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KENTUCKY GETS DISMAL MARKS FOR TEACHER POLICIES IN NEW REPORT-- LABELED 'UNSATISFACTORY'

—Today the National Council on Teacher Quality released a 50-state encyclopedia analyzing states' teacher policies, concluding that complicated and archaic policies, including those in Kentucky, 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 *any and every* policy that states have impacting the quality of teachers, specifically their recruitment, preparation, licensing, evaluation and compensation.

Kentucky is ranked towards the middle of the national spectrum, but its overall mark is unsatisfactory nonetheless. They were rated in six areas, receiving one B, four D's, and one F.

Among these findings:

- Kentucky is neglecting to adequately prepare special education teachers to serve students with disabilities.
- The state does not ensure that its elementary teachers are prepared across the subject matters they will be teaching in the classroom.

Despite these bleak overall findings, there are some bright spots. Kentucky offers a reasonably good non-traditional route to certification, allowing qualified candidates to change careers and enter the teaching profession.

"Kentucky policies, like all states, are in need of a massive overhaul," said Kate Walsh, president of NCTQ. "It's time to turn in the gas-guzzling clunker in exchange for the hybrid."

To download copies of the Kentucky 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.