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## **INDIANA EARNS B- GRADE FOR TEACHER POLICIES IN NEW EDITION OF NATIONAL YEARBOOK**

### ***STATE DEMONSTRATES DECLINE IN STATE TEACHER POLICIES TO IMPROVE TEACHER QUALITY 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. Indiana's overall grade for its teaching policies went from a B in 2015 to B- 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, six states earned a higher grade than Indiana, five states performed as well as Indiana, and 39 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."

Indiana has a couple of key opportunities for growth. In its 2017 *Yearbook*, NCTQ reported that the state earned an F for its Hiring policies, under which the state neither ensures that teachers have the proper subject-matter knowledge before granting them an emergency license, nor limits emergency licenses to no more than one year. Indiana also earned a D+ in its policies governing Special Education Teacher Preparation and Teacher Compensation, under which the state does not support additional pay for working in high-need schools or teaching in shortage subject areas.

The *Yearbook* designated Indiana a "Best Practice" state for its policies in three areas:

- Secondary Content Knowledge, where the state requires all secondary teachers to pass a single-subject content test as a condition of initial licensure and in order to add an endorsement to an existing license;
- Measures of Student Growth in Teacher Evaluation, where the state ensures that objective evidence of student growth is the determinative factor in teacher evaluations; and,
- Tenure, where the state requires tenure decisions to be connected to evidence of teacher effectiveness.

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 Indiana 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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