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CONNECTICUT EARNS C+ GRADE FOR TEACHER POLICIES IN NEW EDITION OF NATIONAL YEARBOOK

STATE DEMONSTRATES DECLINE IN STATE TEACHER POLICIES SINCE 2015

Washington, DC--Today, the National Council on Teacher Quality (NCTQ) released its bi-annual *2017 State Teacher Policy Yearbook*, finding that states' previous rapid progress to modernize their teacher policies has largely slowed. Connecticut's overall grade for its teaching policies went from a B- grade in 2015 to a C+ grade in 2017. By comparison, the overall grade nationally stagnated, staying at a C- grade.

From 2007 until 2015, most states took aggressive steps to improve the teaching profession. However, since the last edition of the Yearbook in 2015, few states have initiated any new actions to improve their policies guiding how teachers are selected, prepared, evaluated, and retained. As a result, state grades have mostly stagnated, with more state grades decreasing than at any other time in the *Yearbook's* history.

This year, among all 50 states and the District of Columbia, 12 states earned a higher grade than Connecticut, six states performed as well as Connecticut, and 32 states earned a lower grade. Florida and Louisiana each earned a B+, the highest grade in this year's *Yearbook*.

"States' teacher policies have an enormous impact on the quality of education in the state," said Elizabeth Ross, Managing Director of State Policy at NCTQ. "By highlighting opportunities for improvement, as well as strong policies, this Yearbook is designed to catalyze state action. We know the progress states are capable of making and urge them to do so. Teachers and students deserve nothing less."

Connecticut has several key opportunities for growth. In its 2017 *Yearbook*, NCTQ reported that the state earned its lowest grades -- Ds -- in areas of Special Education Teacher Preparation and Teacher Compensation.

The state's highest policy area grade is a B-, which it earned in both Elementary Teacher Preparation and Teacher and Principal Evaluation. The *Yearbook* highlighted two bright spots in the state's teacher policies. Connecticut fully meets goals of Content Knowledge in Elementary, Middle School, and Secondary Teacher Prep, which means it requires these teacher candidates to demonstrate content knowledge in every subject they will teach. The state also fully meets the goal for Teaching Mathematics for elementary teacher prep candidates.

The Yearbook also designated Connecticut a "Best Practice" state in Principal Effectiveness, for requiring that principal effectiveness be determined, in part, by objective measures of student growth, teacher effectiveness, and survey data, and for insisting that ineffective principals must participate in improvement planning.

The full *2017 State Teacher Policy Yearbook* is available [here](#), with comprehensive information regarding each state's teacher policies available in NCTQ's [State Teacher Policy Database](#).

To compare Connecticut to other states across the country in eight key measures, including teacher pay, teacher diversity, and educator equity, please look [here](#).

For more information, or to arrange an interview with Elizabeth Ross, please contact Eric Duncan at eduncan@nctq.org.

The National Council on Teacher Quality (NCTQ) is a nonpartisan research and policy group, committed to modernizing the teaching profession and based on the belief that all children deserve effective teachers. NCTQ is the nation's expert on the quality of teacher preparation programs and evaluates national teacher education against evidence-based criteria. More information about NCTQ can be found on our website, www.nctq.org

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