

June 27, 2007

Contact: Lisa Cohen  
310.395.2544  
or Molly Jackman  
202.393.0020 ext. 15

**PENNSYLVANIA 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 Pennsylvania'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.

In the six areas of teacher policy assessed by NCQ—ranging from teacher admissions standards, licensure to compensation reform—the state earned one C, four Ds, and one F.

“Pennsylvania'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:

- Pennsylvania neglects the preparation of special education teachers, failing to ensure that these teachers are prepared to teach students with disabilities.
- The state's oversight of education schools is lax. Pennsylvania does little to monitor the quality of students going in and the quality of teachers coming out.
- Pennsylvania grants tenure too soon, awarding teachers permanent status after only two years of classroom experience.

Despite these bleak findings, there are a few bright spots. While the state's teacher evaluation process has room for improvement, Pennsylvania does at least require annual evaluations of all teachers. Most states do not.

To download copies of the Nevada report, which includes national comparisons, or to purchase printed copies of the report, visit the NCTQ website, [www.nctq.org](http://www.nctq.org). For questions about the report, please contact Lisa Cohen at (310) 395-2544 or [lisa@lisacohen.org](mailto:lisa@lisacohen.org) or Molly Jackman at (202) 393-0020 (X 15) or [mjackman@nctq.org](mailto: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.

To download copies of the Pennsylvania report, which includes national comparisons, or to purchase printed copies of the report, visit the NCTQ website, [www.nctq.org](http://www.nctq.org). For questions about the report, please contact Lisa Cohen at (310) 395-2544 or [lisa@lisacohen.org](mailto:lisa@lisacohen.org) or Molly Jackman at (202) 393-0020 (ext. 15) or [mjackman@nctq.org](mailto: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.*