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WISCONSIN SHOULD DO MORE TO ALIGN TEACHER PREPARATION WITH COLLEGE- AND CAREER-READINESS STANDARDS

Some Wisconsin teacher preparation policies are on the right track for ensuring that new teachers are ready to help students achieve to the high levels necessary for college and careers; others fall short.

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 Wisconsin's efforts to align their 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. Wisconsin 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:

Wisconsin's teacher preparation requirements are not explicit about preparing teachers for college- and career-readiness standards.

- Wisconsin's standards for new teachers don't sufficiently articulate the instructional requirements of college- and career-readiness standards, including the use of informational texts, cross-disciplinary literacy and support for struggling readers.

State content knowledge requirements for prospective teachers in Wisconsin could be improved to meet the demands of college- and career-readiness standards.

- Wisconsin does not require elementary teaching candidates to pass a content test that provides separate scores for all core subject areas, making it difficult to ensure that elementary teachers have mastered the content they are licensed to teach.
- However, Wisconsin does ensure that teachers demonstrate their knowledge of the science of reading.
- Wisconsin offers a grade 1-8 teaching license, which fails to differentiate between the preparation of elementary teachers and middle school teachers.
- Wisconsin, along with 37 other states, has significant loopholes in its licensing requirements for high school teachers.

Wisconsin's efforts to prepare teachers to educate special education students are stronger than most states' requirements.

- Wisconsin is one of just 17 states that does not grant K-12 special education teacher licenses and one of a very few states that requires elementary and secondary special education teachers to demonstrate subject matter knowledge as a condition of licensure.

Wisconsin's teacher preparation admissions requirements are not selective.

- With a minimum GPA of 2.5 and a test of academic proficiency not normed to the college-bound population (such as the ACT or SAT) required for admission to teacher preparation programs, Wisconsin sets a relatively low bar for the academic performance of the state's prospective teachers.

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

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

Looking at NCTQ's traditional *Yearbook* metrics, Wisconsin 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 Wisconsin *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.