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ILLINOIS GETS DISMAL MARKS FOR TEACHER POLICIES IN NEW REPORT-- LABELED 'UNSATISFACTORY'

—Today the National Council on Teacher Quality released a 50-state encyclopedia on states' teacher policies, concluding that much of Illinois' 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.

While Illinois ranked in the middle of all states, its overall performance was quite poor. In the six areas of teacher policy reviewed, Illinois earned grades of one C and five D's.

"Illinois 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's oversight of education schools is lax. Illinois does little to monitor the quality of students going in and the quality of teachers coming out.
- The state makes it extremely difficult for qualified individuals from other fields to switch to a career in teaching.
- The state does not require that a teacher's classroom effectiveness be the preponderant consideration of the teacher evaluation.

Despite these bleak findings, there are some bright spots. Unlike many states, Illinois does require candidates to pass a test of basic skills as a criterion for admission to a teacher education program.

To download copies of the Illinois 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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