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NEW REPORT GIVES MARYLAND A GRADE OF “D+” FOR TEACHER POLICIES

Although Maryland has made some progress, other states have done considerably more to advance teacher effectiveness policies

Today the National Council on Teacher Quality releases its 2011 *State Teacher Policy Yearbook*, its fifth annual report grading the states based on the rules and regulations that shape teacher quality

January 25, 2012 (Washington, DC)— A new report released today by the not-for-profit, non-partisan National Council on Teacher Quality (NCTQ) finds major advances in teacher policy across the country, largely driven by state adoption of policies for including student achievement as a measure of effectiveness in teacher evaluations, and using teacher effectiveness evidence in decisions about teacher tenure and dismissal.

The 2011 *State Teacher Policy Yearbook* provides a detailed analysis of Maryland’s progress on the policies it sets for teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal. NCTQ grades the states on the quality and rigor of these policies; the *Yearbook* is not an evaluation of the quality of teachers in the state.

Maryland received an overall grade of **D+**, based on the following grades:

Teacher Policy Area	Grade
Delivering well-prepared teachers	D+
Expanding the pool of teachers	C+
Identifying effective teachers	C
Retaining effective teachers	D+
Exiting ineffective teachers	F

Maryland’s overall grade improved from a **D** in NCTQ’s 2009 *Yearbook*.

NCTQ President Kate Walsh said, "There is little doubt that the past two years have seen major changes in states' teacher policies. Rethinking how teacher performance is evaluated and tying teacher evaluations to student achievement marks an important advance in teacher effectiveness policy. Maryland has made strides on this front. But much work is left to be done by states to design and adopt policies from beginning to end – from entry into the profession to retirement and pensions – to consistently promote teacher quality."

Key findings about Maryland’s teacher policy:

- Maryland was part of an unprecedented effort across the states to adopt policies that use objective measures of student achievement, such as value-added or growth data, as part

of teacher evaluations. Maryland is one of 12 states where student achievement is required to be the most significant factor in teacher evaluations.

- While teacher evaluations will no longer be regarded as simply a formality without attention to teacher effectiveness in the classroom in Maryland, the state has no policy about what should be done with teacher evaluation results. Maryland fails to articulate, either through dismissal or evaluation policy, that ineffectiveness in the classroom can lead to teacher dismissal, and time on the job, rather than teacher effectiveness in the classroom, is the basis for granting teachers tenure or permanent status in Maryland.
- Maryland's standards for conferring teaching licenses are too low. Requirements for the preparation of elementary and secondary teachers are in need of improvement. The state's requirement of a master's degree for licensure is also problematic and not aligned with other effectiveness policies.
- Maryland is one of seven states with a high quality alternate route to teacher certification that includes a diversity of usage and providers, flexible and streamlined preparation requirements, and practice teaching and mentoring for alternate route candidates.
- The financial sustainability of Maryland's pension system is questionable. It is significantly underfunded, requires excessive contributions, and is not portable, flexible or fair to all teachers.

For copies of the Yearbook

Maryland's *Yearbook*, which includes detailed national comparisons, is immediately available for free download at www.nctq.org/stpy. For questions about the report, please contact Sarah Brody at (202) 393-0020 or sbrody@nctq.org.

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The *State Teacher Policy Yearbook* is funded by private foundations across the United States, including the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, George Gund Foundation, Gleason Family Foundation and the Joyce Foundation.

NCTQ accepts no funding from the federal government.

About NCTQ

The National Council on Teacher Quality is a Washington D.C. based non-profit, non-partisan research and advocacy group, founded in 2000, to build the case for a comprehensive reform agenda that would challenge the current structure and regulation of the profession. NCTQ advocates for reforms in a broad range of teacher policies at the federal, state, and local levels in order to increase the number of effective teachers. NCTQ is committed to lending transparency and increasing public awareness about the four sets of institutions that have the greatest impact on teacher quality: states, teacher preparation programs, school districts and teachers unions. For more information, see www.nctq.org.

	Overall State Grade 2011	Overall State Grade 2009	Progress Ranking 2009-2011
Florida	B	C	9
Oklahoma	B-	D+	13
Rhode Island	B-	D	5
Tennessee	B-	C-	16
Indiana	C+	D	1
Michigan	C+	D-	3
Ohio	C+	D+	11
Arkansas	C	C-	25
Colorado	C	D+	12
Delaware	C	D	6
Georgia	C	C-	23
Illinois	C	D+	4
Massachusetts	C	D+	13
New York	C	D+	13
Alabama	C-	C-	19
Connecticut	C-	D+	25
Louisiana	C-	C-	20
Minnesota	C-	D-	2
Nevada	C-	D-	7
South Carolina	C-	C-	41
Texas	C-	C-	36
Utah	C-	D	9
Washington	C-	D+	25
Arizona	D+	D+	20
California	D+	D+	51
Idaho	D+	D-	8
Kentucky	D+	D+	41
Maryland	D+	D	17
Mississippi	D+	D+	47
New Jersey	D+	D+	36
New Mexico	D+	D+	39
North Carolina	D+	D+	32
Pennsylvania	D+	D	18
Virginia	D+	D+	41
West Virginia	D+	D+	41
Alaska	D	D	47
District of Columbia	D	D-	25
Iowa	D	D	23
Kansas	D	D-	31
Missouri	D	D	47
North Dakota	D	D-	34
South Dakota	D	D	38
Wisconsin	D	D	41
Wyoming	D	D-	20
Hawaii	D-	D-	32
Maine	D-	F	34
Nebraska	D-	D-	39
New Hampshire	D-	D-	25
Oregon	D-	D-	25
Vermont	D-	F	46
Montana	F	F	47