and to obtain documents directly.

These 25 institutions withheld syllabi from our open records request, claiming copyright protection, or (in the case of **Illinois** institutions) that their state's open records law allows them the exception of "course materials."

Institution	State
Auburn University	AL
Arkansas State University	AR
Chicago State University	IL
Eastern Illinois University	IL
Governors State University	IL
Northeastern Illinois University	IL
Northern Illinois University	IL
Southern Illinois University Carbondale	IL
Southern Illinois University Edwardsville	IL
Western Illinois University	IL
Washburn University	KS
Bemidji State University (Minnesota State-Bemidji)	MN
Metropolitan State University	MN
Minnesota State University-Mankato	MN
Minnesota State University-Moorhead	MN
Southwest Minnesota State University	MN
Winona State University	MN
Missouri University of Science and Technology	MO
University of Missouri-Columbia	MO
University of Missouri-Kansas City	MO
University of Missouri-St Louis	MO
Kean University	NJ
The College of New Jersey	NJ
William Paterson University of New Jersey	NJ
Northern New Mexico College	NM

It bears noting that college students have a vested interest in making publicly accessible many of the documents we seek. Albeit informally, students use syllabi to assess the quality of courses as they consider enrollment. In response to stories about our open-records requests, the student governments at the flagship campuses of the **University of Maryland** and the **University of Missouri** both passed resolutions in favor of having all professors make their syllabi public. The faculty senate of the **University of Maryland** signaled its support of this principle as well.

Data validation

Regardless of the source, each and every document we received had to be carefully checked to determine whether it was valid. Documents needed to be clearly dated; we did not rate evidence dated before 2009. In fact 99 percent of our data was collected in 2011 (24 percent) and 2012 (75 percent). We could only accept syllabi that were distributed to students in an actual course. The syllabi therefore had to clearly list the course number and, where appropriate, section number, as well as the professor's name. For courses where we analyzed textbooks (reading and elementary math), the syllabi also needed to have a list of assigned textbooks.

A team of trained general analysts working under the supervision of our team leaders performed these thorough checks. At times we had to go back to institutions that had supplied us with documents in response to an open-records request to obtain more complete versions of documents we had requested.

Even if more institutions had chosen to work with us, we still would have had to mount a modest campus document collection effort for auditing purposes: Programs might provide us with "counterfeit" syllabi that they think would do better on our standards rather than the syllabi distributed to students that actually reflect the training candidates receive.[52] Conversely, we also checked on whether syllabi provided to us only by students were genuine. The number of fake syllabi that students tried to pass off to us was negligible.

Data analysis

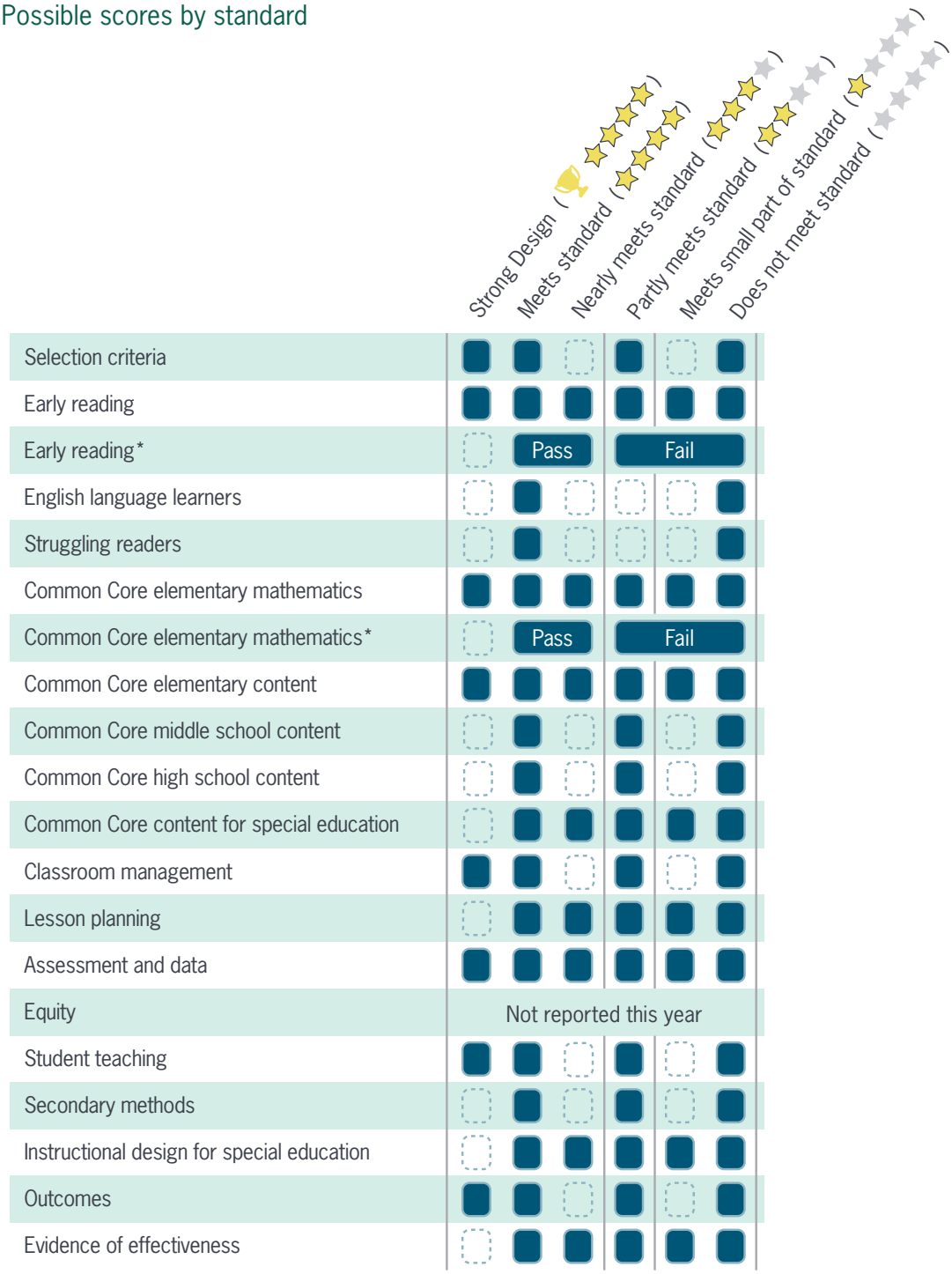
Standard policies and procedures of teacher preparation programs must be documented either because institutions need to communicate with their "consumers" (generally their students), or because programs are regulated entities that must interact regularly with various institutions (state agencies, accrediting bodies and local school districts, among others). It is the documents containing policies and procedures on which our evaluations are largely based. *Descriptions* of policies and procedures, in lieu of the actual policy statement, provided to us by institutions are never accepted as data that can satisfy any part of a standard. For example, we often found cover letters to institutions' data submissions to be very helpful in navigating through the many files provided, but statements in the letters are not used in analysis unless they are corroborated by language in official documents.

One common feature of our evaluations is that they can be described as "low inference." Analysts are trained to look only for evidence that teacher preparation programs have particular features related to admissions, content preparation and professional preparation. For example, in evaluating coursework on assessment, analysts determine whether teacher candidates are *required to prepare* formative assessments. Analysts do not attempt to ascertain anything about the nature of such requirements or whether they will lead teacher candidates to *effectively use* formative assessments. However, it is indisputable that a teacher candidate cannot learn how to do something effectively unless he or she is asked to do it in the first place. Our evaluations can therefore distinguish stronger programs from weaker ones.

Scoring processes

Our scoring processes place the full collection of documents relevant for evaluation at the disposal of an analyst after a very methodical and systematic process of coding and sorting. Analysts have been trained to follow a very detailed and systematic standard-specific protocol to make a "yes" or "no" decision about whether each of a standard's indicators is satisfied.[53] (Scoring methodologies abstracted from these protocols can be accessed here.[54]) When an indicator is satisfied, the analyst has to identify the relevant data and document this source. If the indicator is not satisfied but there is information that nonetheless bears on the indicator, the analyst has to identify the data that are "next closest" to satisfying the indicator and document this source. If there are no data related to the indicator, the analyst has to make an explicit statement to that effect. All data entered in our database are automatically annotated with the date and the analyst's name.

Fig. 41. Possible scores by standard

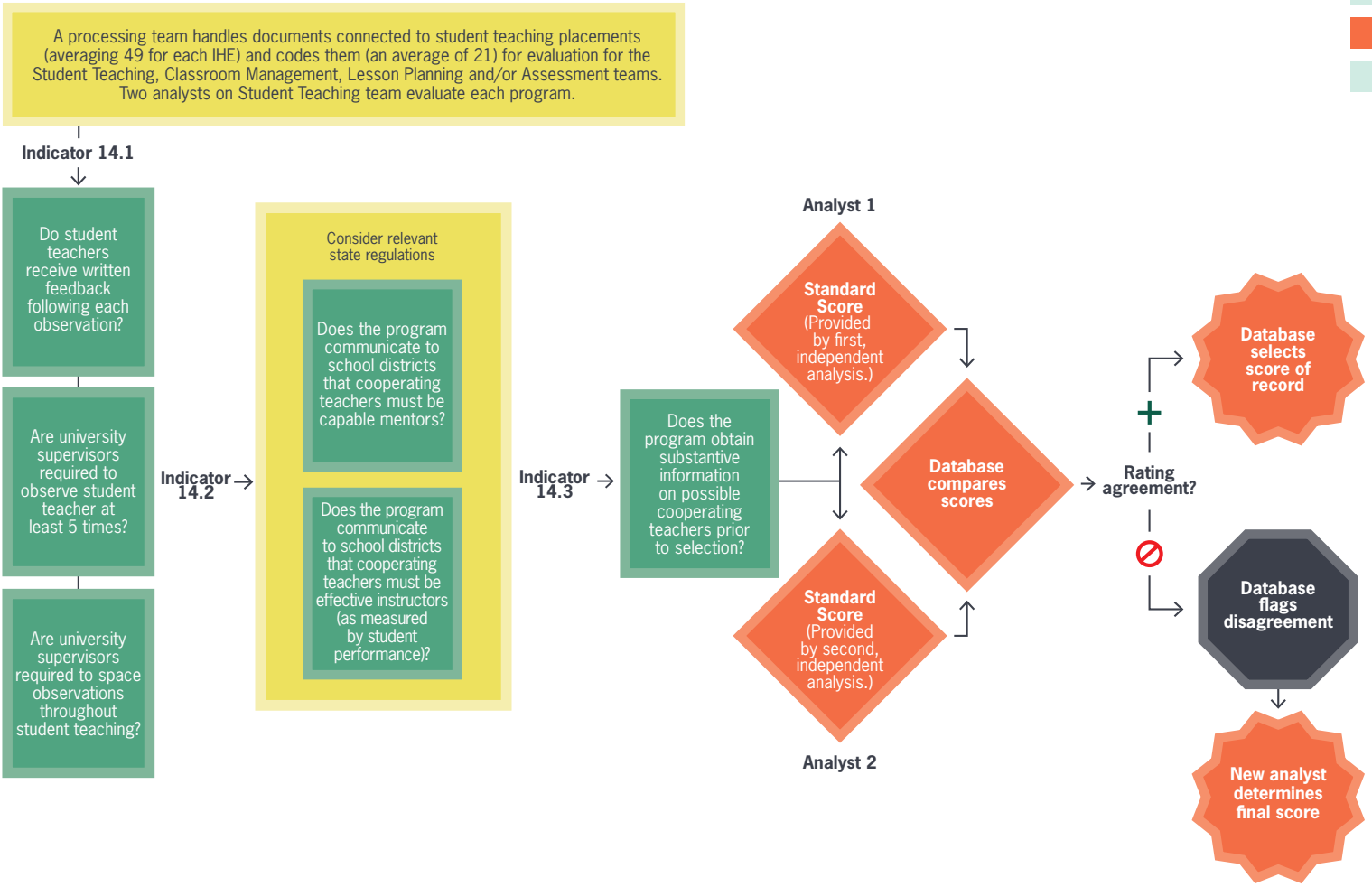


*Scoring process with less complete data available

For most standards, scores are provided using stars on a 5-part scale, with some standards also offering a special gold trophy commendation for Strong Design. For two standards, scores are classified as pass/fail if an alternative scoring process is used.

For most of our scoring processes,[55] two *general analysts* make independent evaluations of relevant evidence to ascertain if it demonstrates that the program satisfies individual indicators for a given standard.

Fig. 42. Steps in scoring a standard, using the Student Teaching Standard as an example



Each standard's scoring process involves multiple indicator-related determinations which, for the majority of standards, are made independently by two analysts.

In each case, based on the indicator evaluations, a whole number standard score between "4" and "0," corresponding to a range of scores from "four stars" to "no stars," is automatically generated.

In cases in which the score produced by both analysts is identical, the analysis of one is chosen randomly by the database to represent the final score. As is explained in greater depth in the description of the RevStat management system, any difference of one level in program scores based on evaluations by two analysts (for example, one evaluation leading to a score of "one star" and one leading to a score of "two stars") leads to "coding up," an automatic awarding of the higher of the two scores.[56] Any difference of two or more levels in scores triggers an "exceeds variance" signal that requires team leader investigation and resolution.[57] Instances in which there are excessive variances are monitored through the RevStat process; whenever variances approach 10 percent, action is taken to improve fidelity to scoring protocols or to modify the scoring process as necessary.[58]

It bears noting that this **Connecticut** regulation of cooperating teacher selection is one of very few instances where the standards of the *Teacher Prep Review* conflict with state regulations.

1. State context.

States regulate teacher preparation programs extensively if not always effectively. A teacher preparation program must show that it meets its state's standards to earn approval to train and recommend candidates for licensure, and must undergo re-approval every five to seven years thereafter. All candidates must pass state licensure assessments before getting certified; pass rates on these assessments are generally incorporated into state accountability systems for teacher preparation programs. Despite these regulations, states' actual track record in holding the line on teacher preparation quality is dismal: For the last year in which data are available, programs in only 12 institutions out of more than 1,400 were deemed "low performing," a category that implies censure but not, generally speaking, action.

Nonetheless, because they impact what programs can and cannot do, all relevant state regulations are thoroughly analyzed as part of our scoring processes for every standard. We begin with the findings of our comprehensive *State Teacher Policy Yearbook*, and investigate further when necessary. In considering state regulations, we follow three general principles:

- *Hold programs harmless*
  We do not penalize programs for following their states' regulations where they run counter to our standards. So, for example, in **Connecticut**, local school boards are granted sole authority to choose cooperating teachers, so we do not downgrade programs for not taking an active role in selecting them for their student teachers. It bears noting that this **Connecticut** regulation of cooperating teacher selection is one of very few instances where the standards of the *Teacher Prep Review* conflict with state regulations.
- *Give credit for building on strong regulations*
  We give credit to programs explicitly affirming state regulations that improve program quality. In **Illinois**, for example, programs that affirm that they only admit applicants who achieve a passing score on that state's rigorous Test of Academic Proficiency meet the **Selection Criteria Standard**.
- *Hold programs responsible for ensuring candidates are prepared*
  The ambiguity and complexity of state regulations do not relieve programs of doing what is necessary to make sure that their graduates are well equipped to help students learn. For example, 25 states offer only PK-12 certification for special education teachers. Programs in those states have an obligation to make sure that their special education candidates have adequate content knowledge, so we evaluate programs for content preparation for both the elementary and secondary grades.

2. The impact of state regulations on our analysis.

To provide a more detailed sense of how state regulations impact our analysis, we provide examples below of two standards where context is crucial, and two standards where it has no impact whatsoever.

- *State expectations for secondary teacher subject knowledge*

  Ratings for two of our standards—**Common Core Content for Middle School Teachers** and **Common Core Content for High School Teachers**—are deeply informed by the state regulatory context in which programs are embedded. The starting point of our analysis is the state's licensing test regime: Does it test all subject matter that any given secondary teacher will need to know for all the classes he or she could be assigned to teach? The more comprehensive a state's testing regime, the less possibility that a secondary teacher will be allowed into a classroom without knowing his or her subject. Where there are gaps in testing, we scrutinize the content coursework that programs require of their candidates.

  For "unitary" subjects such as math, tests are generally an adequate guide to content preparation: Math teacher candidates, who are only tested in math, can generally only teach math classes. For the social sciences and the sciences, however, state licensing regimes are generally not robust enough. In some states, teachers earning a license in "general science" can teach high school physics without ever having to demonstrate that they know physics. In other states, a person who majored in anthropology could teach U.S. history classes without ever taking more than one or two courses in the subject. In these cases, we take a closer look at whether programs in these states are doing what they should to prepare teachers for the classes to which they could be assigned.

  A general consequence of our approach for these standards is that a state's licensing regime provides a ratings backstop for its programs: They generally can do no worse than the strength of their state's licensing test system, and can take steps to do better.

  Our approach currently assumes that states' secondary licensing tests are sufficiently rigorous. For the next edition of the *Teacher Prep Review*, we will take a closer look at these assessments. Programs in states whose tests are inadequate will trigger more scrutiny of the coursework requirements of their programs.

  (To learn more about how state context impacts these standards, see the scoring methodologies for the middle school and high school content standards.)

- ***Early Reading*** *and* ***Common Core Elementary Math***

  State context plays virtually no role in our analysis for these two standards. States do generally articulate expectations for what elementary teachers need to know in these subjects, and a couple of states have good tests for them. Nonetheless, we decided to carefully examine the preparation that programs provide candidates without regard to the regulatory framework in which programs were embedded.

  The logic behind taking an approach so different from the one taken with regard to secondary content is simple: Preparation in these subjects is a *core* responsibility of teacher preparation programs themselves. No liberal arts faculty members can deliver courses in how to teach children how to read. And while elementary math courses can and should be delivered by math faculty, these courses have to be specifically designed with the needs of elementary teachers in mind. A math department at an institution without an elementary teacher preparation program would not offer any courses like the ones elementary teacher candidates need to take.

Standard/program connections

Because of the lack of cooperation from institutions, there is a more complicated landscape of scores and program ratings than we anticipated. See the guide below as to what standards were applied to what programs and how standard scores and program ratings are reported.

Fig. 43. Guide to program ratings and standard scores

	Program rating posted on *U.S. News* website	Program rating posted on NCTQ website	***NCTQ Teacher Prep Review* Standards**		Score for standard posted on *U.S. News* website	Score for standard posted on NCTQ website, when data available
Elementary Teacher Prep Progarm	✓	✓	Selection criteria	Key standards	✓	✓
			Early reading		✓	✓
			Common Core elementary mathematics		✓	✓
			Common Core elementary content		✓	✓
			Student teaching		✓	✓
			English language learners			✓
			Struggling readers			✓
			Classroom management			✓
			Lesson planning			✓
			Assessment and data			✓
			Equity			Not reported this year
			Outcomes			✓
			Evidence of effectiveness			✓
Secondary Teacher Prep Progarm	✓	✓	Selection criteria	Key standards	✓	✓
			Common Core middle school content		✓	✓
			Common Core high school content		✓	✓
			Student teaching		✓	✓
			Classroom management			✓
			Lesson planning			✓
			Assessment and data			✓
			Equity			Not reported this year
			Secondary methods			✓
			Outcomes			✓
			Evidence of effectiveness			✓
Special Education Teacher Prep Progarm		✓	Selection criteria	Key standards		✓
			Early reading			✓
			Common Core elementary mathematics			✓
			Common Core specal education content			✓
			Student teaching			✓
			Instructional design for special education			✓
			Equity			Not reported this year
			Outcomes			✓

Elementary and secondary program ratings reported to *U.S. News & World Report* are based only on "key" elementary and secondary standards, even for the institutions for which we were able to score on more standards. We made this decision so that the rating for any given type of program would be based on scores on the same standards. Program ratings weight scores on individual key standards. In elementary program ratings, the weight of scores on the **Selection Criteria Standard** is heaviest, with the weight of scores on the **Student Teaching Standard** next heaviest, and scores on the **Early Reading**, **Common Core Elementary Math** and **Common Core Elementary Content Standards** weighted least but equally.[59] In secondary program ratings, the weight of scores on the relevant content standard(s)[60] is heaviest, with the weight of scores on the **Selection Criteria Standard** next heaviest and scores on the **Student Teaching Standard** weighted least.

When we were not able to rate a program on a standard, it was simply removed from the sample. Generally, this was due to the program's refusal to supply the data necessary to evaluate the standards. There are, however, instances in which the program *did* supply the material we requested, but a score could not be determined because the materials were not clear. In such instances the program was removed from the sample, and the score was given as "not rated." **In no instance was a program given a score on the basis of whether it did or did not provide data. Level of cooperation was not a factor in our evaluations.**

In addition, because we scored large but limited samples of programs on the **Classroom Management**, **Lesson Planning** and **Assessment and Data Standards**, the fact that a program may not have received a score on one or more of these standards does not imply that there was either a lack of cooperation on the part of its institution or that there was a lack of clarity in materials; the program may simply be one that was not included in the sample. We report that these standards are "not rated" for those programs that are not in the limited samples.[61]

For two standards, **Early Reading** and **Common Core Elementary Mathematics**, an alternate scoring process was developed to ensure that a lack of data would not preclude a score. Because elementary preparation is critical to ensuring that elementary and special education teacher candidates are competent to enter the classroom, NCTQ could not allow the lack of cooperation on the part of institutions to place them out of the reach of evaluations on these standards. To that end, a means of evaluating elementary and special education programs on both of these standards using less than complete data was devised after extensive field work.[62]

Lastly, as discussed on p. 55 results will not be reported this year for the **Equity Standard**.

Quality control

NCTQ's priority in all of its studies of teacher preparation has been to conduct its evaluations with integrity and to produce reliable results. Because of the scale of the *Teacher Prep Review* and the vast number of decision points involved in data collection, processing and analysis, continuing to produce reliable results demanded new mechanisms and safeguards. With the development of a scoring management system component in our database, we have been able to make quality control an integral, ongoing feature of our evaluation.

RevStat

A variety of aspects of analysis reliability are managed by RevStat, a processing and analysis management system that was designed to be an integral part of NCTQ's teacher preparation database. Using RevStat, the *Teacher Prep Review* team tracks each standard's reliability of scores across pairs and teams of analysts at any given time and across various time periods. If reliability issues emerge, the scoring protocols and training are recalibrated as necessary.

In development of RevStat, NCTQ partnered with **UPD Consulting**, a national expert on education management. NCTQ and UPD modeled RevStat on the same principals as the **Baltimore** CitiStat and the **New York City** CompStat processes, which have proven effective in managing institutional performance.

Audit Panel

Although RevStat provides invaluable data on scoring processes, we wanted to ensure that we had the advice of experts who could have the broadest possible vantage point on the reliability of our work. For that reason, we invited a group of eminent education researchers to join an Audit Panel to provide technical assistance, critique our evaluation processes to date and recommend improvements in subsequent *Teacher Prep Reviews*. Discussion with the panel has both reassured us regarding the utility of the steps we have taken to date to ensure reliability and suggested some refinements we adopted immediately. It also pointed us toward measures we intend to implement in subsequent editions of the *Teacher Prep Review* that will allow us to better understand any sources of variance in scoring processes and thereby use RevStat even more productively. The panel has signed a summary statement on the reliability of our current scoring processes.

Due Diligence

In October 2012, deans of 47 education schools were invited to participate in a due diligence process to determine whether there were any flaws in programming our database, in our approach to gathering evidence or in our analysis of evidence. Most of the institutions invited to participate were located in **New York**, **Tennessee** and **Washington** because those states were the first evaluated.[63] We also selected a smaller random sample of programs in 13 other states to round out the analysis.

Only 18 deans chose to participate, reviewing our standard-specific findings on their undergraduate elementary and secondary programs.

Of the three areas for potential flaws identified above, the due diligence process revealed none related to programming. However, the process did reveal evidentiary flaws connected with one standard (**Outcomes**) and analytical flaws related to another (**Assessment and Data**). A report to the Audit Panel, Technical Panel and the 18 institutions that participated outlines how we resolved the methodological issues raised by the due diligence process. All scores on those two standards reflect the changes made to address the flaws identified in the due dilligence process.

Limitations

Potential limitations of the *Teacher Prep Review* were evident in advance of its launch, and steps have been taken to minimize or eliminate them:

- *NCTQ's standards for teacher preparation are not sufficiently comprehensive.*

  The standards for the first edition address three areas of teacher preparation that the National Research Council identified as the most likely to affect novice teacher effectiveness: selectivity, content preparation and clinical practice.[64] NCTQ continues to expand (and refine) its standards, with plans to add one additional standard in the 2014 edition of the *Teacher Prep Review* (program rigor) and four in the 2015 edition (adolescent literacy, Common Core English/language arts and social studies, principles of learning, and a revised classroom management standard).

- *How well programs perform against NCTQ standards is no substitute for measuring the effectiveness of their graduates.*

  We absolutely agree that measures of effectiveness are ultimately what is most important and therefore have two standards with a focus on outcomes (**Outcomes** and **Evidence of Effectiveness**). However, measures on graduate effectiveness are available for only a very small fraction of the programs that we examine (only one program in the first edition). NCTQ's other standards are intended to complement, not supplant, what should always be the focus of any program: its outcomes. By describing the basic elements of what any high-quality teacher preparation program must accomplish, our intent is to provide programs with specific guidance for improving their outcomes. Even programs whose graduates appear to be relatively more effective than those from other programs in a state can use our standards to increase the likelihood that their graduates will reach their greatest potential as effective teachers.

- *Because of its scale, the* Teacher Prep Review *relies on analysis of document-derived data rather than data collected from site visits.*

  It is not the intention of the *Teacher Prep Review* to substitute for high-quality, on-the-ground inspections as one might expect an accrediting body or government authority to perform. The intention is to provide an in-depth examination of program policy and design, down to the course level, which in itself is something that has never been accomplished for any field within higher education. We restrict our evaluation to only program elements that can be reliably and validly assessed by readily obtained program documents.

- *The* Teacher Prep Review *did not survey teacher preparation programs about unique aspects of their programs. Without this information, unique aspects may not be evident to an outside reviewer and therefore may not affect evaluations as they should.*

  NCTQ field tested this proposition to see whether our evaluations are sufficiently sensitive to unique aspects of programs. In our largest field test, we evaluated Illinois teacher preparation programs against 39 standards using only available documents and then re-evaluated programs by also talking directly with program officials. This allowed us to determine if our initial conclusions would have differed if our methodology had also included dialogue with officials.

  While we found that these conversations did elicit unique features for a small number of programs, we also found that these unique features could be elicited by adjusting how we examined the documents themselves. The bottom line was that we often found that there are unique aspects of a program that *did* affect our evaluations, but that we were able to routinely capture them in the documents NCTQ obtained for general analysis.

- *Because most institutions have chosen not to cooperate with the* Teacher Prep Review*, and only public institutions could be compelled to participate through open-records requests, the sample is biased, comprised mostly of public institutions.*

  Because our analysis of many years of field-test results have never indicated a significant difference between preparation in public versus private institutions, this limitation does not have much practical effect in terms of general results. Our most recent and largest study of teacher preparation programs in **Illinois** yielded no consistent patterns of differences between the 32 programs in public institutions and the 79 programs in private institutions.

  We continue to make every effort to gather data on private programs even in the face of their lack of cooperation.

Teachers have a grand responsibility. If they are not prepared, the students are the ones who suffer. It's not about teachers; it's about the students. And students who have underprepared teachers are getting further and further behind. This has to stop.

– Marlowe Brant, 5th and 6th grade English as a Second Language teacher; 7th grade creative writing teacher

Respondent to NCTQ survey

- *Because most of our data were obtained without the cooperation of institutions, we were unable to use "topic mapping" by teacher preparation program staff to comprehensively identify relevant coursework for evaluation of a variety of standards. (We had anticipated that institutions would voluntarily upload their data for the* Teacher Prep Review *to a website that has a topic mapping section.) In an elementary program, the program staff would have identified which coursework would have been relevant to our analysis of the following distinct areas: reading, math, assessment, methods, classroom management and diverse learners.*

  We have been as expansive as possible in our efforts to identify required coursework to evaluate the standards for which coursework is relevant. We have also erred on the side of caution and chosen not to evaluate programs on some standards if we think it is possible that relevant data is contained in a syllabus we have not been able to obtain. In addition, in late 2012, we conducted a due diligence process, one of the purposes of which was to ascertain if our internal topic mapping had been accurate. It revealed that we had not been examining all of the relevant coursework needed to rate programs fairly on the **Assessment and Data** standard, so we modified our process and reevaluated all programs under that new process.

- *Because the lack of cooperation by institutions has placed the burden of processing open-records requests and litigation on NCTQ, data collected at the beginning of the extended data collection window may have become outdated by the end of it.*

  We collected 99 percent of the data used in the *Review* in 2011 and 2012. Our standards' scores reflect the programs described by those documents. We encourage programs to send us documents that may reflect changes made after we completed our analysis. We will use those new materials to update our ratings in the second edition of the *Teacher Prep Review*, which will be published in June 2014.

VI. Conclusion

Why isn't teacher preparation delivering for teachers and students?

Many times over the course of the *Teacher Prep Review* as well as the 10 pilot studies that preceded it, we have asked ourselves what might explain the chaotic nature of the field of teacher preparation. Frankly, our earliest theories were simply wrong, and it was only late in the process that we stumbled across evidence that the field decided it was not its job to train teachers but to *prepare* them.[65] Though those two terms—train and prepare—seem interchangeable, they are not. This word choice is a deliberate one on the part of teacher education ("training" is never used) and connotes a conception of its mission very different from what PK-12 educators believe or need it to be. By abandoning the notion that teacher educators should arm the novice teacher with practical tools to succeed, they have thrown their own field into disarray and done a great disservice to the teaching profession.[66]

Teacher educators now view their job as forming the *professional identities* of teachers. They aim to confront and expunge the prejudices of teacher candidates, particularly those related to race, class, language and culture. This improbable feat, not unlike the transformation of Pinocchio from puppet to real boy, is attempted as candidates reveal their feelings and attitudes through abundant in-class dialogue and regular journal writing. Once freed of their errant assumptions, teachers can embark on a lifelong journey of *learning*, distinct from *knowing*, as actual knowledge is perceived by teacher educators as too fluid to be achievable and may even harden into bias. The goal is for each candidate to develop his or her own unique philosophy of teaching, no matter how thin the ground is underneath.

Back in the late 1970s, when the leaders of teacher education decided to abandon training, many fundamental educational questions were still open to debate, and the turn toward "preparation" may have made a certain degree of sense. The "reading wars" remained mired in a stalemate that would only come to an end with the publication of the National Reading Panel report in 2000. We had only sparse data on how well our students performed in math compared with their peers in other countries and why those other countries' students might be outperforming our own. And the fundamental link between how much a person already knows and what a person can *learn* and *understand* was not widely grasped.

But now these and many other questions are largely settled. Leaving the practice of teaching up to individual discretion denies novices access to *what is actually known* about how children learn best.

Nowhere has this approach proved more damaging than in the coursework elementary teacher candidates must take in reading instruction. It is commonly assumed that teacher educators choose to train candidates in "whole language" methods rather than scientifically-based reading instruction. Actually, little such training occurs, as whole language is

[Ed school] professors are very much out of touch with education today and seem more concerned with publishing their research and articles about theory.

– Principal

Respondent to NCTQ Survey

not an instructional method that a teacher might be trained to apply, but merely a theory (flawed at that) based on the premise that learning to read is a "natural" process.[67] The whole-language approach tracks nicely with a philosophy of teacher education in which technical training is disparaged.

Compounding the deleterious impact of the rejection of training is the principle of academic freedom run amok. Academic freedom lets professors decide what to teach, but only insofar as the content of their courses is backed by solid evidence. Physics professors, for example, aren't "free" to teach that the earth is the center of the solar system, nor are history professors "free" to teach that the Declaration of Independence was never signed. Academic freedom only works if a field is willing to police itself on what constitutes acceptable content, but teacher education has neglected to do so. The fact that 866 different reading textbooks—the majority of which are partly or wholly unscientific—are used to teach the seminal skill needs by elementary and special education teachers is a testament to this abdication of responsibility, an abdication that has very real consequences for our nation's children.

What then is to be done? While the field as a whole is in disarray, we have found and highlighted instances of programs throughout the country bucking the reigning ethos and actually training their candidates in crucial skills. It is on these building blocks that the field can and must rebuild its foundation. Far from diminishing the prestige of the field, the embrace of training will raise the stature of teacher education within the academy and beyond. What could be more worthy of respect than regularly graduating teachers who are ready for the rigors of the classroom from day one?

Teacher education is at a turning point. With the publication of the *Teacher Prep Review*, the consumers of teacher preparation—aspiring teachers and districts—at last have the information they need to choose what programs to patronize. Collectively, their choices will shift the market toward programs that make training a priority. Policymakers, too, will raise their expectations of teacher preparation in the wake of the *Teacher Prep Review*, and will implement new accountability mechanisms to ensure that more new teachers get what they need to help their students succeed. By productively engaging with these developments, teacher educators can help propel the country to the top of the global ranks of educational achievement.

Endorsers

There is a lot of support for strengthening teacher prep. To date, 24 state school chiefs, 99 district superintendents, the Council of the Great City Schools and 76 advocacy organizations across 42 states and the District of Columbia have endorsed the *Review*.

State Superintendents

Alaska	Mike Hanley, *Commissioner of Education and Early Development*
Arizona	John Huppenthal, *Superintendent of Public Instruction*
Delaware	Mark Murphy, *Secretary of Education*
Florida	Tony Bennett, *Superintendent of Public Instruction & Chair of Chiefs for Change*
Florida	Gerard Robinson, *former Commissioner of Education*
Florida	Eric Smith, *former Commissioner of Education*
Idaho	Thomas Luna, *Superintendent of Public Instruction*
Illinois	Christopher Koch, *State Superintendent*
Iowa	Jason Glass, *State Director*
Kentucky	Terry Holliday, *Commissioner of Education*
Louisiana	Paul Pastorek, *former State Superintendent*
Louisiana	John White, *State Superintendent*
Maine	Stephen Bowen, *Commissioner of Education*
Massachusetts	Mitchell Chester, *Commissioner of Education*
Michigan	Michael Flanagan, State Superintendent
Nevada	James Guthrie, *former Superintendent of Public Instruction*
New Jersey	Chris Cerf, *Commissioner of Education*
New Mexico	Hanna Skandera, *Public Education Department Secretary-Designate*
North Carolina	June Atkinson, *State Superintendent*
Oklahoma	Janet Barresi, *State Superintendent of Public Instruction*
Pennsylvania	Ron Tomalis, *Secretary of Education*
Rhode Island	Deborah Gist, *Commissioner of Elementary and Secondary Education*
Tennessee	Kevin Huffman, *Commissioner of Education*
Texas	Michael Williams, *Commissioner of Education*

Organizations

50CAN: The 50-State Campaign for Achievement Now
A+ Denver
ACLU of Maryland
Advance Illinois
Advocates for Children and Youth
Arkansas for Eduction Reform Foundation
Association of American Educators
Better Education for Kids, Inc.
Building Bright Futures
Center for American Progress Action Fund
Children at Risk
Children's Education Alliance of Missouri
Colorado Children's Campaign
Colorado Succeeds
ConnCAN
DC School Reform Now
Democrats for Education Reform
DFER California
DFER Colorado
DFER Illinois
DFER Indiana
DFER Massachusetts
DFER Michigan
DFER New Jersey
DFER New York
DFER Rhode Island
DFER Tennessee
DFER Washington
DFER Wisconsin
Educate Texas
Education Reform Now
Education Trust
Education Trust - Midwest
Education Trust - West
Educators 4 Excellence
EdVoice
Foundation for Excellence in Education
Foundation for Florida's Future
Georgia Partnership For Excellence in Education
Institute for a Competitive Workforce
International Dyslexia Association
Kansas Policy Institute
League of Education Voters
Literate Nation
MarylandCAN: Maryland Campaign for Achievement Now
Mass Insight Education & Research Institute
Massachusetts Business Alliance for Education
Michigan Association of School Administrators
MinnCAN: Minnesota Campaign for Achievement Now
Mississippi First
Missouri Chamber of Commerce and Industry
NYCAN: New York Campaign for Achievement Now
Oklahoma Business & Education Coalition
Partnership for Learning
PennCAN: Pennsylvania Campaign for Achievement Now
Platte Institute for Economic Research
Reading Matters to Maine
RI-CAN: Rhode Island Campaign for Achievement Now
Rodel Foundation of Delaware
Step Up for Students
Students for Education Reform
Students Matter
StudentsFirst
Teaching Trust
Tennessee SCORE
Texas Institute for Education Reform
The Coletti Institute for Education and Career Achievement
The Grimes Reading Institute
The Mind Trust
Thomas B. Fordham Institute
Thomas B. Fordham Institute–Ohio
TNTP
U.S. Chamber of Commerce
Uplift Education
Urban League of Greater Miami
Wisconsin Reading Coalition

School District Leaders

Council of the Great City Schools

Representing 67 large, urban school districts across the country, with a shared goal to educate all students to the highest academic standards.

Alaska

Jim Browder, *former Superintendent*, Anchorage Public Schools

Arkansas

Morris Holmes, *Superintendent*, Little Rock School District

California

John Deasy, *Superintendent*, Los Angeles Unified School District

Carlos Garcia, *former Superintendent*, San Francisco Unified School District

William Kowba, *former Superintendent*, San Diego Unified School District

Thelma Melendez, *Superintendent*, Santa Ana Unified School District

Jonathan Raymond, *Superintendent*, Sacramento City Unified School District

Anthony Smith, *Superintendent*, Oakland Unified School District

Colorado

John Barry, *Superintendent*, Aurora Public Schools

Tom Boasberg, *Superintendent*, Denver Public Schools

Connecticut

Steven Adamowski, *former Superintendent*, Hartford Public Schools

Susan Marks, *former Superintendent*, Norwalk School District

Delaware

Mervin Daugherty, *Superintendent*, Red Clay Consolidated School District

Marcia Lyles, *former Superintendent*, Christina School District

District of Columbia

Kaya Henderson, *Chancellor*, District of Columbia Public Schools

Michelle Rhee, *former Superintendent*, District of Columbia Public Schools

Florida

Maryellen Elia, *Superintendent*, Hillsborough County Public Schools

Georgia

Robert Avossa, *Superintendent*, Fulton County School District

Jeff Bearden, *former Superintendent*, Fayette County School District

Edmond Heatley, *former Superintendent*, Clayton County Public Schools

Thomas Lockamy, Jr., *Superintendent*, Savannah-Chatham County School District

Frank Petruzielo, *Superintendent*, Cherokee County School District

Illinois

Jean-Claude Brizard, *former Chief Executive Officer*, Chicago Public Schools

Ron Huberman, *former Superintendent*, Chicago Public Schools

Indiana

Andrew Melin, *Superintendent*, Greater Clark County Schools

Carole Schmidt, *Superintendent*, South Bend Community School Corporation

Jerry Thacker, *Superintendent*, Penn-Harris-Madison Schools

Eugene White, *former Superintendent*, Indianapolis Public Schools

Iowa

Thomas Ahart, *Superintendent*, Des Moines Independent Community School District

Louisiana

Patrick Cooper, *Superintendent*, Lafayette Parish School System

Maryland

Andres Alonso, *Chief Executive Officer*, Baltimore City Public Schools

William Hite, Jr., *former Superintendent*, Prince George's County Public Schools

Joshua Starr, *Superintendent*, Montgomery County Public Schools

Massachusetts

Alan Ingram, *former Superintendent*, Springfield Public Schools

Carol Johnson, Superintendent, Boston Public Schools

Michigan

John Telford, former Superintendent, Detroit Public Schools

Minnesota

Bernadeia Johnson, *Superintendent*, Minneapolis Public Schools

Valeria Silva, *Superintendent*, St. Paul Public Schools

Missouri

R. Stephen Green, *Superintendent*, Kansas City Public Schools

Nevada

Dwight D. Jones, *former Superintendent*, Clark County School District

New Jersey

Brian Osborne, *former Superintendent*, The School District of South Orange and Maplewood

New Mexico

James Lesher, *Superintendent*, Dulce Independent School District

New York

Joel Klein, *former Superintendent*, New York City Department of Education

James Williams, *former Superintendent*, Buffalo City Public Schools

North Carolina

Peter Gorman, *former Superintendent*, Charlotte-Mecklenburg Schools

Heath Morrison, *Superintendent*, Charlotte-Mecklenburg Schools

Ohio

Eric Gordon, *Chief Executive Officer*, Cleveland Metropolitan School District

Mary Ronan, *Superintendent*, Cincinnati Public Schools

Lori Ward, *Superintendent*, Dayton Public Schools

Oklahoma

Keith Ballard, *Superintendent*, Tulsa Public Schools

Pennsylvania

William Hite, Jr., *Superintendent*, Philadelphia Public Schools

Linda Lane, *Superintendent*, Pittsburgh Public Schools

South Carolina

Nancy McGinley, *Superintendent*, Charleston County Public Schools

Texas

David Anthony, *former Superintendent*, Cypress-Fairbanks Independent School District

Wanda Bamberg, *Superintendent*, Aldine Independent School District

Robin Battershell, *Superintendent*, Temple Independent School District

Michael Bergman, *former Superintendent*, Hitchcock Independent School District

Meria Carstarphen, *Superintendent*, Austin Independent School District

Emilio Castro, *former Superintendent*, Kingsville Independent School District

Eddie Coulson, *Superintendent*, College Station Independent School District

Walter Dansby, *Superintendent*, Fort Worth Independent School District

Neil Dugger, *former Superintendent*, Irving Independent School District

Roberto Duron, *former Superintendent*, San Antonio Independent School District

Doyne Elliff, *Superintendent*, Corpus Christi Independent School District

Darrell Floyd, *Superintendent*, Stephenville Independent School District

John Folks, *former Superintendent*, Northside Independent School District

Alton Frailey, *Superintendent*, Katy Independent School District

Karen Garza, *Superintendent*, Lubbock Independent School District

Terry Grier, *Superintendent*, Houston Independent School District

Linda Henrie, *Superintendent*, Mesquite Independent School District

Mark Henry, *Superintendent*, Cypress-Fairbanks Independent School District

Robert Jaklich, *former Superintendent*, Harlandale Independent School District

Timothy Jenney, *former Superintendent*, Fort Bend Independent School District

Melody Johnson, *former Superintendent*, Fort Worth Independent School District

Andrew Kim, *former Superintendent*, Manor Independent School District

Kirk Lewis, *Superintendent*, Pasadena Independent School District

Jeremy Lyon, *former Superintendent*, Hays Consolidated Independent School District

Hector Mendez, *Superintendent*, Ector County Independent School District

Mike Miles, *Superintendent*, Dallas Independent School District

Ron Miller, *Superintendent*, Plainview Independent School District

Bob Morrison, *Superintendent*, Mansfield Independent School District

Sylvester Perez, *former Superintendent*, Midland Independent School District

David Polnick, *former Superintendent*, Abilene Independent School District

Guy Sconzo, *Superintendent*, Humble Independent School District

Susan Simpson Hull, *Superintendent*, Grand Prairie Independent School District

Jeff Turner, *Superintendent*, Coppell Independent School District

James Veitenheimer, *former Superintendent*, Keller Independent School District

David Vroonland, *Superintendent*, Frenship Independent School District

Toby York, *former Superintendent*, Goose Creek Consolidated Independent School District

Utah

Max Rose, *Superintendent*, Washington County School District

Jeff Stephens, *Superintendent*, Weber District Schools

McKell Withers, *Superintendent*, Salt Lake District Schools

Vermont

Jeanne Collins, *Superintendent*, Burlington School District

Virginia

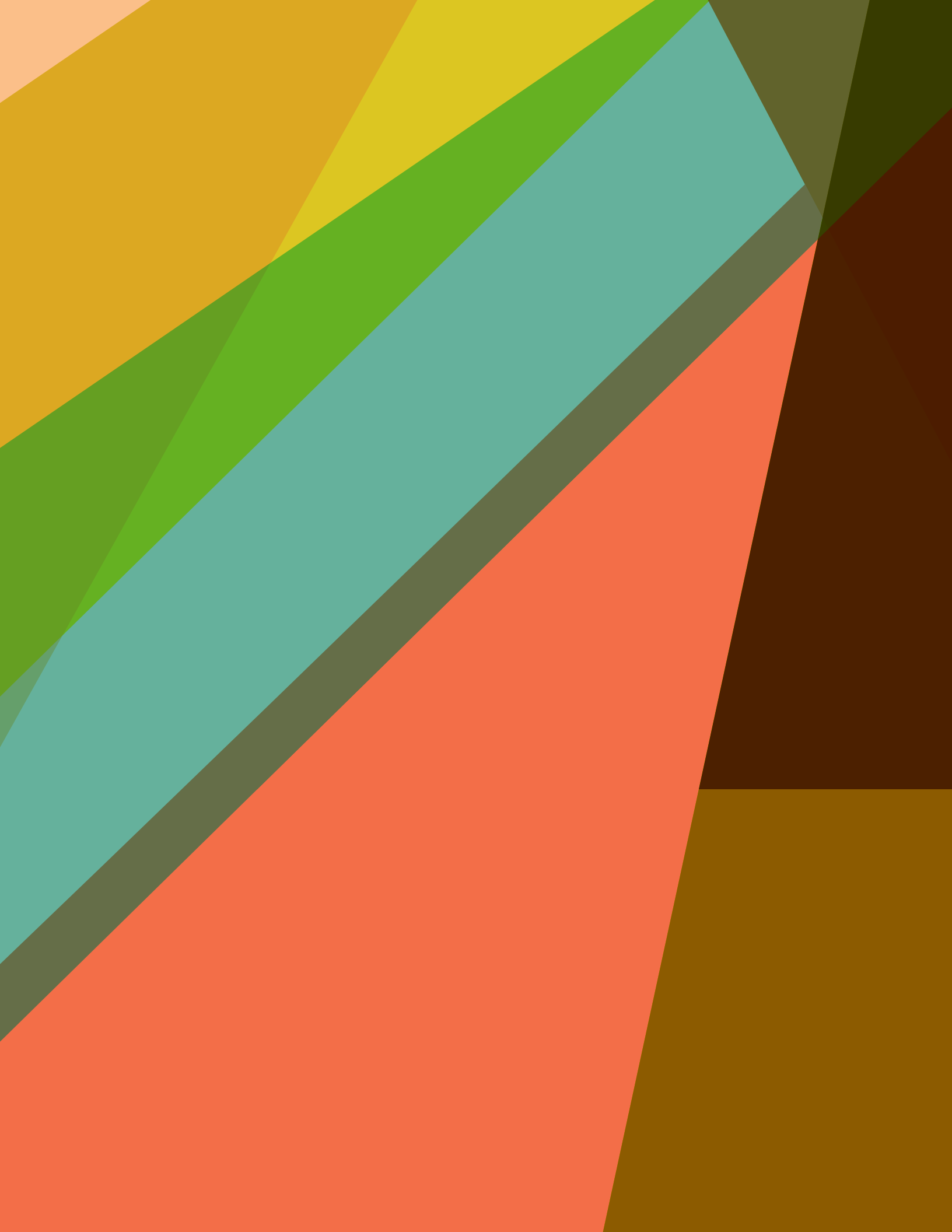
Churck Bishop, *Superintendent*, Augusta County Public Schools
Jack Dale, *Superintendent*, Fairfax County Public Schools
Patrick Russo, *Superintendent*, Henrico County School District

Washington

Robert Neu, *Superintendent*, Federal Way Public Schools
Carla Santorno, *Superintendent*, Tacoma Public Schools

Wyoming

Joel Dvorak, *Superintendent*, Natrona County School District #1



Endnotes

1 Perhaps the most salient evidence demonstrating the dissatisfaction of public educators with teacher preparation are the endorsements of the *Teacher Prep Review* that NCTQ has received from 23 state school chiefs and almost 100 district superintendents, including the main association of big-city school districts, the Council of the Great City Schools. See, too, the reports on the necessity of improving teacher preparation recently published by the American Federation of Teachers (AFT Teacher Preparation Task Force. *Raising the Bar: Aligning and Elevating Teacher Preparation and the Teaching Profession*. Washington, DC: 2012) and the Council of Chief State School Officers (CCSSO Task Force on Educator Preparation and Entry into the Profession. *Our Responsibility. Our Promise: Transforming Educator Preparation and Entry into the Profession*. Washington, D.C.: 2012).

2 According to the 2012 Title II reports, approximately 80 percent of the 214,000 public school teachers produced are graduated from traditional teacher preparation programs. Data on hiring is scant. While many certified to teach by both traditional and alternate certification programs are not hired to teach, we assume hiring to be proportional to production, meaning that 80 percent of teachers hired by public schools are graduates of traditional programs.

3 All NCTQ teacher preparation studies can be accessed at: http://www.nctq.org/p/edschools/reports.jsp

4 *Preparing Teachers: Building Evidence for Sound Policy*. The National Academies Press (2010) at: http://www.nap.edu/catalog.php?record_id=12882

5 Sahlberg, P., *Finnish Lessons: What Can the World Learn From Educational Change in Finland*. New York: Teachers College Press (2011).

6 Auguste, B., et al., *Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching*. New York: McKinsey & Company (2010); Darling-Hammond, L., The Flat World and Education. New York: Teachers College Press (2010).

7 Walsh, K., *Teacher Certification Reconsidered: Stumbling for Quality.* Baltimore: The Abell Foundation (2001).

8 The following studies address the link between teacher preparation and effectiveness. A massive study of more than 24,000 eighth graders showed that they did no better in math or science if their teachers had a degree in education. Chaney, B. 1995. "Student Outcomes and the Professional Preparation of 8th Grade Teachers." NSF/NELS:88 *Teacher Transcript Analysis*. Rockville, MD, Westat. One study did find that students of teachers who had taken courses in methods of teaching math did better than those whose teachers had only taken courses in pure math. The reverse was true in science, however. Students did better in science if their teachers took pure science courses. Monk, D. 1994. "Subject Area Preparation of Secondary Mathematics and Science Teachers and Student Achievement." *Economics of Education Review 12* (2): 125-45. Another large-scale study also showed that teachers with emergency certification (i.e., had not graduated from an education school) did just as well by their students as those who had gotten traditional training. Goldhaber, D. and Brewer, D., 2000. "Does Teacher Certification Matter? High School Certification Status and Student Achievement. *Educational Evaluation and Policy Analysis* 22(2): 129-45. A 2008 value-added analysis of Florida data comparing the characteristics of alternatively certified teachers with their traditionally prepared colleagues and analyzing teacher effects on student achievement found that, in nearly all cases, there was no difference in their ability to promote student achievement. Sass, T. 2008. *Alternate Certification and Teacher Quality*. Department of Economics: Florida State University. A 2009 study by Mathematica compared the achievement gains in reading and math of students taught by traditionally prepared and alternatively certified elementary teachers. Among teachers with several years of experience, no differences in effectiveness were found. Constantine, J., et al., 2009. *An Evaluation of Teachers Trained Through Different Routes to Certification, Final Report* (NCEE 2009-4043). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

9 Only programs for which we were able to collect sufficient data on a subset of "key standards" were given a program rating as reported in *U.S. News & World Report*. These standards for the three types of programs evaluated—elementary, secondary and special education—can be found in Figure 43.

10 Our confidence that the picture of teacher preparation would not change significantly if private institutions had cooperated comes from comparisons of evaluations of private and public programs drawn from our 2010 study of Illinois teacher preparation. This study provides comparable evaluations of: 1) 12 public and 32 private undergraduate elementary programs, and 2) scores on the early reading standard of 27 public and 58 private undergraduate and graduate elementary and special education programs. While the Illinois study as a whole encompasses far more standards than the *Review*—and only the Early Reading Standard is the same in all respects in both—any significant difference in preparation offered in public institutions as opposed to private would have at least been hinted at in the study.

In fact, both types of Illinois programs had average grades somewhere between D+ and C-, with private programs' ratings just marginally higher. In contrast, both types of program had scores on the Early Reading Standard that averaged somewhere around C-, with public programs' ratings just marginally higher. With these nearly identical results, we're confident that when the *Review's* subsequent editions expand to evaluate many more programs in private institutions, results will not change significantly.

11 At 46 institutions, we had sufficient data to evaluate early reading and elementary math preparation in both the undergraduate and graduate elementary programs. Teacher candidates in both programs received preparation that earned similar scores in evaluations of these standards at only 10 of these institutions (22 percent).

12 *A History of Policies and Forces Shaping California Teacher Credentialing*. Sacramento: Commission on Teacher Credentialing (2011).

13 *State Teacher Policy Yearbook: California*. Washington, D.C.: National Council on Teacher Quality (2012).

14 Both blended and post-bac elementary programs were evaluated at: Brandman University, California State University – Bakersfield, California Sate University – Chico, California Sate University – Dominguez Hills, California State University – East Bay, California Sate University – Northridge, Humboldt State University.

15 California's Commission on Teacher Credentialing, chaired by Linda Darling-Hammond, recently recommended taking this step as well. California Task Force on Educator Excellence. *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State* (Sacramento, CA: California Department of Education, 2012).

16 James Koerner may have been the first prominent critic of teacher education to make the elimination of undergraduate education degrees a central reform strategy. See his book, *The Miseducation of American Teachers*. New York: Houghton Mifflin (1963).

17 With the exception of findings on Standard 5: Common Core Elementary Mathematics in South Carolina elementary programs, state findings for standards are only discussed when our sample includes every institution in that state.

18 Programs may require at least a 3.0 GPA in prior college coursework or may admit applicants with a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.

19 Presley, J.B., White, B.R., Gong, Y., *Examining the Distribution and Impact of Teacher Quality in Illinois*. Edwardsville, IL: Illinois Education Research Council (2005).

20 Table 7.1b. Number and number and percentage distribution of public elementary and secondary students, by region, state, and race/ethnicity: 2007–08, National Center for Education Statistics, http://nces.ed.gov/pubs2010/2010015/tables/table_7_1b.asp; U.S. Department of Education. 2013: *Preparing and Credentialing the Nation's Teachers – The Secretary's Ninth Report on Teacher Quality*. (Washington, D.C.) p. 7.

21 As in the area of secondary content preparation, if elementary teacher candidates were required to demonstrate adequate subject-matter knowledge by earning a passing score on a licensing test, coursework requirements would not be an issue.

22 Depending on state licensing arrangements, high school can refer to grades 7-12 or 9-12. We have developed a full set of infographics that display the secondary licensing structure in each state.

23 There is some evidence that a number of states may be setting the minimum passing scores on licensing tests too low to be meaningful measures of competency, so in the next edition of the *Review*, we may re-evaluate the adequacy of such tests for ensuring appropriate content knowledge.

24 We use the term "social sciences" rather than "social studies" because the former can encompass certifications across history and other related subjects, including social studies itself.

25 We note that many times that proportion would have satisfied this standard if their guidance had not advocated that candidates plan according to student "learning styles," an approach to planning instruction that has been thoroughly debunked.

26 Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest, 9* (3), 105-119. Retrieved March 3, 2013, from http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

27 *Evaluating the Fundamentals of Teacher Training Programs in Texas* (2010) at: http://www.nctq.org/edschoolreports/texas/

28 While standard scores are assigned by program, the evaluation for this standard is conducted across all programs at the institution that are in the sample.

29 The following standards have strong design levels: Selection Criteria, Early Reading, Common Core Elementary Mathematics, Common Core Elementary Content, Classroom Management, Assessment and Data, Student Teaching, and Outcomes.

30 The impact of institutional ratings on the actions of both institutions and consumers has been well documented. See Ehrenberg, R.G., 2002. "Reaching for the Brass Ring: The *U.S. News & World Report* Rankings and Competition. *The Review of Higher Education, 26* (2): 145-162; Grewal, R., Dearden, J.A. and Lilien, G.L., 2008. "The University Rankings Game: Modeling the Competition Among Universities for Ranking." *The American Statistician*, 62: 232-237; Luca, M. and Smith, J., 2011. "Salience in Quality Disclosure: Evidence from the U.S. News College Rankings." *Harvard Business School Working Paper*, 12-014; Machung, A., 1998. "Playing the Rankings Game." *Change*, 30(4): 12-16; Meredith, M., 2004. "Why Do Universities Compete in the Ratings Game? An Empirical Analysis of the Effects of the *U.S. News & World Report* College Rankings." *Research in Higher Education*, 45(5): 443-461; Monks, J. and Ehrenberg, R. G., 1999. "*U.S. News & World Report's* College Rankings: Why They Do Matter." Change 31(6): 42-51; Sauder, M. and Lancaster, R., 2006. "Do Rankings Matter? The Effects of *U.S. News & World Report* Rankings on the Admissions Process of Law Schools." *Law & Society Review 40* (1): 105-134.

31 The Forum website where institutions can post their objections to the ratings, with relevant evidence, will not be live until July 2013.

32 *Preparing and Credentialing the Nation's Teachers: The Secretary's Ninth Report on Teacher Quality*. U.S. Department of Education. Washington, D.C. (2013)

33 L. Higgins. "Olivet, Lake Superior St. must phase out training programs after poor exam scores," *Detroit Free Press*. August 15, 2012. U. Zerilli. "WMU President John Dunn says university's teacher education program will be among nation's best." *Kalamazoo Gazette*. September 7, 2012.

34 For portability issues, refer to the 2011 *State Teacher Policy Yearbook*: (http://www.nctq.org/dmsStage.do?fn=2012_State_Teacher_Policy_Yearbook_National_Summary_NCTQ_Report).

35 *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*. Washington, D.C.: Council of Chief State School Officers (2012), accessed at http://www.ccsso.org/Resources/Publications/Our_Responsibility_Our_Promise_Transforming_Educator_Preparation_and_Entry_into_the_Profession.html

36 All NCTQ teacher preparation studies can be accessed at: http://www.nctq.org/p/edschools/reports.jsp

37 NCTQ's program rating list encompasses 1,202 programs at 609 institutions because we post the program ratings for a graduate elementary and an undergraduate secondary program at Bob Jones University (SC) that are not posted on the *U.S. News* website (because doing so would be counter to *U.S. News*' policy of never posting ratings for unaccredited institutions).

38 All production information is based on federal Title II reports. There were 239 small producers in the 2011 Title II report.

39 All special education programs selected for evaluation prepare teacher candidates to work with students who have "high incidence" disabilities, such as learning disabilities, not the more severe and lower incidence disabilities, such as blindness or deafness.

40 Of the 49 percent of institutions that quoted excessive fees, the average fee was $4,245. The highest fee quoted by a single institution was $30,000.

41 Fifty-seven institutions made the claim that their syllabi were the intellectual property of their instructors and therefore not subject to disclosure under open-records laws. We litigated these claims in nine states.

42 Only 10 percent of institutions responded to our request for information. Consequently, we submitted open-records requests to 475 public institutions.

43 In one instance, one member of the panel received minor compensation for unusually demanding technical consultations.

44 To address the potential for conflicts of interest for analysts evaluating programs on the Instructional Design in Special Education Standard due to familiarity with instructors through professional networks, all documents for this standard were redacted to eliminate identifying references.

45 Biographical information on subject-specialist analysts can be found here.

46 With the exception of evaluation of coursework requirements for the standard on Instructional Design in Special Education, requirements for general education and professional coursework were taken from catalogs. (In the case of the Instructional Design standard, catalog descriptions of requirements proved so difficult to decipher that degree plans were consulted.) In a recent comparison of catalog requirements with those in "degree plans" provided by institutions, we found that there are substantial differences between requirements listed in catalogs and degree plans for the same academic year. To the extent that they conflict, we take catalogs to provide a more authoritative source of requirements.

47 If multiple sections of the course were offered, the institution could select the section whose syllabus would be sent (providing it was for a specified academic year, not including summer sessions unless only offered in summer). For reading courses, we asked to be provided with syllabi from all sections.

48 Four public universities in Pennsylvania (Lincoln University, Pennsylvania State University, Temple University and the University of Pittsburgh) are specifically exempted from its open-records laws. In Illinois, educational institutions are not required to hand over course materials, including syllabi, in response to an open-records request, apparently for fear that fulfilling such requests would enable cheating.

49 Beginning in the summer of 2011, we first collected course information about programs at all public institutions in a given state. We then sent out an individualized request to each of the state's programs, asking them again to work with us. If they declined, or did not respond after 10 days, we followed up with a formal open-records request listing the documents, including the course syllabi, we required.

Also in 2011, we submitted open-records requests to the state agencies in Kentucky and Colorado charged with approving teacher preparation programs in the hope that they collected the documents we sought. Unfortunately, we found that most of the documents provided in response were very general department syllabi that could not be used for our evaluation (and probably would be of little use were state officials truly interested in exercising real oversight of program coursework) and were often out of date.

50 We found that most states do not provide relief to those whose requests are stymied by excessive estimates charged by public institutions. However, thanks to the strong open-records laws in Massachusetts and Louisiana—and because of our able legal counsel—we were able to get the charges at 14 institutions in those states significantly reduced.

51 Even after agreeing to fulfill our open-records request, 20 institutions did not do so fully. In Missouri, Lincoln University actually accepted our payment of $850 before handing over only a handful of documents that we could have readily retrieved via an Internet search. We brought the case before a court and worked out a settlement. Despite our repeated requests, other institutions did not fulfill their end of our agreements with them, so we have had to label them as an institution that "Does not share data."

52 In comparing copies of syllabi that we obtained via campus outreach with those we received directly from programs, we found no instances of counterfeit syllabi. We will continue our practice of auditing for future editions of the *Review*.

53 In very few instances, the analysts make a "yes" or "no" decision on a sub-indicator: Several Student Teaching and Assessment and Data indicators are scored by sub-indicators. Due to the structure of the standards for which subject-specialist evaluations are required (Early Reading, English Language Learners, Struggling Readers, Common Core Elementary Math, Instructional Design in Special Education), their decisions are not indicator-specific, but focus instead on gathering findings in a manner that is highly structured, detailed and well documented.

54 While NCTQ's standards and indicators have been publicly posted from the beginning of the *Review*, institutions were not provided with these scoring methodologies for standards in advance of our solicitation of materials. Our rationale for not providing scoring methodologies in advance is that doing so for many standards could bias the nature of the materials provided for evaluation.

55 The Early Reading, English Language Learners, Struggling Readers and Common Core Elementary Math Standards are evaluated by only one subject-specialist, with 10 percent of programs evaluated by two analysts to monitor scoring variances. The Evidence of Effectiveness Standard is evaluated sequentially by two in-house analysts.

56 A total of 484 scores (3 percent) were coded up.

57 When necessary, the "exceeds variance" trigger was adjusted to be more sensitive and provide additional oversight.

58 For the standards for which only one subject specialist conducted an evaluation (Early Reading, English Language Learners, Struggling Readers, Common Core Elementary Math), 10 percent of programs were evaluated by two subject specialists to determine the variance rate.

59 Program ratings for special education programs (reported only to institutions and not to *U.S. News & World Report*) are weighted in essentially the same way, except that the weight of scores on the Instructional Design for Special Education Standard is weighted slightly less than the Student Teaching Standard, with scores on Early Reading, Common Core Elementary Math and Common Core Elementary Content then least heavily (and all equally) weighted.

60 The relevant content standard may be the Common Core High School Standard or both the Common Core High School and Common Core Middle School Standards. If the latter, the weighting of scores is divided between the two standards, with the Common Core High School Standard score weighted most heavily.

61 The Student Teaching Standard is also reported as "not rated" for programs submitting documents after January 2013.

62 We estimate that in 80 percent of programs, this scoring approach produces the same program scores in the **Common Core Elementary Math Standard** as evaluation with complete data. We estimate that in 70 percent of programs, this scoring approach produces the same program scores in the **Early Reading Standard** as evaluation with complete data. Program ratings for programs evaluated by these alternate processes are reported as "pass" (3.5 stars) or "fail" (1 star). T-tests of possible differences in production, selectivity, minority enrollment, location and Carnegie classification conducted on the 68 programs scored with the alternative process in early reading, the 79 programs scored with the alternate process in math, and 150 randomly selected programs not scored by either alternate process indicated the following:

- The mean selectivity of institutions that did not provide reading data is less than the mean of the *Review* sample and the difference is statistically significant.
- The means of the production of the institutions that did not provide reading data and of the institutions that did not provide math data are greater than that of the *Review* sample and the differences are statistically significant.

The latter difference may be related to the method of collection of data on textbooks from online bookstores.

63 Institutions in these states were prioritized in processing and analysis to provide information for research on a related teacher impact study.

64 *Preparing Teachers: Building Evidence for Sound Policy*. The National Academies Press (2010) at: http://www.nap.edu/catalog.php?record_id=12882

65 Cochran-Smith, M. and Fries, K., 2005. "Researching Teacher Education in Changing Times: Politics and Paradigms." Cochran-Smith, M. and Zeichner, K., eds. *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*. Washington, D.C.: American Educational Research Association.

66 For more on the teacher education community's perspective on its mission, see Walsh, K., "21st Century Teacher Education: Education Schools Don't Give Teachers the Tools They Need." *Education Next* (Summer 2013).

67 NCTQ has reviewed hundreds of syllabi from reading programs at more than 800 institutions across the country. What these programs most often endorse is not a whole-language approach but that the candidate should develop his or her *own* approach to teaching reading, based on exposure to various philosophies and approaches, none more valid than any other.

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The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state and local levels in order to increase the number of effective teachers.

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