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## **WYOMING TEACHER PREPARATION IS NOT ALIGNED WITH COLLEGE- AND CAREER-READINESS STANDARDS**

**Wyoming’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 Wyoming’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. Wyoming 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:**

**Wyoming’s teacher preparation requirements are not explicit about preparing teachers for college- and career-readiness standards.**

- Wyoming’s standards for new teachers don’t sufficiently articulate the instructional requirements of college- and career-readiness standards, such as using informational texts, cross-disciplinary literacy, and intervention for struggling readers.

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

- While Wyoming commendably requires elementary teaching candidates to pass a content test in each of the four core subject areas, the state does not ensure that new elementary teachers have knowledge of the science of reading.
- Wyoming is one of just 8 states in the nation that does not require high school teachers to pass a content test in 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 Wyoming having little to no impact on requirements for teachers who educate special education students.**

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

**Wyoming’s teacher preparation admissions requirements are not selective.**

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

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

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

**Looking at NCTQ’s traditional *Yearbook* metrics, Wyoming earns an overall grade of D- for teacher preparation.**

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

The Wyoming *State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://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.

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