

Area 1: Delivering Well Prepared Teachers

Goal D – Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of mathematics content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry, with some statistics).
2. The state should require elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure. Such test can also be used to test out of content requirements. Elementary teachers who do not possess the minimum knowledge needed should not be eligible for a teaching license.

Rationale

- ▶ See appendix for detailed rationale.
- Required math coursework should be tailored in both design and delivery to the unique needs of the elementary teacher.
- Most state tests offer no assurance that teachers are prepared to teach mathematics.

SUPPORTING RESEARCH

- ▶ Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 12

How States are Faring in Preparing Teachers to Teach Math

