

June 27, 2007

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

VERMONT 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 while Alabama takes a leadership role in some areas, many 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.

Vermont ranks at the bottom of states. In the six areas of teacher policy assessed—ranging from teacher admissions standards, licensure to compensation reform—the state earned one C, four D's and one F.

“Vermont'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:

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

Despite these bleak findings, there are a few bright spots. Vermont has begun to address teacher shortage areas by supporting financial incentives to improve teacher retention and recruitment.

To download copies of the Vermont 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.