

STANDARDS



Higher
Entry Bar,
Better
Teachers?



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Higher Entry Bar, Better Teachers?

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Higher Entry Standards, Better Teachers?

EdWeek Webinar

June 4, 2013



National Council on Teacher Quality

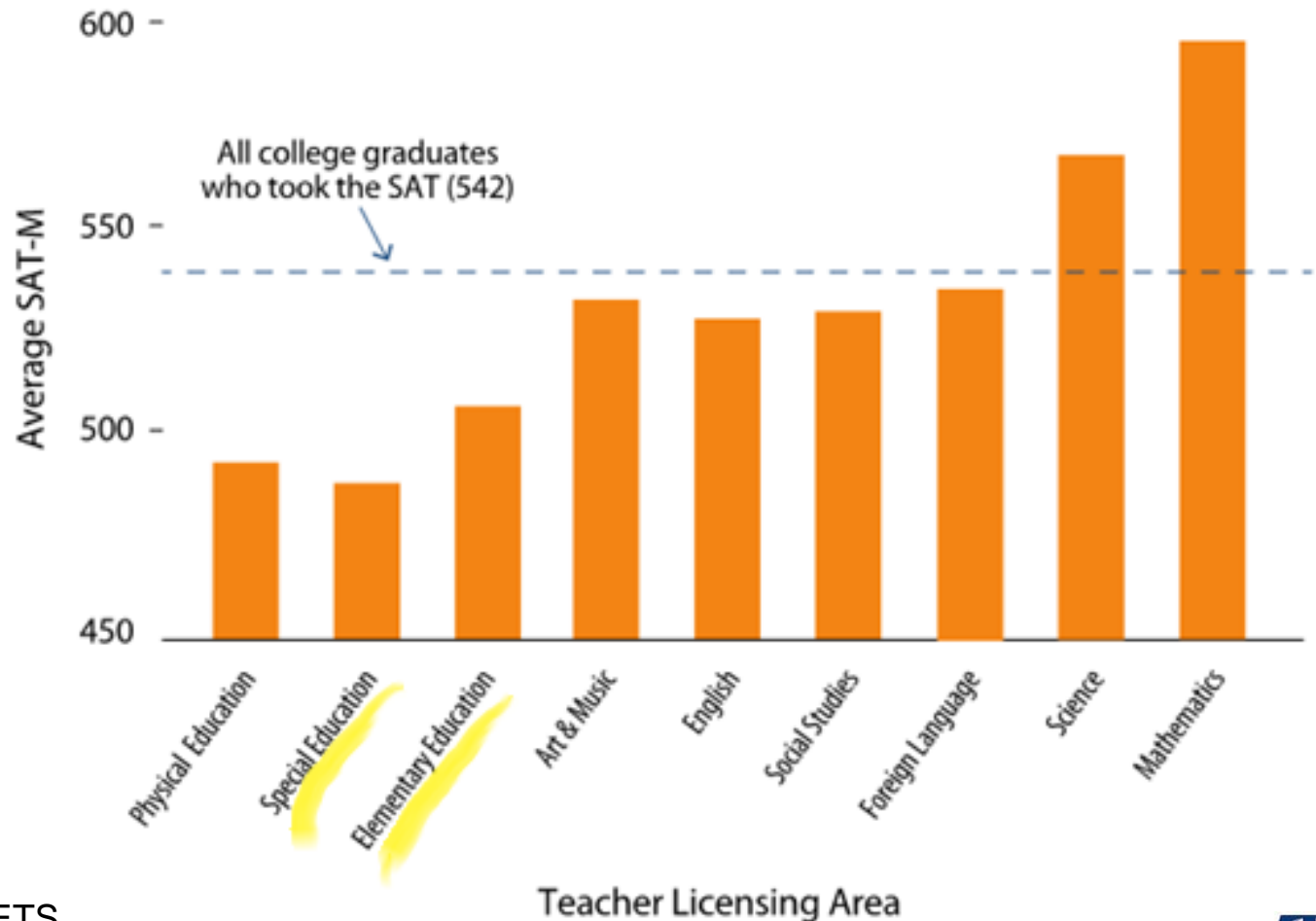
Calls to Improve Teacher Preparation

- 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

http://www.ets.org/Media/Education_Topics/pdf/TQ_full_report.pdf



National Council on
Teacher Quality

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

- B. White et al. *Leveling up: Narrowing the teacher academic capital gap in Illinois*. Illinois Education Research Council, 2008.
- Drew Gitomer, “Teacher Quality in a Changing Policy Landscape: Improvements in the Teacher Pool,” Educational Testing Service, 2007.
- D. Goldhaber et al., *NBPTS certification: Who applies and what factors are associated with success?* Center for Reinventing Public Education working paper, 2004.
- A.J. Wayne and P. Youngs, “Teacher characteristics and student achievement gains: A review.” *Review of Educational Research*, 2003.
- Grover Whitehurst, “Scientifically based research on teacher quality: Research on teacher preparation and professional development,” Paper presented at the White House Conference on Preparing Teachers, 2002.
- J. Kain and K. Singleton, “Equality of Education Revisited” *New England Economic Review*, May-June 1996.
- R. Ferguson and H. Ladd “How and Why Money Matters: An Analysis of Alabama Schools,” In H. Ladd (ed). *Holding Schools Accountable*. Brookings Institution, 1996.

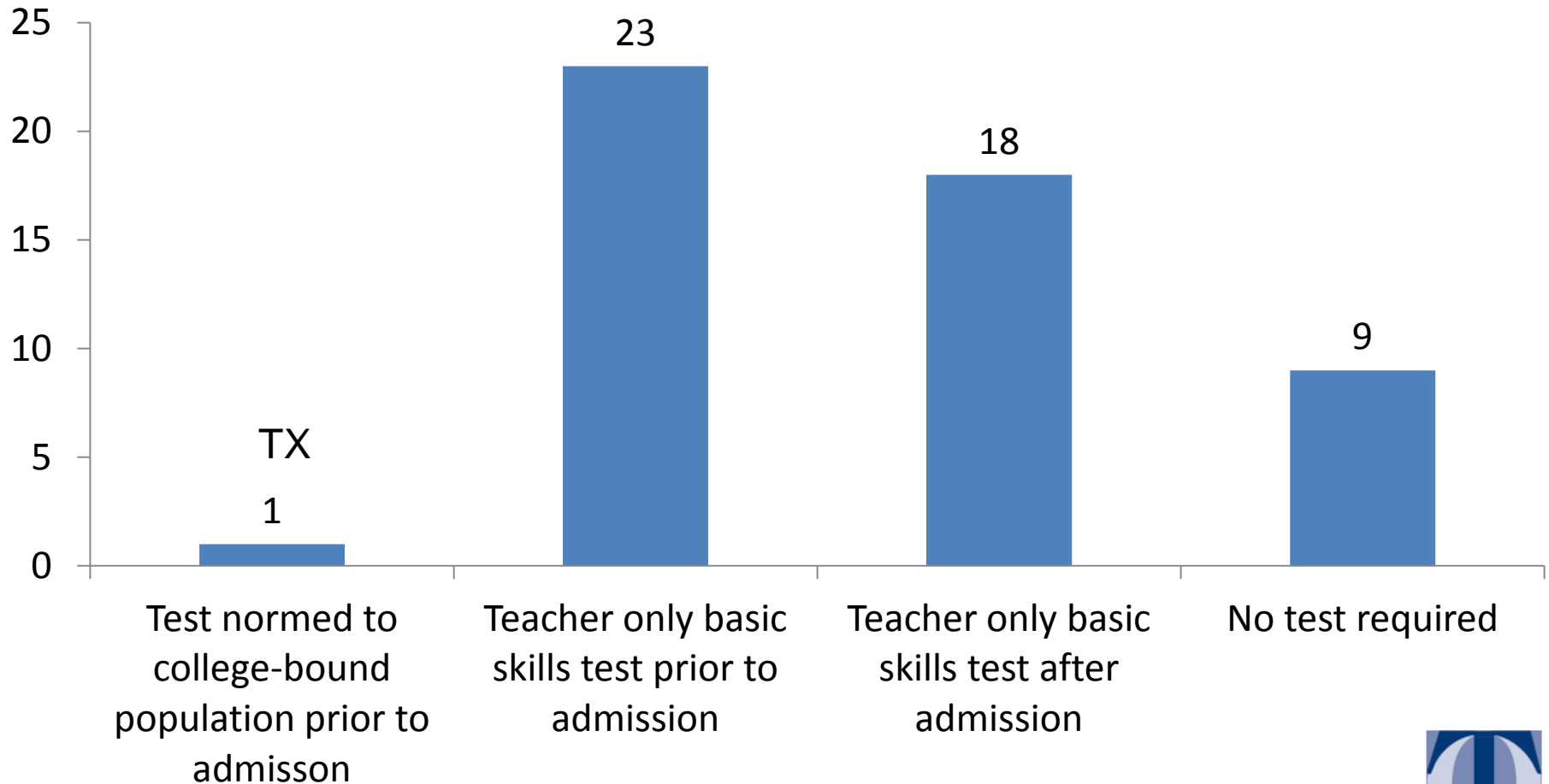
A sample of research on why selecting teachers on the basis of academic aptitude matters (continued)

- R. Greenwald et al. “The Effect of School Resources on Student Achievement” *Review of Educational Research*, 1996.
- R. Ehrenberg and D. Brewer, “Do School and Teacher Characteristics Matter? Evidence From High School and Beyond” *Economics of Education Review*, 1994.
- Ron Ferguson, “Paying for public education: New evidence on how and why money matters,” *Harvard Journal on Legislation*, 1991.
- R. Strauss and E. Sawyer, “Some New Evidence on Teacher and Student Competencies” *Economics of Education Review*, 1986.
- M. McLaughlin and D. Marsh, “Staff development and school change,” *Teachers College Record*, 1978.
- D. Winkler, “Educational Achievement and School Peer Composition,” *Journal of Human Resources*, 1975.
- A. Summers and B. Wolfe, “Do schools make a difference?” *American Economic Review*, 1977.
- Eric Hanushek, “Teacher characteristics and gains in student achievement: Estimation using micro-data,” *American Economic Review*, 1971.

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



Do states require tests of academic proficiency for admission to teacher preparation programs?



Do states require a minimum GPA for admission to teacher preparation programs?

GPA	State
3.0	Delaware, Pennsylvania*, Oklahoma*
2.75	Mississippi, Kentucky
2.5	Alabama, Arkansas, Florida, Georgia, Missouri, New Jersey, South Carolina, Tennessee, Texas, Wisconsin



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





A Union of Professionals

American Federation of Teachers

Raising the Bar (2012)

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

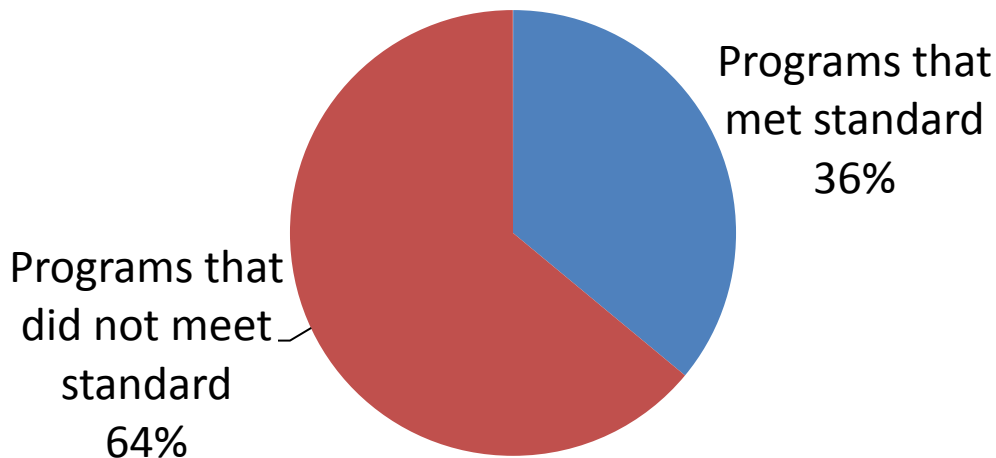
- Does the program require applicants to take the GRE or similar test?



Sneak Peak: *Selection Criteria*

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



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National Council on Teacher Quality

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



National Council on
Teacher Quality

“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

	2012 - 2013		2013 - 2014	
	HS GPA	Total SAT*	HS GPA	Total SAT*
Applied	3.89	1117	3.94	1100
Accepted	4.37	1198	4.45	1225

*Includes Critical Reading and Math

Student Profiles

Average Academic Data for Current Students

	2012 – 2013 Undergrad		2012 -2013 MAT	
	GPA	Total SAT*	GPA	Required GRE
Formal Admission	3.26	1117	3.36	1000
Completion	3.46		3.88	

*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!

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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.