## MARYLAND TEACHER EFFECTIVENESS POLICIES INADEQUATE

New Report from NCTQ Finds Maryland Falling Behind Most States in Efforts to Enact Policies that Support Effective Teaching; State Earns a Grade of "D+"

December 8, 2015 (Washington, DC) — The National Council on Teacher Quality today released its ninth annual *State Teacher Policy Yearbook*, which includes a 360-degree analysis of every state law, rule and regulation that shapes the effectiveness of the teaching profession in Maryland.

Maryland received an overall grade of D+, holding steady since 2013, despite the fact that NCTQ raised expectations in several key policy areas, including aligning teacher licensing with the requirements of states' college- and career-readiness standards. Maryland still falls below

Yearbook Goal Areas	Maryland's 2015 Grades		
Area 1: Delivering Well-Prepared Teachers	D		
Area 2: Expanding the Teacher Pool	C-		
Area 3: Identifying Effective Teachers	C-		
Area 4: Retaining Effective Teachers	С		
Area 5: Dismissing Ineffective Teachers	F		
Average Overall Grade	D+		

Contact: Dan Glaser, dglaser@nctq.org

Phone 202-393-0020 x117

the average grade across all 50 states and the District of Columbia, which is a C- this year.

NCTQ Vice President for State and District Policy Sandi Jacobs said, "Nationwide the glass is really starting to look half full on states' efforts to drive teacher effectiveness through smarter policy. Maryland has not kept pace with the progress being made on teacher effectiveness policy across the country."

# <u>Maryland does not promote teacher effectiveness as part of the state's preparation and licensing policies:</u>

- *Teacher prep admission policy*. Maryland does not set a high academic bar for admission to teacher preparation programs.
- *Elementary teacher preparation*. Maryland's content assessments for elementary teacher licensure do not ensure that candidates have mastered all content areas they are required to teach.
- *Science of reading.* Maryland does not require elementary teaching candidates to demonstrate their knowledge of the science of reading.
- Secondary teacher preparation. Maryland has some significant loopholes in secondary teacher licensing.
- *Special education*. On the positive side, Maryland is one of only 14 states that, appropriately, do not offer a K-12 general license for special education teachers.

### Maryland requires evaluations of teacher effectiveness but they don't inform teacher policies:

- *Teacher evaluation*. Maryland requires annual evaluations for all teachers and is one of 35 states that require evidence of student achievement/growth to be a significant criterion in teacher evaluations.
- *Tenure policy*. However, teachers are granted tenure virtually automatically in Maryland after three years without consideration of teacher performance.

- *Dismissal policy*. Maryland also does not articulate that classroom ineffectiveness is grounds for teacher dismissal.
- "Last in, first out" policies. Maryland makes no effort to require districts to consider teacher performance (rather than only seniority) in making layoff decisions.

#### Teacher effectiveness also does not inform teacher practice or pay in Maryland:

- Professional development and support. While Maryland requires teachers with poor evaluation ratings to have improvement plans, the state does not require that all teachers receive feedback on their evaluation ratings or that professional development should be informed by evaluations.
- *Performance pay*. Maryland does not support performance pay for effective teachers.

## Maryland needs improvement on several other critical teacher policies:

- *Teacher prep accountability*. Maryland collects performance data on teacher preparation programs but doesn't use data to hold programs accountable by setting minimum program performance standards. The state also does not connect student achievement to teacher preparation programs.
- *Alternate routes*. Alternate routes to certification are in need of significant improvement in Maryland.

The 2015 Maryland State Teacher Policy Yearbook is immediately available for free download here. The 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* is funded by private foundations across the United States, including the Bill and Melinda Gates Foundation, The Joyce Foundation and The Walton Family Foundation. NCTQ accepts no funding from the federal government.

The National Council on Teacher Quality is a nonpartisan research and policy group committed to modernizing the teaching profession based on the belief that all children deserve effective teachers. We recognize that it is not teachers who bear responsibility for their profession's many challenges, but the institutions with the greatest authority and influence over teachers. To that end we work to achieve fundamental changes in the policy and practices of teacher preparation programs, school districts, state governments, and teachers unions. Our Board of Directors and Advisory Board come from a broad range of backgrounds and perspectives, and they all believe that policy changes are overdue in the recruitment and retention of teachers. More information about NCTQ can be found on our website, www.nctq.org.

	Overall State	Overall State	Overall State	Overall State Grade 2009
Florida	0 & B+	O &     B+	ر می B	C
Indiana	В	B-	C+	D
Louisiana	В	В	C-	C-
New York	В	B-	С	D+
Tennessee	В	В	B-	C-
Arkansas	B-	B-	С	C-
Connecticut	B-	B-	C-	D+
Delaware	B-	C+	С	D
Georgia	B-	B-	С	C-
Massachusetts	B-	B-	С	D+
Ohio	B-	B-	C+	D+
Oklahoma	B-	B-	B-	D+
Rhode Island	B-	В	B-	D
Illinois	C+	C+	С	D+
Michigan	C+	B-	C+	D-
New Jersey	C+	B-	D+	D+
Utah	C+	С	C-	D
Virginia	C+	C+	D+	D+
Colorado	С	C+	С	D+
Kentucky	С	С	D+	D+
Mississippi	С	С	D+	D+
New Mexico	С	D+	D+	D+
South Carolina	С	C-	C-	C-
Arizona	C-	C-	D+	D+
Idaho	C-	D+	D+	D-
Maine	C-	C-	D-	F
Minnesota	C-	C-	C-	D-
Missouri	C-	C-	D	D
Nevada	C-	C-	C-	D-
North Carolina	C-	С	D+	D+
Pennsylvania	C-	C-	D+	D
Texas	C-	C-	C-	C-
Washington	C-	C-	C-	D+
West Virginia	C-	C-	D+	D+
Alabama	D+	C-	C-	C-
District of Columbia	D+	D+	D	D-
Hawaii	D+	D+	D-	D-
Kansas	D+	D	D	D-
Maryland	D+	D+	D+	D
California	D	D+	D+	D+
lowa	D	D	D	D
Nebraska	D	D-	D-	D-
New Hampshire	D	D	D-	D-
North Dakota	D	D	D	D-
Oregon	D	D	D-	D-
Wisconsin	D	D+	D	D
Wyoming	D	D	D	D-
Alaska	D-	D	D	D
South Dakota	D-	D-	D	D
Vermont	D-	D-	D-	F
Montana	F	F	F	F