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**MARYLAND GETS DISMAL MARKS
FOR TEACHER POLICIES IN NEW REPORT--
LABELED as 'UNSATISFACTORY'**

–Today the National Council on Teacher Quality released a 50-state encyclopedia on states' teacher policies, concluding that many of Maryland's teacher policies are counterproductive to the nation's teacher quality goals –

Washington, DC -- The *State Teacher Policy Yearbook 2007* is the first project of its kind to provide a 360-degree detailed analysis of how states are hurting or helping teacher quality-- and what they can do to fix broken and anachronistic policies.

While Maryland ranked in the middle of all states, its overall performance was still quite poor. In the six areas of teacher policy assessed, including admission standards into teaching, licensure and compensation reform, the state earned one "B" grade, one "C" grade, two "D" grades and two "F" grades.

"Maryland's policies, like all states', are in need of a massive overhaul," said Kate Walsh, president of NCTQ. "It's time to turn in the gas-guzzling clunker in exchange for the hybrid."

Among the findings:

- The state has lax oversight of its education schools; doing little to ensure the quality of students going in and teachers coming out of these programs.
- Maryland neglects the preparation of special education teachers, failing to ensure that these teachers are prepared to teach students with disabilities.
- The state pays insufficient attention to the content preparation of elementary teachers, increasing the likelihood that teachers finish their preparation with significant gaps in their knowledge of essential core subject areas such as American history.

Despite the overall bleak findings, there are some bright spots. Maryland offers a reasonably good non-traditional route to certification, making it a feasible process for qualified individuals to switch careers and enter the teaching profession.

To download copies of the Maryland report, which includes national comparisons, or to purchase printed copies of the report, visit the NCTQ website, www.nctq.org. For questions about the report, please contact Lisa Cohen at (310) 395-2544 or lisa@lisacohen.org or Molly Jackman at (202) 393-0020 (X 15) or mjackman@nctq.org.

NCTQ—comprised of reform-minded Democrats, Republicans, and Independents—advocates for reforms in a broad range of teacher policies and seeks to lend transparency and accountability to the three institutions that have the greatest impact on teacher quality: state governments, colleges of education, and teachers' unions.

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