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

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

Wisconsin 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, three Ds and two Fs.

“Wisconsin'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:

- Wisconsin does not provide a flexible non-traditional route to certification, which would allow individuals to switch careers and enter the teaching profession. These policies significantly limit the potential quality of the state's teacher pool, particularly in shortage areas like math and science.
- Wisconsin also creates more obstacles than most states for nontraditional teachers who are licensed in other states, making teachers jump through an unnecessary number of hoops to obtain licensure in Wisconsin.
- Teachers can teach in Wisconsin classrooms for up to two years before they are required to pass mandatory licensing tests--that is two years of students being taught by someone who may not possess the basic knowledge needed for the job.

Despite these bleak findings, there are a few bright spots in Wisconsin's teacher policies. While the state still has room for improvement, Wisconsin deserves recognition for recent strides to promote the equitable distribution of quality teachers across districts and schools.

To download copies of the Wisconsin 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.

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