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MINNESOTA 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. Minnesota's overall grade for its teaching policies remained at a C- between 2015 and 2017, as did the overall grade nationally.

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, 27 states earned a higher grade than Minnesota, three states performed as well as Minnesota, and 20 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."

Minnesota has several key opportunities for growth. In its 2017 *Yearbook*, NCTQ reported that the state earned an F grade for its policies regarding Special Education Teacher Preparation and a D grade for its policies governing Hiring, Teacher Compensation, and Retaining Effective Teachers.

Minnesota earned a C grade for its Alternate Route Preparation and Teacher and Principal Evaluation policies and a C+ grade for its policies concerning Elementary and Secondary Teacher Preparation. The Yearbook named Minnesota a "Best Practices" state for its policies regarding both Secondary Content Knowledge and Secondary Licensure Deficiencies, as the state requires secondary teacher candidates to demonstrate knowledge in every subject they will be endorsed to teach and does not allow secondary science or social studies teachers to teach on a general license. Instead, they must demonstrate knowledge in each discipline they will be required to teach.

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 Minnesota 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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