



California Council on Teacher Education

Statement on NCTQ by the CCTE Board of Directors

June 29, 2013

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The California Council on Teacher Education (CCTE) represents over 70 educator preparation programs, and more than 550 individual members and delegates from public and independent universities, PK-12 partners, and BTSA-Induction programs. As an organization we support California's high quality programs that are accountable to candidates, districts, students, and families, as well as to state and national accrediting agencies. CCTE advocates for policies and practices that lead to excellence in the preparation of teachers and that provide accurate and reliable data about program outcomes and transparent evidence of program quality.

Therefore, on behalf of our members, we strongly object to the National Council on Teacher Quality's (NCTQ) recent report, *Teacher Prep Review: A Review of the Nation's Teacher Prep Programs*, that claims to evaluate and compare teacher preparation programs at colleges and universities across the United States.

When NCTQ first announced in January of 2011 that it would undertake a review of teacher education programs at some 1,400 colleges and universities, CCTE raised questions about the intent of such a review, the flawed research methodology being utilized, the impossibility of making valid comparisons across the wide and varying nature of those campuses, and the questionable need for such a review given the already existing national and state accreditation data available to any interested parties.

CCTE's member institutions are systematically assessed by the California Commission on Teacher Credentialing—a well-established standards board with rigorous and research-based expectations for programs as well as for new teachers. Its seven-year accreditation cycle includes both reviews of documents and site visits and interactions with candidates, faculty, staff, and employers. This assessment requires institutions to routinely collect, analyze, and use data for program improvement. In addition, California's educator preparation programs conduct performance assessments of candidates teaching in real classrooms, with real students.

NCTQ has ignored all of this by creating its own list of standards and criteria, and by conducting a paper review whose methods do not stand up to the quality that is standard in our profession or in our research institutions. The results now disseminated by NCTQ are even more flawed than originally anticipated. Since most California colleges and universities declined to submit information requested by NCTQ because of concerns regarding both weak methodology and skewed purpose, any comparisons and conclusions lack credibility and constitute a breach of professional ethics.

CCTE is devoted to improving the pre-service and in-service education of teachers. We do this by organizing together all teacher educators who seek to be informed, reflective, and active towards advancing research, practice, and policy for quality teaching. In this spirit, we will actively support efforts to improve our practice and our accountability, and encourage our constituents and partners to do the same. NCTQ's report serves only to misrepresent such efforts.