

December 10, 2014

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VERMONT TEACHER PREPARATION IS NOT ALIGNED WITH COLLEGE- AND CAREER-READINESS STANDARDS

Vermont's teacher preparation policies fail to ensure that new teachers are ready to help students achieve to the high levels necessary for college and careers.

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 Vermont'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. Vermont 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:

Vermont's teacher preparation requirements are not consistently explicit enough to prepare teachers for college- and career-readiness standards.

- Unlike most states, Vermont's standards for new teachers at least mention the instructional shifts associated with college- and career-readiness standards. However, most requirements for new teachers do not sufficiently articulate components such as using informational texts and incorporating literacy skills in all subjects and across all grade levels.

State content knowledge requirements for prospective teachers in Vermont aren't ambitious enough to meet the demands of college- and career-readiness standards.

- Vermont is one of 21 states that requires elementary teaching candidates to pass a content test that provides separate scores for all core subject areas.
- However, Vermont does not ensure that teachers demonstrate knowledge of the science of reading.
- Vermont, along with 37 other states, has significant loopholes in its licensing requirements for high school teachers.

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

- While Vermont is one of just 17 states that does not grant K-12 special education teacher licenses, the state does not require special education teacher to demonstrate subject matter knowledge as a condition of licensure.

Vermont’s teacher preparation admissions requirements are not selective.

- With no minimum GPA or test of academic proficiency required for admission to teacher preparation programs, Vermont sets a low bar for the academic performance of the state’s prospective teachers.

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

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

Looking at NCTQ’s traditional *Yearbook* metrics, Vermont earns an overall grade of C for teacher preparation.

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

The Vermont *State Teacher Policy Yearbook* is immediately available for free download at: www.nctq.org/statepolicy. 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.