

January 29, 2009

Contact Pat Giles, Phone 202.393.0020

pgiles@nctq.org

Lisa Cohen: 310.395.2544

lisa@lisacohen.org

REPORT GIVES MARYLAND A GRADE OF 'D-' FOR POLICIES RELATING TO NEW TEACHERS

—Today the National Council on Teacher Quality released its 2008 *State Teacher Policy Yearbook* focusing on Why States Fail to Retain Effective New Teachers, concluding that Maryland's policies discourage promising new teachers from sticking with the profession, while doing little to identify and move out ineffective teachers.

January 29, 2009 (Washington, DC) -- A new report released today by the not-for-profit, non-partisan National Council on Teacher Quality (NCTQ) finds that Maryland's policies for new teachers are severely lacking.

NCTQ's 2008 *State Teacher Policy Yearbook* looked at three areas of state policy that impact new teachers. Maryland earned the following grades, earning the state an overall grade of **D-**:

- Identifying Effective New Teachers – **F**
- Retaining Effective New Teachers – **D+**
- Exiting Ineffective New Teachers – **D+**

NCTQ President Kate Walsh said, “The third through fifth years of teaching represent an opportunity lost for teacher quality. That’s certainly when teachers begin to add real value, and it’s also when they tend to make decisions about staying or leaving. Maryland can help districts do much more to ensure that the right teachers stay *and* the right teachers leave.”

Walsh continued: “Many states argue that their school accountability systems nullify the need to intervene, and that setting the sort of requirements that would lead to better decision making about teachers would be overstepping their role. Such arguments hold little sway, as states already intervene substantially on teacher issues, they just don't do so productively. Further, states should not overlook their responsibility to ensure that all students—especially children in poverty—have quality teachers. Every problem hasn't been solved simply because states see a few upticks in their test scores.

“Even if there were only one classroom of children in an entire state that was ill served by a teacher, states have an obligation to those children.”

While school districts are certainly key players in shaping the quality of their own teaching force, the public may not fully appreciate the considerable and increasingly critical role played by states. Without exception, state laws and regulations touch upon every aspect of the teaching profession, having a measurable impact on the quality of new teachers.

Among the findings about Maryland:

- Although Maryland controls how and when its local school districts may award teachers tenure, it does not require districts to collect any evidence of teacher effectiveness as part of that determination.
- Maryland requires inadequate support for new teachers to help them overcome the inordinate stress and pressure associated with the first months of teaching.
- Maryland's pay and benefit policies for teachers—including the state-run retirement system—disadvantage newer teachers, offering inadequate incentives to stay in teaching.
- Maryland requires teachers to earn a master's degree to maintain a valid teaching license, despite extensive research that shows these degrees do not improve classroom performance.

Despite these findings, Maryland has some bright spots, including its requirement of multiple formal evaluations for new teachers.

The 2008 *State Teacher Policy Yearbook* finds that Maryland's regulations are in need of significant reform in order to improve teacher quality and offers specific guidelines for rectifying substandard policies. To download copies of the Maryland report, which includes national comparisons, visit the NCTQ website, www.nctq.org/stpy. For questions about the report, please contact Lisa Cohen at (310) 395-2544 or lisa@lisacohen.org or Pat Giles at (202) 393-0020 or pgiles@nctq.org.

Funding

The State Teacher Policy Yearbook was funded by private foundations across the United States, including the Daniels Fund, Doris & Donald Fisher Fund, Gleason Family Foundation, Houston Endowment, Joyce Foundation, Koret Foundation and the Teaching Commission. *NCTQ accepts no funding from the federal government.*

About NCTQ

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. A list of the Board of Directors and Advisory Board can be found on the NCTQ website, www.nctq.org.