

June 27, 2007

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**SOUTH DAKOTA RECEIVES LOW 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 many South Dakota'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.

Across six areas of teacher policy from recruitment to compensation, South Dakota ranks in the middle of all states, but its poor performance illustrates the sorry state of most state policies. In the six areas of teacher policy assessed—ranging from admissions standards to teaching, licensure to compensation reform—the state earned one “C” grade and five “D” grades.

“South Dakota'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:

- Unlike other professions, South Dakota does not require that teachers be evaluated annually and does not require that evaluations consider teachers' impact on student performance.
- The state neglects the preparation of special education teachers, failing to ensure that these teachers are prepared to teach students with disabilities.

Despite these bleak findings, there are some bright spots. For example, South Dakota does not create obstacles for out of state teachers who want to teach in the state.

To download copies of the South Dakota 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 (ext. 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.

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