STANDARDS

Higher Entry Bar, Better Teachers?
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Higher Entry Bar, Better Teachers?

Expert Presenters:

Sandi Jacobs, vice president and managing director for state policy, National Council on Teacher Quality

Michael J. Maher, assistant dean for professional education, North Carolina State University
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Higher Entry Standards, Better Teachers?

EdWeek Webinar
June 4, 2013

National Council on Teacher Quality
Calls to Improve Teacher Preparation

- Council of Chief State School Officers
- American Federation of Teachers
- NCTQ Teacher Prep Review
- Council for the Accreditation of Educator Preparation

*By almost any standard, many if not most of the nation’s 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom. America’s university-based teacher preparation programs need revolutionary change—not evolutionary tinkering.*

-Arne Duncan (2009)
Academic proficiency in teacher prep admissions

Drew Gitomer, ETS
A sample of research on why selecting teachers on the basis of academic aptitude matters


A sample of research on why selecting teachers on the basis of academic aptitude matters (continued)


State policies are generally lax in regulating who is admitted to teacher preparation programs.

Source: 2012 NCTQ State Teacher Policy Yearbook
Do states require tests of academic proficiency for admission to teacher preparation programs?

- Test normed to college-bound population prior to admission: 1 (TX)
- Teacher only basic skills test prior to admission: 23
- Teacher only basic skills test after admission: 18
- No test required: 9

Legend:
- TX: Texas
Do states require a minimum GPA for admission to teacher preparation programs?

<table>
<thead>
<tr>
<th>GPA</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Delaware, Pennsylvania*, Oklahoma*</td>
</tr>
<tr>
<td>2.75</td>
<td>Mississippi, Kentucky</td>
</tr>
<tr>
<td>2.5</td>
<td>Alabama, Arkansas, Florida, Georgia, Missouri, New Jersey, South Carolina, Tennessee, Texas, Wisconsin</td>
</tr>
</tbody>
</table>
Draft CAEP Admission Standard

Standard 3.4

The provider ensures that the average GPA of its accepted cohort of candidates meets or exceeds the CAEP minimum GPA of 3.0 and a group average performance in the top third of those who pass a nationally normed admissions assessment such as ACT, SAT or GRE.
Entry Standards include:

- Cumulative GPA of 3.0 for both elementary and secondary programs (3.0 GPA in the teaching field for secondary; for elementary teachers, 3.0 GPA in mathematics, English and one of the following: science, history, languages or the arts)

- Passing score on Praxis I, SAT (1100 composite), ACT (24 composite) or GRE (1000 composite on verbal and mathematics)
NCTQ Teacher Prep Review
Selectivity Standard

Undergraduate
• Does the program require a 3.0 high school or college GPA before entry?
or
• Is the program housed in an institution whose students average 1120 on the SAT or 24 on the ACT? (partial credit if institution’s mean SAT = 1010 or mean ACT = 21)

Graduate:
• Does the program require a minimum 3.0 GPA?
and
• Does the program require applicants to take the GRE or similar test?
The standard evaluates admissions requirements that help ensure that new teachers come from the top half of the college-going population. Prospective teachers should have above average SAT or ACT scores, or at least a 3.0 GPA.

**Undergraduate Program Selection Criteria Ratings**

- Programs that met standard: 36%
- Programs that did not meet standard: 64%
Contact:

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Higher Entry Bar, Better Teachers?: How raising standards can impact a college of education

Education Week Webinar
June 4th, 2013

Michael J. Maher
Assistant Dean for Professional Education
College of Education
NC State University
Challenges for Teacher Preparation Programs

“It is time to turn teacher education upside-down.”
- Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Student Learning

“But, unlike other professional schools, teacher prep programs are held to weak standards, enabling ineffective programs to receive state approval and national accreditation.”
- NCTQ Website

“By almost any standard, many if not most of the nation’s 1,450 schools, colleges and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom.”
- US Secretary of Education Arne Duncan
NC State in Context

• Large comprehensive, research-oriented university
  – More than 34,000 students make it the largest in North Carolina

• Relatively small College of Education
  – 2,000 students
  – ~400 new teachers per year
  – 5th largest teacher producer in NC
# Student Profiles

## Average Academic Data for Incoming Freshman

<table>
<thead>
<tr>
<th></th>
<th>2012 - 2013</th>
<th></th>
<th>2013 - 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS GPA</td>
<td>Total SAT*</td>
<td>HS GPA</td>
<td>Total SAT*</td>
</tr>
<tr>
<td><strong>Applied</strong></td>
<td>3.89</td>
<td>1117</td>
<td>3.94</td>
<td>1100</td>
</tr>
<tr>
<td><strong>Accepted</strong></td>
<td>4.37</td>
<td>1198</td>
<td>4.45</td>
<td>1225</td>
</tr>
</tbody>
</table>

*Includes Critical Reading and Math
# Student Profiles

**Average Academic Data for Current Students**

<table>
<thead>
<tr>
<th></th>
<th>2012 – 2013 Undergrad</th>
<th>2012 -2013 MAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GPA</td>
<td>Total SAT*</td>
</tr>
<tr>
<td>Formal Admission</td>
<td>3.26</td>
<td>1117</td>
</tr>
<tr>
<td>Completion</td>
<td>3.46</td>
<td></td>
</tr>
</tbody>
</table>

*Includes Critical Reading and Math*
Impact

• For current NC State candidates
  – Minimum 3.0 GPA for Admission (per candidate)
    • 75% meet the standard
  – Minimum 3.0 GPA for Admission (for cohort)
    • 91% meet the standard
  – Minimum 1100 SAT (per candidate)
    • 92% meet the standard
  – Minimum 1100 SAT (for cohort)
    • 100% meet the standard
Quality Metrics

• Quality of Candidates
  – Mean SAT/ACT
  – Mean GPA
  – Licensure test pass rates

• Performance Measures
  – Content Courses
  – edTPA
  – Student Teaching Evaluation

• Effectiveness Measures
  – In-Service Teacher Evaluation
  – Value-Add data
  – Retention data
  – Perceptions of Preparation
Thank You!

Michael J. Maher
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Q&A
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Higher Entry Bar, Better Teachers?

Required Reading from *Education Week*:

**Diversity at Issue as States Weigh Teacher Entry**
Slowly but surely, a growing number of states are eyeing policies to select academically stronger individuals for their teaching programs as one avenue to improve the quality of new teachers. Underneath the attention such plans are attracting, though, run deep-seated fears about their potential consequences—particularly whether they will result in a K-12 workforce with fewer black and Latino teachers.