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## **THE DISTRICT OF COLUMBIA GETS DISMAL MARKS FOR TEACHER POLICIES IN NEW REPORT-- LABELED 'LANGUISHING'**

—Today the National Council on Teacher Quality released a 51-state encyclopedia analyzing states' teacher policies, concluding that DC's policies are counterproductive to the nation's teacher quality goals—

Washington, DC -- The *State Teacher Policy Yearbook 2007* is the first project of its kind to provide a 360-degree detailed analysis of how states and the District of Columbia are hurting or helping teacher quality--and what they can do to fix broken and anachronistic policies.

The District of Columbia ranks near the bottom of all states with one grade of "C", three "D" grades and two "F" grades in the six areas of teacher policies assessed by NCTQ.

"DC's policies 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."

Among the findings:

- DC neglects the preparation of special education teachers, failing to ensure that these teachers are prepared to teach students with disabilities.
- It fails to ensure that elementary teachers know how to teach reading as a condition for licensure.
- Licensing rules do not accommodate knowledgeable, qualified individuals who may want to switch careers to go into teaching.

Despite these bleak findings, there are a few bright spots. The District of Columbia ensures that teachers meet minimal state standards by requiring teachers to pass mandatory licensing tests before their second year of teaching.

To download copies of the Washington, DC report, which includes national comparisons, or to purchase printed copies of the report, visit the NCTQ website, [www.nctq.org](http://www.nctq.org). For

questions about the report, please contact Lisa Cohen at (310) 395-2544 or [lisa@lisacohen.org](mailto:lisa@lisacohen.org) or Molly Jackman at (202) 393-0020 (ext. 15) or [mjackman@nctq.org](mailto: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.

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