



Maryland Elementary Teacher Preparation Programs

Maryland Commission on Innovation and Excellence in Education

January 9, 2017

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National Council on Teacher Quality

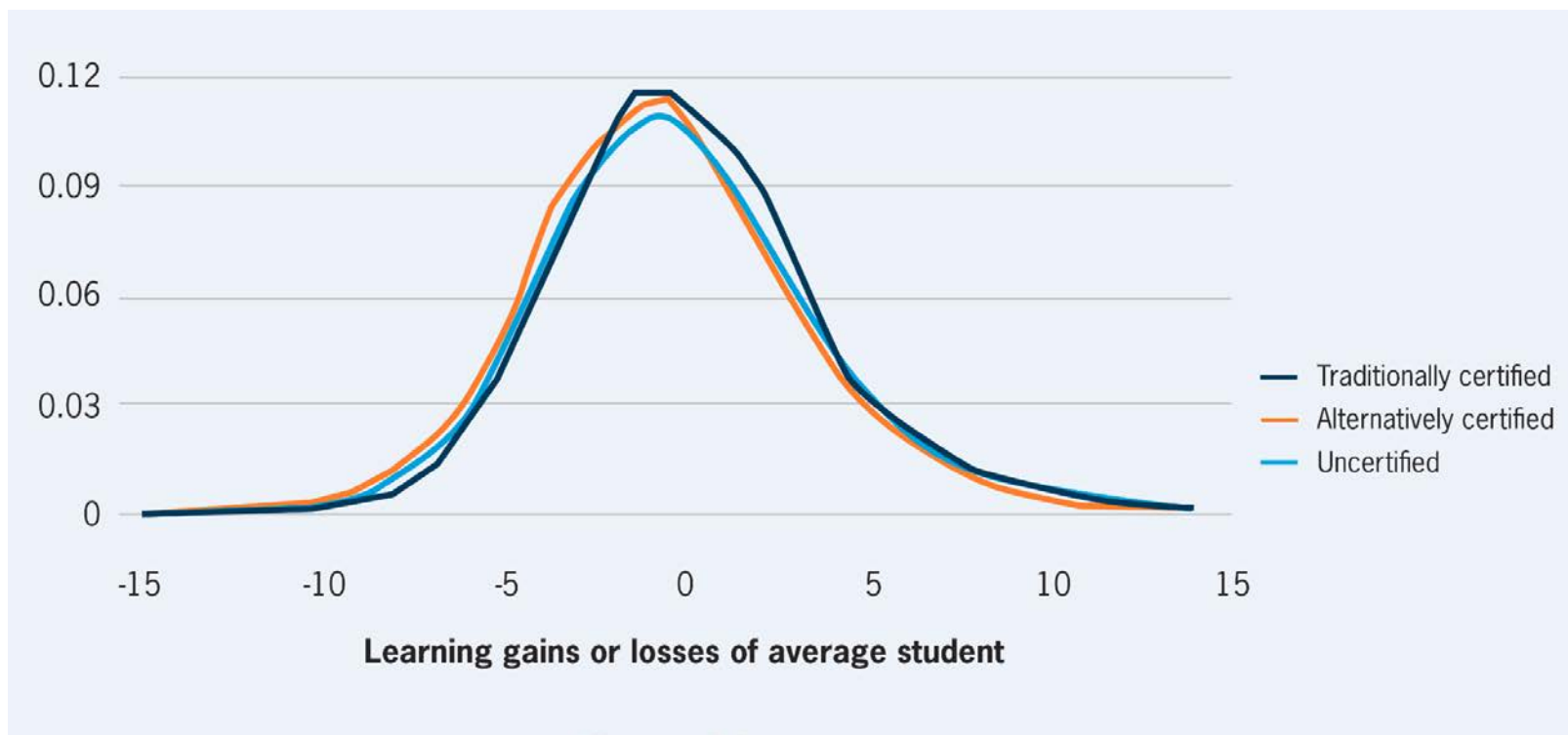
NCTQ



- Non-partisan research and advocacy non-profit founded in 2000.
- Dedicated to the vision of an excellent teacher in front of every child
- Focused policy and institutional improvement
- Work at federal, state, district, and local levels
- Key projects:
 - State Policy Yearbook
 - Teacher Contract Database
 - Teacher Preparation Review



Teacher Prep Review: Why?





Teacher Prep Review: Strategy

- Provide indicators of key design elements
 - 2,500 teacher preparation programs
 - 1,200 universities and alternative certification providers (24 in Maryland)
- Applies the same set of standards
 - Specific to elementary, secondary, and special education
 - At both undergraduate and graduate levels
 - Developed over a decade
- First publication in 2013. Updated and expanded in 2014.
- Most recent release - undergraduate elementary programs in December 2016.

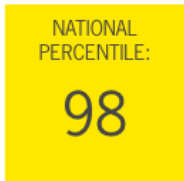


Teacher Prep Review: Strategy

UNDERGRADUATE ELEMENTARY

2016 Rating

University of Maryland - College Park



College Park, Maryland

Enrollment: 37610 Graduates: 335

Degree: Bachelor of Science in Elementary Education with Certification

Admissions

Selection Criteria	A+
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Knowledge

Early Reading	A
Elementary Mathematics	A
Elementary Content	D

Practice

Student Teaching	D
Classroom Management	C

ratings notes:

Programs which meet the requirements for an A and also meet additional, related criteria earn an A+.

Pass/Not Pass scores are earned where we have sufficient, but incomplete, evidence.

Blank scores indicate that we were either unable to obtain sufficient data or the information that we obtained was inconclusive.

You can see this program's scores in previous editions of the *Teacher Prep Review*:
[2014 edition](#)
[2013 edition](#)



Teacher Prep Review: Standards

Key Areas

1. Admissions
Are potential teachers very capable academically?
2. Subject matter knowledge
Do potential teachers know the subjects they will be teaching?
3. Practice
Do potential teachers have sufficient, structured practice with expert feedback?



Teacher Prep Review: Elementary

Admissions

Are potential teachers very capable academically?

Undergraduate

- Is the university selective? (Above average SAT/ACT scores or Barron's rating)
- Is the education department selective? (Above average SAT/ACT scores for admitted students, high GPA admissions requirements, high average GPA of admitted students)

Graduate

- Is the program selective? (High GPA admissions requirements, high average GPA of admitted students, requires GRE or similar test; requires an audition)



Teacher Prep Review: Elementary

Subject Matter Knowledge

Do potential teachers know the subjects they will be teaching?

For elementary teachers this includes:

- A broad liberal arts background
 - *These folks typically teach all subjects*
- Specific topics focused on teaching children mathematics
 - *These folks need to know how to explain invert and multiply for fraction division*
- How to teach reading
 - *These folks have this awesome responsibility*

Specifically...



Teacher Prep Review: Elementary

Subject Matter Knowledge

Do potential teachers know the subjects they will be teaching?

A broad liberal arts background means college-level coursework (or equivalent) in:

- World literature, American literature, composition, and children's literature
- Early American history, modern American history/government, ancient world history, modern world history, and geography
- Biology, chemistry, and physics/physical science/earth science (hopefully with one or more lab sections)



Teacher Prep Review: Elementary

Subject Matter Knowledge

Do potential teachers know the subjects they will be teaching?

Specific topics focused on teaching children mathematics means several college-level courses (or equivalent) focused on topics such as:

- Numbers and operations (systems, place-value, decimals, algorithms, fractions, decimals)
- Algebra (variables, equations, graphs & functions)
- Geometry (measurement, plane geometry, polygons, circles, perimeter, area, volume)
- Data and statistics (average, mode, probability, graphs)



Teacher Prep Review: Elementary

Subject Matter Knowledge

Do potential teachers know the subjects they will be teaching?

How to teach reading means college-level courses (or equivalent) with extensive instruction on the Big Five components of early reading:

- Phonemic awareness (hearing the sounds that make up English)
- Phonics (mapping between sound and written symbols)
- Fluency (ability to reading accurately, quickly, and expressively)
- Vocabulary
- Reading comprehension



Teacher Prep Review: Elementary

Practice

Do potential teachers have sufficient, structured practice with expert feedback?

For ALL teachers this includes:

- A semester-long student teaching experience in a classroom with an effective teacher (who is also a capable mentor) with regular, structured feedback
- That feedback includes guidance on five elements of classroom management (setting behavior expectations; maintaining and managing engagement, time, materials, environment; using praise; managing minor misbehavior; managing severe misbehavior.)



Teacher Prep Review: Elementary

To sum up for elementary:

Key Area	Standards
Admissions	Selection criteria
Subject matter knowledge	Elementary reading
	Elementary math
	Elementary content
Practice	Student teaching
	Classroom management



Teacher Prep Review: Highlights

- Slightly fewer than half of programs are selective in admissions
 - College Park earned strong design for being selective and relatively diverse
- Slightly fewer than half of programs cover all 5 early reading components
 - Most cover phonics, vocabulary, and comprehension
 - Half cover phonemic awareness and fluency
- One-third adequately address the topics of elementary mathematics



Teacher Prep Review: Highlights

- Only one program earns an “A” in elementary content (seeking to ensure broad liberal arts knowledge)
 - Most address composition and children’s literature; none require an adequate American literature course
 - History/geography and the sciences are inadequately addressed by the majority of programs (typically by giving candidates too many course options or options inadequate for preparing future elementary teachers)
- No program earns an “A” in student teaching
 - A majority of programs require at least 4 observations
 - No program ensures that the cooperating teachers are BOTH effective themselves and able to mentor novice teachers



Teacher Prep Review: Highlights

- Only able to review 4 programs for classroom management
 - Only one of those enables feedback on five elements of classroom management in all student teaching observations

Teacher Prep Review: Policy Context



- Drawn from NCTQ's 2015 State Policy Yearbook Database
- Admissions
 - Maryland requires neither standardized test nor GPA requirement for teacher prep admissions
 - Except for a subset of institutions which must be accredited by CAEP (enrollment of 2,000 or more)
- Elementary Reading
 - The state does not require teacher candidates to pass an assessment that measures knowledge of scientifically based reading instruction prior to certification or at any point thereafter.
 - The state requires 12 credit hours of courses that should cover the five essential components of early reading

Teacher Prep Review: Policy Context



- Elementary Mathematics
 - The required Instructional Practice and Applications test does not adequately address the topics necessary for elementary mathematics
 - Maryland requires elementary teaching candidates to earn at least 12 semester hours of credit in mathematics. However, the state stipulates neither the requisite content of these classes nor that they must meet the needs of elementary teachers.
- Elementary Content
 - The state does not require a licensure test on elementary *content* (required Instructional Practice and Applications test focuses on pedagogy)
 - Prospective teachers must complete a major in interdisciplinary studies OR an academic field taught in elementary education OR have at least 48 semester hours of content course work



Teacher Prep Review: Policy Context

- Student Teaching
 - In Maryland, either a supervised experience or a year's worth of successful full-time teaching
 - The state does not articulate any requirements for cooperating teachers

Want to learn more?



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