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

STATE INCREASES GRADE FOR ITS 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. Pennsylvania's overall grade for its teaching policies went from a C- in 2015 to a C 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, 19 states earned a higher grade than Pennsylvania, seven states performed as well as Pennsylvania, and 24 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."

Pennsylvania has a few key opportunities for growth. In its 2017 *Yearbook*, NCTQ reported that the state earned a D for its policies related to Elementary Teacher Preparation and Hiring. The state also earned a D for its policies related to Teacher Compensation, under which it does not support additional pay for working in high-need schools and teaching in shortage subject areas, nor does it encourage additional compensation for teachers with relevant prior work experience.

Pennsylvania earned its highest grade, a B-, for its policies related to Secondary Teacher Preparation, where the state requires that its middle school teacher candidates and secondary teacher candidates have the necessary content knowledge to teach their specific subject areas.

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 Pennsylvania 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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