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OHIO RECEIVES “C-” FOR STATE TEACHER PREPARATION POLICIES

New report from the National Council on Teacher Quality examines Ohio’s efforts to ensure that all new teachers are classroom-ready; report provides roadmap for helping the state improve teacher preparation policies.

January 23, 2013 (Washington, DC) — The National Council on Teacher Quality today released its sixth annual *State Teacher Policy Yearbook*, with a special focus on the state laws, rules and regulations that shape teacher preparation. This 2012 edition of the *Yearbook* provides Ohio with a tailored analysis, *Improving Teacher Preparation in Ohio*, which identifies the teacher preparation policy areas most in need of critical attention, as well as "low-hanging fruit," policies that can be addressed by Ohio in relatively short order.

The state received a grade of “C-” for its teacher preparation policies in 2012, up from a “D+” in 2011. Ohio is one of 14 states to improve its teacher preparation grade since last year. The average grade across all 50 states and the District of Columbia is a “D+”.

NCTQ President Kate Walsh said, "With so much attention on the issue of teacher effectiveness, the relative lack of attention to how candidates for teaching are prepared for the job in the first place is puzzling. The *Yearbook* provides a roadmap for policymakers on how to get teacher effectiveness right from the start – by setting higher expectations for what teachers need to know and are able to do before they are licensed to become teachers. Our teachers deserve the very best preparation so that they can step into the classroom and help our students prepare to be the most successful in the world."

Commendably, Ohio is one of only eight states that uses student achievement data to hold teacher preparation programs accountable for the performance of their graduates.

Some of Ohio's teacher preparation policies most in need of critical attention include:

- Raising admission requirements to ensure that teacher preparation programs admit candidates with strong academic records.
- Ensuring that elementary teachers know their subject matter and have the knowledge and skills to be effective reading teachers so that new teachers are ready to teach to the Common Core State Standards.
- Closing loopholes that allow some secondary science and social studies teachers to teach subjects in which they may lack sufficient content knowledge.
- Eliminating generic K-12 special education licenses that lower the bar for special education teachers and make it virtually impossible for the state to ensure that these teachers know their subject matter and are prepared to teach grade-level content.

- Requiring that student teachers are assigned to cooperating teachers who have demonstrated evidence of effectiveness as measured by student learning.
- Establishing minimum performance standards for teacher preparation programs. Although Ohio is one of only eight states that requires the use of student achievement data, minimum standards are necessary to hold programs accountable for the performance of their graduates.

The report also identifies ways that Ohio could improve its alternate route to certification, the Alternative Resident Educator License.

This year's *Yearbook* comes in advance of NCTQ's forthcoming (Spring 2013) *Teacher Prep Review* of the higher education-based teacher preparation programs in the nation. A key area of focus in both reports is admission standards, and the 2012 *Yearbook* includes a sneak peek of data from the *Review*, which finds that 72 percent of undergraduate teacher preparation programs in Ohio are insufficiently selective, failing to ensure that candidates come from the top half of the college-going population.

Walsh continued: "The 2012 *Yearbook* will serve as an important companion to NCTQ's forthcoming *Teacher Prep Review*, which will identify programs that are doing the best job of preparing tomorrow's educators, those that need to improve and those that need restructuring. The *Yearbook's* recommendations can help state policymakers build a strong policy framework for effective teacher preparation so that our teachers get what they deserve: training that provides them with the tools they need to lead a classroom the day they graduate."

Improving Teacher Preparation in Ohio, which includes national data and state-by-state comparisons of teacher preparation policies, is immediately available for free download at: www.nctq.org/stpy. For questions about the report, please contact Laura Johnson, Director of Communications, at (202) 393-0020 ext. 117 or ljohnson@nctq.org.

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About NCTQ

The National Council of Teacher Quality —comprised of reform-minded Democrats, Republicans, and Independents— is a non-partisan research and policy group committed to restructuring the teaching profession based on the belief that all children deserve effective teachers. More information about NCTQ, including a list of the Board of Directors and Advisory Board, can be found on the NCTQ website, www.nctq.org.