**From:** National Council on Teacher Quality <robert.rickenbrode@nctq.org>
**Reply-To:** National Council on Teacher Quality <robert.rickenbrode@nctq.org>
**Date:** Monday, November 4, 2013 12:45 PM
**To:** EHHS <dmahony@kent.edu>
**Subject:** Invitation to submit new materials for NCTQ Teacher Prep Review 2014

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| Building on the foundation laid by Teacher Prep Review 2013, NCTQ and [U.S. News & World Report](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=3469716feb&e=6dda6e4704) invite you to submit new materials for the 2014 edition, scheduled for release next June. | Email not displaying correctly?[View it in your browser](http://us1.campaign-archive2.com/?u=c9b11da2ceffae94e1dc196f6&id=6280e30b9c&e=6dda6e4704).  |

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| Dr. Mahony:Building on the foundation laid by Teacher Prep Review 2013, NCTQ and [U.S. News & World Report](http://nctq.us1.list-manage2.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=e93b260ffb&e=6dda6e4704) invite you to submit new materials for the 2014 edition, scheduled for release next June. Included here is a [brief guide](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=01fe63944f&e=6dda6e4704) explaining the kinds of materials we use to evaluate your programs. Please note that you have until **December 15** to submit new materials. If you do not provide us with new materials, we will assume that no changes have been made to your programs and leave their scores on our standards unchanged in the next edition. We also wanted to let you know that we are making some important changes in the next edition: ·         We are moving from a zero-to-four star rating scale to a numeric ranking system, ordering programs by quality. As it is similar to the way that data is presented in other areas of U.S. News & World Report, this ranking system will be more user-friendly for aspiring teachers. Programs for which there is insufficient data will be designated as “unranked” on the U.S. News website. ·         While performance on our key standards will be what is most important for determining an institution’s ranking, performance on other standards will also be a factor. Programs which we can evaluate against additional standards will be ranked more highly. ·         We expect to rank programs at least an additional 200 institutions to the U.S. News site, with programs at all 1,130 institutions in our sample ranked by 2015. ·         Scoring for the Selection Criteria Standard has been adjusted. Programs that do not formally set minimum GPA entrance requirements can now meet the standard, provided their registrar or analogous official can certify that the average GPA of successful applicants in the preceding year was 3.3 or higher. We are eager to identify ways to address any concerns you may still have about the Review.  To that end, we are scheduling a series of webinars in November not only to go over in more detail the scoring changes for 2014, but also to give you an opportunity to ask us questions. Here are the dates and times for these webinars: ·         November 13 – 12 pm ET·         November 15 – 3 pm ET·         November 18 – 10 am ET Each webinar will be limited to 30 participants so that individuals can more fully participate. If you would like to join one of these webinars or if you have questions about anything regarding submitting materials for the Review, please contact my colleague Robert Rickenbrode at Robert.Rickenbrode@nctq.org. We are also seeking to identify institutions which would be interested in a short visit by NCTQ staff to help us develop new standards for future editions and learn more about your programs. If such a visit is of interest, or if you have other questions, you may reach out to me anytime at amckee@nctq.org.  Best regards,Arthur McKeeNCTQ Teacher Prep Review 2014Materials guide  Standard 1: [Selection Criteria](http://nctq.us1.list-manage1.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=68b26b6103&e=6dda6e4704)·         Official program documents that describe the GPA or standardized test scores applicants must have before entry into the program.**-**Standardized tests must be designed for undergraduate or graduate students in general. (i.e., the SAT, ACT or GRE, not the PRAXIS I).                    **-** Course catalogs describing admissions policies are preferred, but documents that reflect official binding decisions on the issue of admissions can also be considered.·         Programs that do not impose formal minimum GPA entrance requirements but which nonetheless generally admit applicants with strong academic backgrounds can supply documentation certified by the institution’s registrar (or analogous official) that the average GPA of successful applicants is 3.3 or higher. (Please contact us with any questions you might have about this documentation.) Standards 2, 3 and 4: [Early Reading](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=27be8eaa92&e=6dda6e4704), [English Language Learners](http://nctq.us1.list-manage1.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=992187b2d4&e=6dda6e4704) and [Struggling Readers](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=64bed97844&e=6dda6e4704)·         Complete syllabi[1] of all courses pertaining to reading instruction that elementary candidates are required to take·         Syllabi should be instructor-specific (not departmental) and include the titles of required textbooks. Standard 5: [Common Core Elementary Mathematics](http://nctq.us1.list-manage1.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=9a45051860&e=6dda6e4704)·         Course catalogs or other official documents that clearly delineate the credit hour requirements for elementary candidates in both math content courses and math methods courses.·         Complete syllabi of all elementary mathematics content courses that elementary candidates are required to take.·         Syllabi should be instructor-specific (not departmental) and include the titles of required textbooks. Standard 6: [Common Core Elementary Content](http://nctq.us1.list-manage1.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=b6c8afadd3&e=6dda6e4704)·         A document delineating which content courses elementary candidates are required to take.·         A course catalog is preferred, but official “degree plans” will be considered if no catalog information is available. Standards 7 and 8: [Common Core Middle School Content](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=ab44774bf8&e=6dda6e4704) and [Common Core High School Content](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=1ca8e30f20&e=6dda6e4704)·         Documents delineating the required coursework middle and high school candidates must take in the subjects they will be certified to teach·         A course catalog is preferred, but official “degree plans” will be considered if no catalog information is available. Standard 9: [Common Core Content for Special Education](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=abd808889d&e=6dda6e4704)·         Documents delineating which content courses special education candidates are required to take.·         A course catalog is preferred,  but official “degree plans” will be considered if no catalog information is available. Standard 10: [Classroom Management](http://nctq.us1.list-manage1.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=14e72cfa5a&e=6dda6e4704)·         All student teaching evaluation forms used at any point (formative and summative) for all elementary, secondary and special education programs. Standard 11: [Lesson Planning](http://nctq.us1.list-manage1.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=6c888ed0e4&e=6dda6e4704)Any and all of the following:·         Handbooks intended to provide student teachers with guidance on lesson planning.·         Templates for lesson planning that are distributed to student teachers·         Rubrics guiding the assessment of student teacher lesson plans·         Guidelines for capstone projects and accompanying project rubrics, often  referred to as “teacher work samples”·         Any type of Teacher Performance Assessment (TPA)·         Syllabi for seminars related to student teaching Standard 12: [Assessment and Data](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=5f62299983&e=6dda6e4704)\*·         If you would like to provide us with data for your program to be scored on this standard, please contact us for more information about which materials we need. Standard 13: Equity·         No program received a report on this standard in 2013, but reports will be released in 2014. If you would like to receive a report on this standard in 2014, please contact us. Standard 14: [Student Teaching](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=98fb811ba9&e=6dda6e4704)·         Official documents provided to candidates and/or supervisors that delineate the number of observations by program faculty and expectations for written feedback. Student teaching handbooks are generally acceptable.·         Official documents conveyed to schools or school districts that describe the program’s qualifications for cooperating teachers and which describe the role the program plays in selecting cooperating teachers.o   Student teaching handbooks or contracts with districts codifying student teaching arrangements are often acceptable. Standard 15: [Secondary Methods](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=9fa3aa50c7&e=6dda6e4704)\*·         If you would like for your secondary programs to be scored on this standard, please contact us for more information about relevant coursework syllabi. Standard 16: [Instructional Design for Special Education](http://nctq.us1.list-manage2.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=1470093e04&e=6dda6e4704)\*·         If you would like for your special education programs to be scored on this standard, please contact us for more information about relevant coursework syllabi. Standard 17: [Outcomes](http://nctq.us1.list-manage.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=083828c674&e=6dda6e4704)Any and all of the following:·         Surveys administered by the IHE and/or the state to program graduates.·         Surveys administered by the IHE and/or the state to graduates’ employers.·         Documents describing use of standardized Teacher Performance Assessments (TPAs).·         Documents provided by the IHE regarding growth data secured on the students of graduates.·         Reports from any state teacher preparation “value added model” based on growth data on students of graduates. Standard 18: [Evidence of Effectiveness](http://nctq.us1.list-manage1.com/track/click?u=c9b11da2ceffae94e1dc196f6&id=c8bc543d29&e=6dda6e4704)·         For this standard, we rely upon official state “value added model” reports on teacher preparation program graduate impact on student impact. There are no materials that teacher preparation programs need to submit for evaluation on this standard. \*Standards 12, 15 and 16 require specific sets of materials that we can work with programs to identify.[1] Complete syllabi are those distributed to students by instructors, which generally would include a list of assignments and a schedule of class sessions.      |

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