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## **ILLINOIS EARNS C+ GRADE FOR TEACHER POLICIES IN NEW EDITION OF NATIONAL YEARBOOK**

### ***STATE DEMONSTRATES NO PROGRESS 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. Illinois's overall grade for its teaching policies stagnated at a C+ grade since 2015. By comparison, the overall grade nationally also stayed flat, 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 Illinois, six states performed as well as Illinois, and 32 states earned a lower grade. Florida and Louisiana both earned B+ grades, the highest 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."

Illinois has several key opportunities for growth. In its 2017 *Yearbook*, NCTQ reported that the state earned an F grade for its policies regarding Teacher Compensation because the state does not support performance pay based on evidence of effectiveness, differential pay for teachers working in high need schools or subjects, or additional compensation for new teachers with relevant prior work experience. Illinois also earned a D- for its policies in Special Education Teacher Preparation because: it does not require elementary special education teachers to pass the same content test as general elementary education teachers, nor does it require secondary special education teachers to demonstrate content knowledge in core subjects at the secondary level; it does not require all new special education teachers who teach elementary grades to pass a rigorous elementary test of scientifically based reading instruction; and, it does not require elementary or secondary special education certification.

The state earned its highest grade for its policies in Alternate Route Teacher Preparation and is designated a "Best Practice" state in Alternate Route Teacher Preparation, Program Entry policy for maintaining high academic standards for admission to alternate route programs.

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 Illinois 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](mailto: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](http://www.nctq.org)

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