



**Teacher
Education
Division**

The voice and vision of special education

CEC's Response to the National Center for Teacher Quality Teacher Prep Review Report 2013

**Statement by Christy Chambers, President of the Council for Exceptional Children and
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While the National Center for Teacher Quality's report, *Teacher Prep Review 2013*, raises legitimate questions that must be addressed to improve the quality of America's educators, the use of faulty methodology discredits its findings and diminishes its contribution to the larger conversation regarding teacher preparation reform.

Evaluating teacher preparation programs is challenging, if done correctly. For years, CEC has evaluated the country's special education teacher preparation programs. NCTQ's methodology of reviewing course syllabi on websites to determine the effectiveness of a program is an antiquated approach that CEC stopped using over a decade ago.

CEC's evaluation of teacher preparation programs includes performance data that describe how well program candidates master the skills and knowledge for safe and effective professional practice. CEC's emphasis on performance and outcomes, rather than inputs, has raised the bar for special education teacher preparation programs. CEC and TED have partnered with the Council for the Accreditation of Educator Preparation (CAEP) and other national associations to inaugurate new accreditation standards that will move teacher preparation forward in the 21st century.

The series of shortcuts and inaccurate interpretations contained in the NCTQ report provide the public with negligent conclusions. If NCTQ wants to participate in the important conversation about improving teacher preparation, then it should shift to more performance-based, outcomes-oriented methodology.

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The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

The Teacher Education Division (TED) of the Council for Exceptional Children leads and supports teacher education on behalf of students with exceptional needs and their families. TED is committed to advancing the quality of teacher education programs by disseminating evidence-based practices and research on teacher education.