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OHIO TEACHER PREPARATION IS NOT ALIGNED WITH COLLEGE- AND CAREER-READINESS STANDARDS

Ohio's teacher preparation policies fail to ensure that new teachers are ready to help students achieve to the high levels necessary for college and careers.

December 10, 2014 (Washington, DC) — The National Council on Teacher Quality (NCTQ) today released its eighth annual *State Teacher Policy Yearbook*. This year's edition focuses on Ohio's efforts to align its requirements for teacher preparation and licensure with the skills needed to prepare students for college and careers.

NCTQ Vice President and Managing Director for State Policy Sandi Jacobs said, "With such a profound change occurring in K-12 student standards across the country, it would stand to reason that parallel changes would occur on the teacher side. Ohio needs to ensure that teachers are adequately supported in the transition and beyond. And there is no better place to start than where new teachers begin to learn their craft—in teacher preparation programs."

Key Yearbook Findings:

Ohio's teacher preparation requirements are not explicit about preparing teachers for college- and career-readiness standards.

- Ohio's standards for new teachers don't sufficiently articulate the instructional requirements of college- and career-readiness standards, such as using informational texts, cross-disciplinary literacy, and intervention for struggling readers.

State content knowledge requirements for prospective teachers in Ohio aren't ambitious enough to meet the demands of college- and career-readiness standards.

- Ohio is one of 18 states that ensures teachers demonstrate their knowledge of the science of reading.
- However, Ohio is one of just 4 states in the nation that does not require all elementary teaching candidates to pass a content test in each of the four core subject areas.
- Ohio, along with 37 other states, has significant loopholes in its licensing requirements for high school teachers.

The introduction of more challenging academic standards in Ohio continues to have little or no impact on state efforts to prepare teachers to educate special education students.

- Ohio is one of 34 states that still offers or exclusively grants K-12 special education teacher licenses. In addition, Ohio does not require special education teachers to demonstrate subject matter knowledge or knowledge of the science of reading as a condition of licensure.

Ohio's teacher preparation admissions requirements are not selective.

- With no required minimum GPA and no academic proficiency assessment required as conditions for admission to teacher prep programs, Ohio sets a low bar for the academic performance of the state's prospective teachers.

Ohio collects meaningful data about the quality of teacher prep programs but doesn't hold programs accountable for the quality of the teachers they produce.

- Ohio is one of just 10 states that connects student achievement data to teacher preparation programs.
- However, Ohio does not set explicit minimum performance standards for teacher preparation programs in the state.

Looking at NCTQ's traditional *Yearbook* metrics, Ohio earns an overall grade of C for teacher preparation.

- The average grade for all states for teacher preparation in 2014 is a C, up from a D in 2011.

The [2014 Ohio State Teacher Policy Yearbook](#) is immediately available for free download. The redesigned website also provides searchable access to the entire *Yearbook* dataset, including topical pages with up-to-date data on state teacher policy, a customized search tool and user-friendly options for generating graphic results that can be exported and shared.

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, J.A. and Kathryn Albertson Foundation, the Joyce Foundation and the Walton Family Foundation. NCTQ accepts no funding from the federal government. 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 based on 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.