

December 10, 2014

Contact: Lisa Cohen  
Phone 310.395.2544  
lisa@lisacohen.org

## **INDIANA IS AHEAD OF MOST STATES IN ALIGNMENT OF TEACHER PREPARATION WITH COLLEGE- AND CAREER-READINESS STANDARDS**

**Indiana's teacher preparation policies are stronger than most states in terms of ensuring that new teachers are ready to help students achieve to the high levels necessary for college and careers; there is still some room for improvement.**

December 10, 2014 (Washington, DC) — The National Council on Teacher Quality (NCTQ) today released its eighth annual *State Teacher Policy Yearbook*. This year's edition focuses on Indiana's efforts to align its requirements for teacher preparation and licensure with the skills needed to prepare students for college and careers.

NCTQ Vice President and Managing Director for State Policy Sandi Jacobs said, "With such a profound change occurring in K-12 student standards across the country, it would stand to reason that parallel changes would occur on the teacher side. Indiana needs to ensure that teachers are adequately supported in the transition and beyond. And there is no better place to start than where new teachers begin to learn their craft—in teacher preparation programs."

### **Key Yearbook Findings:**

**Although better than most states, Indiana's teacher preparation requirements are not consistently explicit about preparing teachers for college- and career-readiness standards.**

- Indiana has done more than most states to articulate the instructional requirements of college- and career-readiness standards, including the use of informational texts, cross-disciplinary literacy, and intervention for struggling readers. However, these requirements are not fully and consistently addressed across all grade levels.

**State content knowledge requirements for prospective teachers in Indiana are strong.**

- Indiana is one of only 21 states that requires elementary teaching candidates to pass a content test in each of the four core subject areas.
- Indiana ensures that all candidates licensed to teach in the elementary grades, including early childhood and special education teaching candidates, pass a test to demonstrate their knowledge of the science of reading.
- Indiana is one of just 5 states in the nation that requires prospective high school teachers to pass a content test in each and every licensed subject.

**The preparation needs of special education teachers continues to be a largely neglected area, with the introduction of more challenging academic standards in Indiana having little to no impact on requirements for teachers who educate special education students.**

- Indiana is one of 34 states that still offers or exclusively grants K-12 special education teacher licenses. Indiana also does not require special education teachers to demonstrate subject matter knowledge as a condition of licensure.

**Indiana's teacher preparation admissions requirements are not selective enough.**

- With no minimum GPA and an academic proficiency test that isn't normed to the college-bound population (such as the ACT or SAT) required for admission into teacher prep programs, Indiana sets a relatively low bar for the academic performance of the state's prospective teachers.

**Indiana neither collects meaningful data nor holds teacher prep programs accountable for the quality of the teachers they produce.**

- Indiana is one of 41 states that does not connect student achievement data to teacher preparation programs.
- Indiana also does not set explicit minimum performance standards for teacher preparation programs in the state.

**Looking at NCTQ's traditional *Yearbook* metrics, Indiana earns an overall grade of B+ for teacher preparation.**

- The average grade for all states for teacher preparation in 2014 is a C, up from a D in 2011.

The [2014 Indiana State Teacher Policy Yearbook](#) is immediately available for free download. The redesigned website also provides searchable access to the entire *Yearbook* dataset, including topical pages with up-to-date data on state teacher policy, a customized search tool and user-friendly options for generating graphic results that can be exported and shared.

\*\*\*

The *State Teacher Policy Yearbook* was funded by private foundations across the United States, including the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, Gleason Family Foundation, J.A. and Kathryn Albertson Foundation, the Joyce Foundation and the Walton Family Foundation. NCTQ accepts no funding from the federal government. 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](http://www.nctq.org).