January 27, 2011

Contact: Sarah Brody
Phone 202.393.0020 ext. 110
sbrody@nctq.org

NEW REPORT MAPS OUT NEXT STEPS FOR NEW HAMPSHIRE ON TEACHER POLICIES IN NEED OF REFORM

New Hampshire received a D- in 2009 from the National Council on Teacher Quality without significant progress noted over the past year; 2010 *Blueprint for Change* outlines priorities for improving policies to ensure that students have effective teachers

January 27, 2011 (Washington, DC) — The National Council on Teacher Quality today released its fourth annual *State Teacher Policy Yearbook*, reviewing state laws, rules and regulations that govern the teaching profession. The 2010 edition differs from earlier versions, providing a *Blueprint for Change* to help state policymakers prioritize among the many areas of teacher policy in need of reform.

Each state report identifies the policy areas most in need of critical attention, as well as "low-hanging fruit," policies that can be addressed in relatively short order. The *Blueprint for Change* is based on an updated-for-2010 review and analysis of New Hampshire's teacher policies. The state received an overall grade of D- in 2009. Although there were no major policy changes in New Hampshire over the past year, this year's *Yearbook* noted that the state is now able to provide the data necessary to link student performance to individual teachers.

The *Blueprint for Change* is designed as a companion to the 2009 *State Teacher Policy Yearbook,* NCTQ's most recent comprehensive report on teacher policies. NCTQ President Kate Walsh said, "Our goal with this year's *Yearbook* is not just to provide analyses of where states are, but to give state policymakers a tool for getting started on the road to reform. To do this, we made this year's *Yearbook* a compilation of where states were last year, the progress they've made, and the areas in which they need to continue to work toward reform."

Among the findings for New Hampshire:

Critical Attention Areas -- Some of New Hampshire's highest priorities include:

- Connecting teacher evaluation, tenure and dismissal to classroom effectiveness;
- Ensuring that elementary teacher candidates are well prepared to teach reading and mathematics;

- Ensuring that teachers have adequate content knowledge by closing licensure loopholes and improving testing requirements; and

- Expanding the teacher pipeline through increased flexibility for alternate route candidates in demonstrating content knowledge.

Low-Hanging Fruit – Examples of policy areas for New Hampshire where a small adjustment would result in significantly stronger policy:

- Reporting school-level data to support the equitable distribution of teachers

- Requiring a subject-matter test as a condition for admission to alternate route programs

The *Blueprint for Change* also identifies performance management, pension reform, and certification of special education teachers as **longer term systemic** issues that New Hampshire needs to keep in mind as it works on improving its teacher policies.

Walsh continued: "We are encouraged by the significant changes we saw in a number of states during the past year, largely spurred by the Race to the Top competition, but states still have much work to do to ensure that every student is taught by an effective teacher."

The *Blueprint for Change in New Hampshire,* which includes national comparisons, is immediately available for free download at: www.nctq.org/stpy. For questions about the report, please contact Sarah Brody at (202) 393-0020 x. 110 or sbrody@nctq.org.

Funding

The *State Teacher Policy Yearbook* was funded by private foundations across the United States, including the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, Gleason Family Foundation, The George Gund Foundation and The Joyce Foundation.

NCTQ accepts no funding from the federal government.

About NCTQ

The National Council of Teacher Quality ─comprised of reform-minded Democrats, Republicans, and Independents─ is a non-partisan research and policy group committed to restructuring the teaching profession, led by the belief that all children deserve effective teachers. More information about NCTQ, including a list of the Board of Directors and Advisory Board, can be found on the NCTQ website, www.nctq.org.