

June 27, 2007

**Contact: Lisa Cohen
310.395.2544
or Molly Jackman
202-393-0020 ext 15**

IDAHO GETS FAILING MARKS FOR TEACHER POLICIES IN NEW REPORT-- LABELED 'LAST IN CLASS'

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

Washington, DC -- The *State Teacher Policy Yearbook* 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.

Idaho ranks at the very bottom of states and was awarded no grade higher than a “D” in any of the six areas of teacher policy assessed. Overall, the state earned four “D” grades and two “F” grades.

“Idaho'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:

- Idaho has the most work to do in tightening its lax oversight of schools of education. Idaho does little to monitor the quality of students going in and the quality of teachers coming out.
- In addition, Idaho fails in its policies for special education teachers. Its standards in this critical area do not adequately prepare teachers to work with special needs students.
- 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 these bleak findings, there are a few bright spots. For example, unlike many states, Idaho requires all teachers to be evaluated annually.

To download copies of the Idaho 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.

Funding for the State Teacher Policy Yearbook was provided by many private foundations, including the Achelis and Bodman Foundations, Bradley Foundation, Daniels Fund, Ewing Marion Kauffman Foundation, Gleason Foundation, Joyce Foundation, IBM Foundation, Koret Foundation, Martha Holden Jennings Foundation, Milken Family Foundation, and Thomas B. Fordham Foundation. NCTQ accepts no government funding.