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OREGON GETS DISMAL MARKS FOR TEACHER POLICIES IN NEW REPORT-- LABELED 'LANGUISHING'

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

Oregon ranks **at the very bottom of states with no grade higher than D in any of the six areas NCTQ assessed**, ranging from admissions standards into teaching, licensure to compensation reform.

“Oregon's policies, like all states', are in need of an overhaul,” said Kate Walsh, president of NCTQ. “It's time to exchange the gas-guzzling clunker for a hybrid.”

Among the findings:

- Oregon neglects the preparation of special education teachers, failing to ensure that these teachers are prepared to teach students with disabilities.
- State licensing rules make it very difficult for knowledgeable, qualified individuals to switch careers to go into teaching without burdensome coursework demands.
- The state has lax oversight of its education schools; Oregon does little to monitor the quality of students going in and the quality of teachers coming out.

Despite these bleak findings, there are some bright spots. For example, unlike most states, Oregon requires that its elementary teachers, including special education elementary teachers, complete a broad liberal arts education.

To download copies of the Oregon 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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