

2015 State Teacher Policy Yearbook

Washington

OVERALL GRADE

C-

C-
2011

C-
2013

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Every state formally received a draft of the *Yearbook* in June 2015 for comment and correction; states also received a final draft of their reports a month prior to release. All but three states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue and often acknowledge the imperfections of their teacher policies is an important step forward.

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NCTQ PROJECT TEAM

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Executive Summary

The 2015 *State Teacher Policy Yearbook* includes the National Council on Teacher Quality's (NCTQ) full review of the state laws, rules and regulations that govern the teaching profession. This year's report measures state progress against a set of 32 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers.

Washington at a Glance



**Overall 2015
Yearbook Grade**

2013



2011



2009



2015 Washington Area Goal Scores

| AREA 1: Delivering Well-Prepared Teachers | D | AREA 3: Identifying Effective Teachers | C- |
|--|----|---|----|
| <i>Admission into Teacher Preparation</i> | | <i>State Data Systems</i> | |
| <i>Elementary Teacher Preparation</i> | | <i>Evaluation of Effectiveness</i> | |
| <i>Elementary Teacher Preparation in Reading Instruction</i> | | <i>Frequency of Evaluations</i> | |
| <i>Elementary Teacher Preparation in Mathematics</i> | | <i>Tenure</i> | |
| <i>Early Childhood Teacher Preparation</i> | | <i>Licensure Advancement</i> | |
| <i>Middle School Teacher Preparation</i> | | <i>Equitable Distribution</i> | |
| <i>Secondary Teacher Preparation</i> | | AREA 4: Retaining Effective Teachers | C- |
| <i>Secondary Teacher Preparation in Science and Social Studies</i> | | <i>Induction</i> | |
| <i>Special Education Teacher Preparation</i> | | <i>Professional Development</i> | |
| <i>Special Education Preparation in Reading</i> | | <i>Pay Scales and Performance Pay</i> | |
| <i>Assessing Professional Knowledge</i> | | <i>Differential Pay</i> | |
| <i>Student Teaching</i> | | <i>Compensation for Prior Work Experience</i> | |
| <i>Teacher Preparation Program Accountability</i> | | AREA 5: Exiting Ineffective Teachers | C- |
| AREA 2: Expanding the Teacher Pool | C+ | <i>Extended Emergency Licenses</i> | |
| <i>Alternate Route Eligibility</i> | | <i>Dismissal for Poor Performance</i> | |
| <i>Alternate Route Preparation</i> | | <i>Reductions in Force</i> | |
| <i>Alternate Route Usage and Providers</i> | | | |
| <i>Part-Time Teaching Licenses</i> | | | |
| <i>Licensure Reciprocity</i> | | | |

Goal Summary

Best Practice: 1
 Fully Meets: 3
 Nearly Meets: 2
 Partially Meets: 10
 Meets Only a Small Part: 8
 Does Not Meet: 8

Progress on Goals Since 2013

Progress Increased: 1
 Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.
- Require a rigorous assessment in the science of reading instruction for all elementary candidates.
- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.
- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.
- Eliminate the generalist K-8 license.
- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.
- Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.
- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.
- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.
- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by ensuring that student achievement gains are connected to programs, by collecting other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and strengthen data link between teachers and students.

Teacher Evaluation

- Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

- Link professional development activities to findings in individual teacher evaluations.

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.







Figure A

| | Overall State Grade 2015 | Overall State Grade 2013 | Overall State Grade 2011 | Overall State Grade 2009 |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Florida | B+ | B+ | B | C |
| Indiana | B | B- | C+ | D |
| Louisiana | B | B | C- | C- |
| New York | B | B- | C | D+ |
| Tennessee | B | B | B- | C- |
| Arkansas | B- | B- | C | C- |
| Connecticut | B- | B- | C- | D+ |
| Delaware | B- | C+ | C | D |
| Georgia | B- | B- | C | C- |
| Massachusetts | B- | B- | C | D+ |
| Ohio | B- | B- | C+ | D+ |
| Oklahoma | B- | B- | B- | D+ |
| Rhode Island | B- | B | B- | D |
| Illinois | C+ | C+ | C | D+ |
| Michigan | C+ | B- | C+ | D- |
| New Jersey | C+ | B- | D+ | D+ |
| Utah | C+ | C | C- | D |
| Virginia | C+ | C+ | D+ | D+ |
| Colorado | C | C+ | C | D+ |
| Kentucky | C | C | D+ | D+ |
| Mississippi | C | C | D+ | D+ |
| New Mexico | C | D+ | D+ | D+ |
| South Carolina | C | 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- | C | 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+ |
| Iowa | 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 |

How to Read the Yearbook



GOAL SCORE

The extent to which each goal has been met:

-  Best Practice
-  Fully Meets
-  Nearly Meets
-  Partially Meets
-  Meets Only a Small Part
-  Does Not Meet

PROGRESS INDICATOR

Whether the state has advanced on the goal or the state has lost ground on that topic:

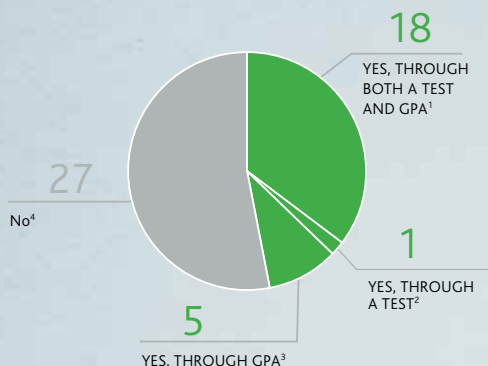
-  Goal progress has increased since 2013
-  Goal progress has decreased since 2013

BAR RAISED FOR THIS GOAL

Indicates the criteria to meet the goal have been raised since the 2013 Yearbook.

READING CHARTS AND TABLES:

Strong practices or the ideal policy positions for the states are capitalized:

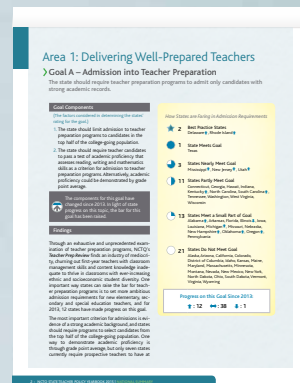


This year's edition of the *State Teacher Policy Yearbook* features a new format for presenting state and national data.

Each state's volume is now summarized to present the most important information about key teacher quality policies in an infographic format. Full narrative versions -- including detailed analyses and recommendations as well as the state response for each policy topic -- can now be found online, using NCTQ's State Policy Dashboard (<http://nctq.org/StatePolicyDashboard>).



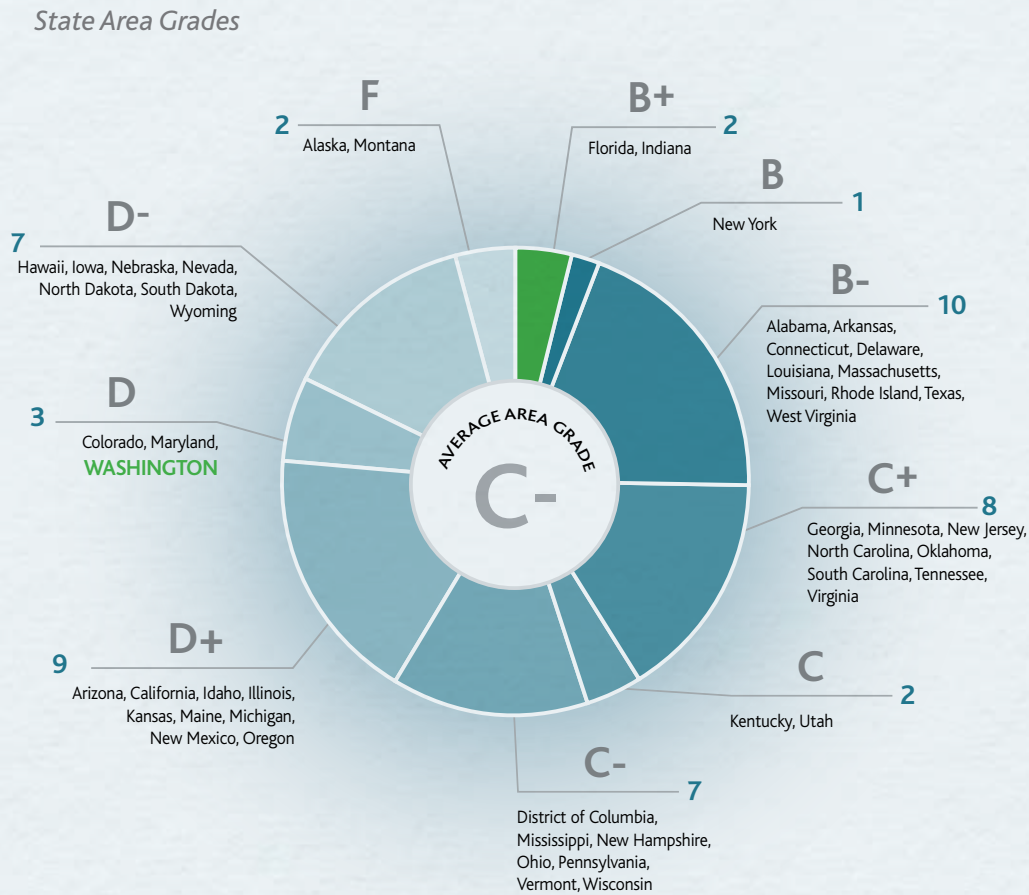
The National Summary maintains the traditional *Yearbook* format and presentation. Topics are organized as policy goals, including the specific components that form the basis of each analysis. National findings are included for each goal, as well as a comprehensive set of tables and graphs that provide a national overview of the teacher policy landscape.



Area 1 Summary



How States are Faring on Delivering Well-Prepared Teachers



Topics Included In This Area

- Admission into Teacher Preparation
- Elementary Teacher Preparation
- Middle School Teacher Preparation
- Secondary Teacher Preparation
- Special Education Teacher Preparation
- Assessing Professional Knowledge
- Student Teaching
- Teacher Preparation Program Accountability

For more information about WASHINGTON and other states' admission into teacher prep policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Admission into Teacher Prep

WASHINGTON Ratings

Admission into Teacher Prep

Preparation programs only admit candidates with strong academic records.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013

Lost ground since 2013



WASHINGTON Snapshot Admission into Teacher Prep

No

A minimum GPA of 3.0 is required for admission to a teacher preparation program.

No

A test of academic proficiency normed to the college-bound population is required prior to admission to a teacher preparation program.

WASHINGTON Admission into Teacher Prep Characteristics

| | |
|------------------|---|
| Test Requirement | Washington Educator Skills Test (WEST-B) required for admission |
| GPA Requirement | Not required |

RECOMMENDATIONS TO IMPROVE ADMISSION INTO TEACHER PREP POLICIES IN WASHINGTON

- **Require preparation programs to use a common test normed to the general college-bound population.**

This would allow for the selection of applicants in the top half of their class, as well as facilitate program comparison.

- **Consider requiring candidates to pass subject-matter tests as a condition of admission into teacher programs.**

In addition to ensuring that programs require a measure of academic performance for admission, Washington might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion.

Examples of Best Practice

While many states now require CAEP accreditation, which includes a standard requiring strong admission practices, **Delaware, Rhode Island** and **West Virginia** have set a high bar independent of the accreditation process, ensuring that the state's expectations are clear. These states require a test of academic proficiency normed to the general college-bound population rather than a test that is normed just to prospective teachers. Delaware, Rhode Island and West Virginia require teacher candidates to have a 3.0 GPA or to be in the top 50th percentile for general education coursework completed. Rhode Island and West Virginia also require an average cohort GPA of 3.0, and, beginning in 2016, the cohort mean score on nationally normed tests such as the ACT, SAT or GRE must be in the top 50th percentile. In 2020, the requirement for the mean test score will increase from the top half to the top third.

SUMMARY OF ADMISSION INTO TEACHER PREP FIGURES

- **Figure 1** Academic proficiency requirements

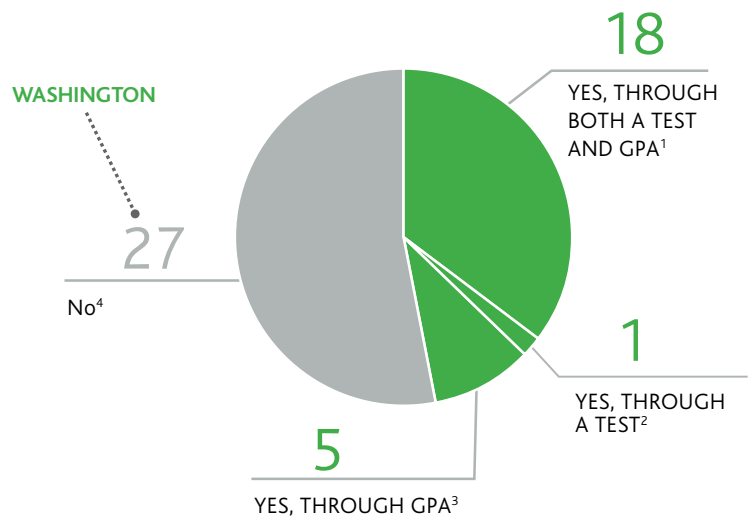
Other admission figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Admission tests (p. 4)
- Minimum GPA for admission (p. 5)

For more information about WASHINGTON's admission into teacher prep policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 1

Do states set a high academic bar for admission to teacher preparation programs?



1. **Strong Practice:** Alabama⁵, Arkansas⁵, Delaware⁶, District of Columbia⁵, Indiana⁵, Louisiana⁵, Michigan⁵, New Jersey⁷, New York⁵, North Carolina⁵, Oklahoma⁵, Oregon⁵, Rhode Island, South Carolina⁵, Tennessee⁵, Utah⁶, Virginia⁵, West Virginia

2. **Strong Practice:** Texas

3. **Strong Practice:** Georgia, Hawaii⁸, Mississippi, Montana, Pennsylvania⁹

4. Alaska, Arizona, California, Colorado, Connecticut, Florida, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, South Dakota, Vermont, Washington, Wisconsin, Wyoming

5. Requirement for admissions test normed to college-bound population and cohort minimum GPA of 3.0 are based on CAEP accreditation standards, not state's own admissions policies.

6. Candidates can qualify for admission through the GPA or test requirement.

7. New Jersey requires a cohort minimum GPA of 3.0. The requirement for admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admissions policies.

8. Requirement for cohort minimum GPA of 3.0 is based on CAEP accreditation standards, not Hawaii's own admission standards. Hawaii exempts candidates with a bachelor's degree from admission testing requirements.

9. Candidates can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.

For more information about WASHINGTON and other states' elementary teacher preparation policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Elementary Teacher Preparation

WASHINGTON Ratings

Content Knowledge

New elementary teachers know the subject matter they are licensed to teach.



Reading Instruction



New elementary teachers know the science of reading instruction and understand the instructional shifts associated with college- and career-readiness standards.



Mathematics

New elementary teachers have deep knowledge of the math content taught in elementary grades.



Early Childhood

Teachers who can teach elementary grades on an early childhood license are appropriately prepared for the elementary classroom.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet
 N/A Not Applicable
 Progress increased since 2013
 Lost ground since 2013
 Bar raised for this goal



WASHINGTON Snapshot Elementary Teacher Preparation



Somewhat

Content test required for elementary teachers in each of the four core subjects.



No

An adequate science of reading test is required.



Somewhat

Teacher preparation and licensure requirements for elementary teachers include the instructional shifts associated with college- and career-readiness standards.



No

Elementary teachers must have an academic content specialization.



No

Teachers who teach elementary grades on an early childhood license are held to appropriate content and early reading requirements.

WASHINGTON Elementary Teacher Preparation Characteristics

| | |
|--|--|
| Elementary Licenses | K-8; PreK-3 |
| Content Tests | National Evaluation Series (NES) General Elementary Content test (K-8); NES Early Childhood Education test (PreK-3) |
| Science of Reading Requirements | No test required, but science of reading is included in teacher prep standards. |
| Academic Specialization | Not required |
| Instructional Shifts Associated with College- and Career-Readiness Standards | Complex informational text: Partially addressed (K-8); Not addressed (PreK-3) Incorporating literacy into core subjects: Not addressed Struggling readers: Fully addressed |

RECOMMENDATIONS TO IMPROVE ELEMENTARY TEACHER PREPARATION POLICIES IN WASHINGTON

- **Require all elementary teacher candidates—including candidates for an early childhood license—to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects including reading/language arts, math, science and social studies.**

Although Washington is on the right track by administering a two-part licensing test for its elementary candidates, thus making it harder for teachers to pass if they fail some subject areas, the state is encouraged to further strengthen its policy and require separate passing scores for each core subject on its licensing test. Washington should also require all early childhood teacher candidates who teach the elementary grades to pass a content test with separate passing scores for each of the core subject areas.

SUMMARY OF ELEMENTARY TEACHER PREPARATION FIGURES

- **Figure 2** Content test requirements
- **Figure 3** Science of reading tests
- **Figure 4** Instructional shifts associated with college- and career-readiness standards
- **Figure 5** Math requirements
- **Figure 6** Requirements for early childhood teachers

Other elementary teacher preparation figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Academic concentrations (p. 8)
- Science of reading preparation and testing requirements (p. 11)
- Early childhood content tests (p. 18)
- Early childhood science of reading tests (p. 19)
- Early childhood math tests (p. 19)
- Early childhood instructional shifts associated with college- and career-readiness standards (p. 20)

For more information about WASHINGTON's elementary teacher prep policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

RECOMMENDATIONS CONTINUED

- **Require teacher candidates to pass a rigorous assessment in the science of reading instruction.**

Washington should require a rigorous reading assessment tool to ensure that its early childhood and elementary teacher candidates are adequately prepared in all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

- **Ensure that elementary and early childhood teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Incorporate informational text of increasing complexity into classroom instruction.

Washington is encouraged to strengthen its teacher preparation requirements and ensure that all teachers licensed to teach at the elementary level have the ability to adequately incorporate complex informational text into classroom instruction—as a condition of initial licensure.

Incorporate literacy skills as an integral part of every subject.

To ensure that elementary school students are capable of accessing varied information about the world around them, Washington should include specific teacher preparation requirements for all teachers licensed to teach at the elementary level regarding literacy skills and using text as a means to build content knowledge in history/social studies, science, and the arts.

- **Require elementary teacher candidates to complete a content specialization in an academic subject area.**

In addition to enhancing content knowledge, this requirement would ensure that prospective teachers in Washington take higher-level academic coursework.

Examples of Best Practice

Unfortunately, NCTQ cannot award “best practice” honors to any state’s policy in the area of elementary teacher preparation. However, three states—**Florida**, **Indiana** and **Virginia**—are worthy of mention for holding early childhood candidates who are licensed to teach elementary grades to the same standards as all other elementary teachers. Each state requires its early childhood candidates to pass a content test with separately scored subtests, as well as a test of scientifically based reading instruction. Florida also ensures that both early childhood and elementary education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.

California stands out for its focus on elementary teachers’ readiness to teach reading and literacy skills. All elementary education candidates must pass a comprehensive assessment that specifically tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. California’s test frameworks go further than most states in ensuring that elementary teacher candidates have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts, but also to challenge students with texts of increasing complexity. Candidates must also show they know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

Massachusetts’s MTEL mathematics subtest continues to set the standard in this area by evaluating mathematics knowledge beyond an elementary school level and challenging candidates’ understanding of underlying mathematics concepts.

Figure 2

Do states ensure that elementary teachers know core content?

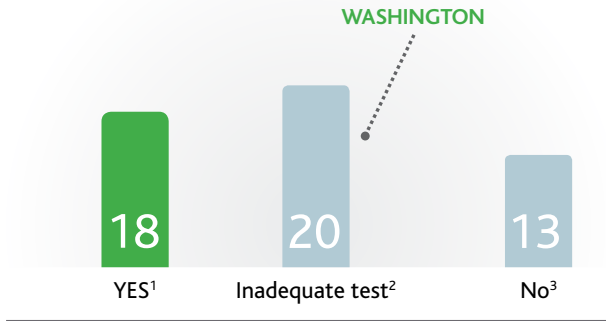
| | ELEMENTARY CONTENT TEST WITH SEPARATE PASSING SCORE FOR EACH SUBJECT | Elementary content test with separate passing score for some subjects | Elementary content test with composite score | No test required |
|----------------------|--|---|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 22 | 9 | 15 | 5 |

Figure 2

1. Alaska does not require testing for initial licensure.
2. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.
3. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.
4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 3

Do states measure new elementary teachers' knowledge of the science of reading?



- Strong Practice:** Alabama⁴, California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina⁵, Ohio, Oklahoma, Tennessee⁶, Virginia, West Virginia, Wisconsin
- Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Louisiana, Maine, Missouri, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wyoming
- Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, South Dakota
- Alabama's reading test spans the K-12 spectrum.
- Teachers have until their second year to pass the reading test.
- New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 4

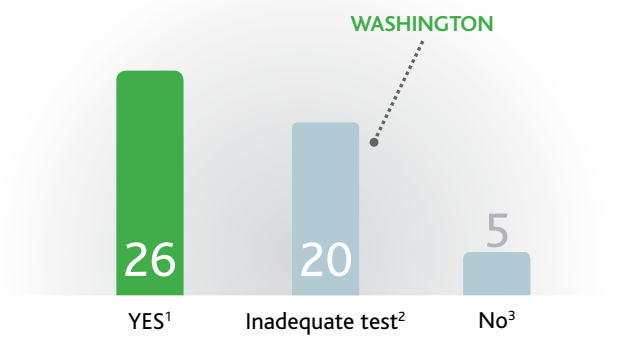
Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

| | USE OF INFORMATIONAL TEXT | INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS | SUPPORTING STRUGGLING READERS |
|----------------------|---------------------------|---|-------------------------------|
| Alabama | █ | █ | █ |
| Alaska | □ | □ | □ |
| Arizona | █ | □ | █ |
| Arkansas | █ | █ | █ |
| California | █ | █ | █ |
| Colorado | █ | █ | █ |
| Connecticut | █ | □ | █ |
| Delaware | █ | □ | □ |
| District of Columbia | █ | □ | □ |
| Florida | █ | █ | █ |
| Georgia | □ | □ | █ |
| Hawaii | □ | □ | □ |
| Idaho | █ | █ | □ |
| Illinois | █ | □ | █ |
| Indiana | █ | □ | █ |
| Iowa | □ | □ | □ |
| Kansas | █ | □ | □ |
| Kentucky | █ | □ | □ |
| Louisiana | █ | □ | █ |
| Maine | █ | □ | □ |
| Maryland | █ | □ | █ |
| Massachusetts | □ | □ | █ |
| Michigan | □ | █ | █ |
| Minnesota | █ | █ | █ |
| Mississippi | █ | □ | █ |
| Missouri | █ | █ | □ |
| Montana | □ | □ | □ |
| Nebraska | █ | □ | □ |
| Nevada | █ | □ | □ |
| New Hampshire | █ | □ | █ |
| New Jersey | █ | □ | □ |
| New Mexico | █ | □ | █ |
| New York | █ | □ | █ |
| North Carolina | █ | █ | █ |
| North Dakota | █ | □ | □ |
| Ohio | █ | □ | █ |
| Oklahoma | █ | □ | █ |
| Oregon | █ | □ | █ |
| Pennsylvania | █ | □ | █ |
| Rhode Island | █ | □ | █ |
| South Carolina | █ | █ | █ |
| South Dakota | □ | □ | □ |
| Tennessee | █ | □ | █ |
| Texas | █ | █ | █ |
| Utah | █ | □ | □ |
| Vermont | █ | █ | □ |
| Virginia | █ | □ | █ |
| WASHINGTON | █ | □ | █ |
| West Virginia | █ | □ | █ |
| Wisconsin | █ | □ | █ |
| Wyoming | █ | □ | □ |

█ Fully addresses instructional component █ Partially addresses instructional component

Figure 5

Do states measure new elementary teachers' knowledge of math?



- Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Maine, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming
- Arizona, California, Colorado, Georgia, Illinois, Kansas, Maryland, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee⁴, Washington, Wisconsin
- Alaska⁵, Hawaii, Iowa, Montana, Ohio⁶
- New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
- Testing is not required for initial licensure.
- Only teachers of grades 4 and 5 are required to pass a content test in Ohio.

Figure 6

- These states do not offer a standalone early childhood certification that includes elementary grades, or the state's early childhood certification is the de facto license to teach elementary grades.
- Florida's test consists of three subtests covering language arts and reading, math and science.
- Early childhood candidates may pass either multiple subjects (subscores) or content knowledge (no subscores) test.
- New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 6

What do states require of early childhood teachers who teach elementary grades?

| | CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT | ADEQUATE SCIENCE OF READING TEST |
|-----------------------------|--|--|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| California ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> |
| Georgia ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Texas ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7 | 13 |

For more information about WASHINGTON and other states' middle school teacher prep policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>






Middle School Teacher Preparation




WASHINGTON Ratings

Middle School Teacher Preparation




New middle school teachers are sufficiently prepared to teach appropriate grade-level content and for the ways that college- and career-readiness standards affect instruction.



 Fully meets
  Nearly meets
  Partially meets
  Meets only a small part
  Does not meet

 Progress increased since 2013
  Lost ground since 2013
  Bar raised for this goal

WASHINGTON Snapshot Middle School Teacher Preparation

| | | |
|---|----|---|
|  | No | Middle school teachers must pass a content test for each subject they are licensed to teach. |
|  | No | Middle school teachers must hold a middle grade-specific or secondary license. |
|  | No | Teacher preparation and licensure requirements for middle school teachers include the instructional shifts associated with college- and career-readiness standards. |

WASHINGTON Middle School Teacher Preparation Characteristics

| | |
|--|---|
| Middle School Licenses | 4-9; K-8 |
| Content Tests | 4-9: Combination Washington Educator Skills Tests-Endorsement (WEST-E) test, Middle Level Humanities (English Language Arts, Reading and Social Studies, or Middle Level Science; National Evaluation Series (NES) Middle Grades Mathematics test K-8: NES Elementary Education test |
| Academic Requirements | No requirements for major or minors |
| Instructional Shifts Associated with College- and Career-Readiness Standards | Complex informational text: Not addressed Incorporating literacy into core subjects: Not addressed Struggling readers: Not addressed |

RECOMMENDATIONS TO IMPROVE MIDDLE SCHOOL TEACHER PREPARATION POLICIES IN WASHINGTON

■ Require content testing in all core areas.

Washington should require subject-matter testing for all middle school teacher candidates in every core academic area they intend to teach as a condition of initial licensure.

■ Eliminate the K-8 generalist license.

Washington should not allow middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.

■ Ensure that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.

Incorporate informational text of increasing complexity into classroom instruction.

Either through testing frameworks or teacher standards, Washington should specifically address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

Incorporate literacy skills as an integral part of every subject.

To ensure that middle school students are capable of accessing varied information about the world around them, Washington should also more specifically include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

Support struggling readers.

Washington should articulate more specific requirements ensuring that middle school teachers are prepared to intervene and support students who are struggling.

Examples of Best Practice

Arkansas ensures that all middle school teacher candidates are adequately prepared to teach middle school-level content. The state does not offer a K-8 generalist license, requires passing scores on subject-specific content tests and explicitly requires at least two content-area minors. Arkansas also ensures that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's competencies for the middle grades specify that middle school candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

SUMMARY OF MIDDLE SCHOOL TEACHER PREPARATION FIGURES

- **Figure 7** Distinctions in licenses between middle and elementary teachers
- **Figure 8** Content test requirements
- **Figure 9** Requirements for instructional shifts associated with college- and career-readiness standards

For more information about WASHINGTON's middle school teacher prep policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 7

Do states distinguish middle grade preparation from elementary preparation?

| | K-8 LICENSE NOT OFFERED | K-8 license offered for self-contained classrooms | K-8 license offered |
|----------------------|-------------------------------------|---|--|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 32 | 6 | 13 |

1. Offers 1-8 license.

2. California offers a K-12 generalist license for all self-contained classrooms.

3. With the exception of mathematics.

Figure 8

Do middle school teachers have to pass an appropriate content test in every core subject they are licensed to teach?

| | YES | No, test does not report subscores for all core subjects | No, K-8 license requires only elementary test | No, testing of all subjects not required |
|----------------------|--|--|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ⁵ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁶ | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ⁷ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> ⁸ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> ⁹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 26 | 2 | 14 | 9 |

- Alaska does not require content tests for initial licensure.
- Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require content test.
- For K-8 license, Idaho also requires one single-subject test.
- Illinois requires candidates to take a middle level core content test if a test is available. It is not clear that this will result in teachers passing a test in each subject.
- Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary grades.
- New Hampshire requires K-8 candidates to have a core concentration and to pass a middle school content test in a core area. Teachers with a 5-8 license must pass a Praxis II assessment.
- For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass the new assessment with three subtests.
- Teachers may have until second year to pass tests, if they attempt to pass them during their first year.
- New legislation in Tennessee allows teachers to delay passage of content tests if they possess a bachelor's degree in a core content area.

Figure 9

Are states ensuring that new middle school teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

| | USE OF INFORMATIONAL TEXT | INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS | SUPPORTING STRUGGLING READERS |
|----------------------|---------------------------|---|-------------------------------|
| Alabama | ☑ | ☑ | ☑ |
| Alaska | ☐ | ☐ | ☐ |
| Arizona | ☑ | ☐ | ☐ |
| Arkansas | ☑ | ☑ | ☑ |
| California | ☐ | ☐ | ☐ |
| Colorado | ☑ | ☑ | ☑ |
| Connecticut | ☑ | ☐ | ☐ |
| Delaware | ☑ | ☐ | ☐ |
| District of Columbia | ☑ | ☐ | ☐ |
| Florida | ☑ | ☑ | ☑ |
| Georgia | ☑ | ☑ | ☑ |
| Hawaii | ☐ | ☐ | ☐ |
| Idaho | ☑ | ☑ | ☐ |
| Illinois | ☑ | ☑ | ☑ |
| Indiana | ☑ | ☑ | ☑ |
| Iowa | ☐ | ☐ | ☐ |
| Kansas | ☑ | ☐ | ☐ |
| Kentucky | ☑ | ☐ | ☐ |
| Louisiana | ☑ | ☐ | ☑ |
| Maine | ☑ | ☐ | ☐ |
| Maryland | ☑ | ☐ | ☐ |
| Massachusetts | ☐ | ☐ | ☐ |
| Michigan | ☐ | ☐ | ☐ |
| Minnesota | ☑ | ☑ | ☑ |
| Mississippi | ☑ | ☐ | ☐ |
| Missouri | ☑ | ☑ | ☑ |
| Montana | ☐ | ☐ | ☐ |
| Nebraska | ☐ | ☐ | ☐ |
| Nevada | ☑ | ☐ | ☐ |
| New Hampshire | ☑ | ☑ | ☑ |
| New Jersey | ☑ | ☐ | ☐ |
| New Mexico | ☐ | ☐ | ☐ |
| New York | ☑ | ☐ | ☑ |
| North Carolina | ☑ | ☑ | ☐ |
| North Dakota | ☑ | ☐ | ☐ |
| Ohio | ☑ | ☐ | ☑ |
| Oklahoma | ☐ | ☐ | ☐ |
| Oregon | ☑ | ☐ | ☐ |
| Pennsylvania | ☑ | ☑ | ☑ |
| Rhode Island | ☑ | ☐ | ☑ |
| South Carolina | ☑ | ☑ | ☑ |
| South Dakota | ☑ | ☐ | ☐ |
| Tennessee | ☑ | ☑ | ☑ |
| Texas | ☑ | ☑ | ☑ |
| Utah | ☑ | ☐ | ☐ |
| Vermont | ☑ | ☐ | ☑ |
| Virginia | ☑ | ☑ | ☐ |
| WASHINGTON | ☐ | ☐ | ☐ |
| West Virginia | ☑ | ☐ | ☐ |
| Wisconsin | ☑ | ☐ | ☑ |
| Wyoming | ☐ | ☐ | ☐ |

☑ Fully addresses instructional component ☐ Partially addresses instructional component

For more information about WASHINGTON and other states' secondary teacher prep policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Secondary Teacher Preparation

WASHINGTON Ratings

Content Knowledge





New secondary teachers are sufficiently prepared to teach appropriate grade-level content and for the ways that college- and career-readiness standards affect instruction.






General Science and Social Studies

Secondary science and social studies teachers know all the subject matter they are licensed to teach.








 Fully meets
  Nearly meets
  Partially meets
  Meets only a small part
  Does not meet

 Progress increased since 2013
  Lost ground since 2013
  Bar raised for this goal



WASHINGTON Snapshot Secondary Teacher Preparation

| | |
|--|---|
|  No | Secondary teachers must pass a content test to teach any single core subject. |
|  No | Only single-subject science certifications are offered or general science license has appropriate requirements to ensure teachers know each included subject. |
|  No | Only single-subject social studies certifications are offered or general social studies license has appropriate requirements to ensure teachers know each included subject. |
|  Somewhat | A content test is required to add an endorsement to a license. |
|  Somewhat | Teacher preparation and licensure requirements for secondary school teachers include the instructional shifts associated with college- and career-readiness standards. |

WASHINGTON Secondary Teacher Preparation Characteristics

| | |
|---|--|
| Secondary Licenses | 5-12 |
| Content Tests | Content test required; unclear whether Washington continues to allow secondary science teachers to teach certain math courses, including general math, pre-algebra and algebra, without additional subject-knowledge testing requirements. |
| General Science License and Testing Requirements | General science license offered; requires only general science test |
| General Social Studies License and Testing Requirements | General social studies license offered; requires only general social studies test |
| Endorsement Requirements | Content tests are required to add endorsements; general science and general social studies endorsements only require general content tests |
| Instructional Shifts Associated with College-and Career-Readiness Standards | Complex informational text: Partially addressed Incorporating literacy into core subjects: Not addressed Struggling readers: Fully addressed |

RECOMMENDATIONS TO IMPROVE SECONDARY TEACHER PREPARATION POLICIES IN WASHINGTON

- **Require subject-matter testing for secondary teacher candidates.**

As a condition of licensure, Washington should require its secondary teacher candidates to pass a content test in each subject area they plan to teach to ensure that they possess adequate subject-matter knowledge and are prepared to teach grade-level content.

SUMMARY OF SECONDARY TEACHER PREPARATION FIGURES

- **Figure 10** Content test requirements
- **Figure 11** Instructional shifts associated with college-and career-readiness standards

Other secondary teacher preparation figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Endorsement requirements (p. 28)
- Content knowledge of general science teachers (p. 32)
- Content knowledge of general social studies teachers (p. 33)

RECOMMENDATIONS CONTINUED

■ Require subject-matter testing when adding any subject-area endorsements.

Washington requires passing scores on subject-specific content tests, for teachers who are licensed in core secondary subjects and wish to add another subject area, or endorsement, to their licenses. However, the state has a significant loop-hole with regards to mathematics. The state should end the policy that allows secondary science teachers may teach certain math courses, including general math, pre-algebra and algebra, without additional subject-knowledge testing requirements.

■ Ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.

Incorporate informational text of increasing complexity into classroom instruction.

Although Washington's required secondary English language arts content test addresses informational texts, the state should ensure that this test really captures the major instructional shifts of college- and career-ready standards.

Incorporate literacy skills as an integral part of every subject.

To ensure that secondary students are capable of accessing varied information about the world around them, Washington should include literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

Examples of Best Practice

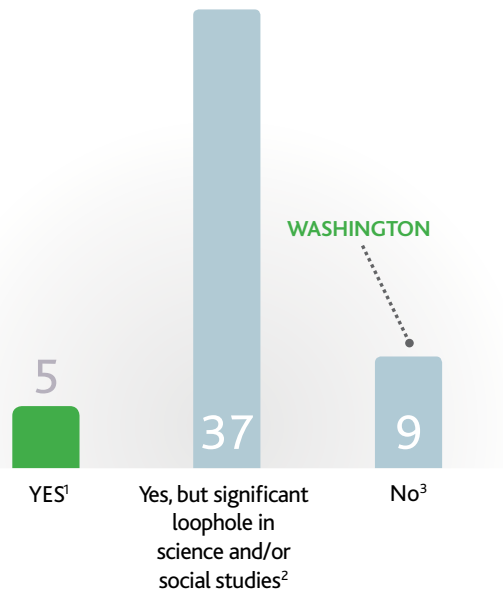
Missouri requires that secondary teacher candidates pass a content test to teach any core secondary subjects. Of particular note, Missouri ensures that its secondary science teachers know the content they teach by taking a dual approach to general secondary science certification. The state offers general science certification but only allows these candidates to teach general science courses. Missouri also offers an umbrella certification—called unified science—that requires candidates to pass individual subtests in biology, chemistry, earth science and physics. These certifications are offered in addition to single-subject licenses. In addition, Missouri requires general social studies teachers to pass a multi-content test with six independently scored subtests.

Arkansas also ensures that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's competencies specify that secondary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

For more information about WASHINGTON's secondary teacher prep policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 10

Do secondary teachers have to pass a content test in every subject area for licensure?



- Strong Practice:** Indiana, Minnesota, Missouri, South Dakota, Tennessee⁴
- Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina⁵, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin
- Alaska⁶, Arizona⁷, California, Colorado, Hawaii, Iowa, Montana, Washington, Wyoming
- New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
- Teachers may also have until second year to pass tests, if they attempt to pass them during their first year.
- Alaska does not require content tests for initial licensure.
- Candidates with a master's degree in the subject area do not have to pass a content test.

Figure 11

Are states ensuring that new secondary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

| | USE OF INFORMATIONAL TEXT | INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS | SUPPORTING STRUGGLING READERS |
|----------------------|---------------------------|---|-------------------------------|
| Alabama | ✓ | ✓ | ✓ |
| Alaska | □ | □ | □ |
| Arizona | ✓ | □ | □ |
| Arkansas | ✓ | ✓ | ✓ |
| California | ✓ | ✓ | ✓ |
| Colorado | ✓ | ✓ | ✓ |
| Connecticut | ✓ | □ | □ |
| Delaware | ✓ | □ | □ |
| District of Columbia | ✓ | □ | □ |
| Florida | □ | ✓ | ✓ |
| Georgia | ✓ | □ | □ |
| Hawaii | □ | □ | □ |
| Idaho | ✓ | □ | □ |
| Illinois | □ | □ | □ |
| Indiana | ✓ | ✓ | ✓ |
| Iowa | □ | □ | □ |
| Kansas | ✓ | □ | □ |
| Kentucky | ✓ | □ | □ |
| Louisiana | ✓ | □ | ✓ |
| Maine | ✓ | □ | □ |
| Maryland | ✓ | □ | ✓ |
| Massachusetts | □ | □ | □ |
| Michigan | □ | □ | ✓ |
| Minnesota | ✓ | ✓ | ✓ |
| Mississippi | ✓ | □ | □ |
| Missouri | ✓ | ✓ | ✓ |
| Montana | □ | □ | □ |
| Nebraska | ✓ | □ | □ |
| Nevada | ✓ | □ | □ |
| New Hampshire | ✓ | ✓ | ✓ |
| New Jersey | ✓ | □ | □ |
| New Mexico | □ | □ | □ |
| New York | ✓ | □ | ✓ |
| North Carolina | ✓ | ✓ | □ |
| North Dakota | ✓ | □ | □ |
| Ohio | ✓ | □ | ✓ |
| Oklahoma | □ | □ | □ |
| Oregon | ✓ | □ | □ |
| Pennsylvania | ✓ | □ | ✓ |
| Rhode Island | ✓ | □ | ✓ |
| South Carolina | ✓ | ✓ | ✓ |
| South Dakota | ✓ | □ | □ |
| Tennessee | ✓ | □ | ✓ |
| Texas | ✓ | ✓ | ✓ |
| Utah | ✓ | ✓ | □ |
| Vermont | ✓ | □ | ✓ |
| Virginia | ✓ | ✓ | □ |
| WASHINGTON | ✓ | □ | ✓ |
| West Virginia | ✓ | □ | □ |
| Wisconsin | ✓ | □ | □ |
| Wyoming | □ | □ | □ |

Fully addresses instructional component
 Partially addresses instructional component

For more information about WASHINGTON and other states' special education teacher prep policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Special Education Teacher Preparation

WASHINGTON Ratings

Content Knowledge

New special education teachers know the subject matter they are licensed to teach.



Reading Instruction

New elementary teachers know the science of reading instruction and understand the instructional shifts associated with college- and career-readiness standards



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013



WASHINGTON Snapshot Special Education Teacher Preparation

| | | |
|--|----|---|
| | No | Only discrete elementary and secondary special education licenses are offered. |
| | No | Elementary subject-matter test is required for elementary special education license. |
| | No | Secondary-level test in at least one subject area is required for secondary special education license. |
| | No | An adequate test on the science of reading is required for elementary special education teachers. |
| | No | Teacher preparation and licensure requirements for special education teachers include the instructional shifts associated with college- and career-readiness standards. |

WASHINGTON Special Education Teacher Preparation Characteristics

| | |
|---|--|
| Special Education License(s) | K-12 |
| Content Tests | Not required |
| Science of Reading Test | Not required |
| Instructional Shifts Associated with College-and Career-Readiness Standards | Complex informational text: Not addressed Incorporating literacy into core subjects: Not addressed Struggling readers: Not addressed |

RECOMMENDATIONS TO IMPROVE SPECIAL EDUCATION TEACHER PREPARATION POLICIES IN WASHINGTON

- End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.

It is virtually impossible and certainly impractical for Washington to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

- Require that elementary special education candidates pass a rigorous content test as a condition of initial licensure.

Washington should requiring a rigorous content test that reports separate, meaningful passing scores for each content area to ensure teachers possess requisite content knowledge in each subject area.

SUMMARY OF SPECIAL EDUCATION TEACHER PREPARATION FIGURES

- **Figure 12** Distinctions in licenses between elementary and secondary teachers
- **Figure 13** Content test requirements
- **Figure 14** Instructional shifts associated with college-and career-readiness standards

Other special education teacher preparation figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Science of reading tests (p. 39)

RECOMMENDATIONS CONTINUED

- **Ensure that secondary special education teachers possess adequate content knowledge.**

While it may be unreasonable to expect multi-subject secondary special education teachers to meet the same requirements as single-subject teachers, Washington's current policy of requiring no subject-matter testing is problematic and will not help special education students to meet rigorous learning standards.

- **Require all special education teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.**

Washington should require a rigorous reading assessment tool to ensure that special education teacher candidates are adequately prepared in all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

- **Ensure that new special education teachers are prepared to incorporate informational text of increasing complexity into classroom instruction.**

Either through testing frameworks or teacher standards, Washington should specifically address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

- **Ensure that new special education teachers are prepared to incorporate literacy skills as an integral part of every subject.**

Washington should also include specific requirements regarding literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

Examples of Best Practice

Unfortunately, NCTQ cannot award "best practice" honors to any state's policy in the area of special education. However, **New York** and **Rhode Island** are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are licensed to teach. These states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers.

Secondary special education teachers in New York must pass a multi-subject content test for special education teachers comprised of three separately scored sections. Rhode Island requires its secondary special education teachers to hold certification in another secondary area.

In addition, **California** ensures that all special education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. All special education candidates must pass a comprehensive assessment that specifically tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. California's test frameworks go further than most states and ensure that special education teacher candidates have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates also must know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

For more information about WASHINGTON's special education teacher prep policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

RECOMMENDATIONS CONTINUED

■ Prepare special education teachers to support struggling readers.

Washington should articulate requirements ensuring that all special education teachers are prepared to intervene and support students who are struggling with reading. With reading difficulties generally representing the primary reason for special education placements, it is essential that all special education teachers have the knowledge and skills to diagnose and support students with literacy needs.

Figure 12

Do states distinguish between elementary and secondary special education teachers?

| | DOES NOT OFFER A K-12 CERTIFICATION | Offers K-12 and grade-specific certification(s) | Offers only a K-12 certification |
|----------------------|-------------------------------------|---|----------------------------------|
| Alabama | ■ | □ | □ |
| Alaska | □ | □ | ■ |
| Arizona | □ | □ | ■ |
| Arkansas | □ | □ | ■ |
| California | □ | □ | ■ |
| Colorado | □ | ■ | □ |
| Connecticut | □ | □ | ■ |
| Delaware | □ | ■ | □ |
| District of Columbia | □ | ■ | □ |
| Florida | □ | □ | ■ |
| Georgia | □ | ■ | □ |
| Hawaii | □ | ■ | □ |
| Idaho | □ | ■ | □ |
| Illinois | □ | ■ | □ |
| Indiana | □ | ■ | □ |
| Iowa | ■ | □ | □ |
| Kansas | □ | ■ | □ |
| Kentucky | □ | □ | ■ |
| Louisiana | ■ | □ | □ |
| Maine | ■ | □ | □ |
| Maryland | ■ | □ | □ |
| Massachusetts | ■ | □ | □ |
| Michigan | □ | □ | ■ |
| Minnesota | □ | ■ | □ |
| Mississippi | □ | □ | ■ |
| Missouri | ■ ¹ | □ | □ |
| Montana | □ | □ | ■ |
| Nebraska | □ | ■ | □ |
| Nevada | □ | □ | ■ |
| New Hampshire | □ | ■ | □ |
| New Jersey | ■ ² | □ | □ |
| New Mexico | □ | □ | ■ |
| New York | ■ | □ | □ |
| North Carolina | □ | □ | ■ |
| North Dakota | □ | □ | ■ |
| Ohio | □ | □ | ■ |
| Oklahoma | □ | □ | ■ |
| Oregon | □ | □ | ■ |
| Pennsylvania | ■ | □ | □ |
| Rhode Island | ■ | □ | □ |
| South Carolina | □ | ■ | □ |
| South Dakota | □ | ■ | □ |
| Tennessee | ■ | □ | □ |
| Texas | □ | ■ | □ |
| Utah | □ | □ | ■ |
| Vermont | □ | □ | ■ ³ |
| Virginia | □ | □ | ■ |
| WASHINGTON | □ | □ | ■ |
| West Virginia | ■ | □ | □ |
| Wisconsin | ■ | □ | □ |
| Wyoming | □ | ■ | □ |
| | 14 | 16 | 21 |

Figure 12

1. Missouri offers a K-12 certification but candidates must pass either the Elementary Multi-Content Assessment or the new Middle/Secondary Content Assessment (English, Mathematics, Science and Social Studies) or choose one of the specific content assessment for a specific area of certification.

2. Although New Jersey does issue a K-12 certificate, candidates must meet discrete elementary and/or secondary requirements.

3. Candidates must meet requirements for both the K-8 and 7-12 special education licenses.

Figure 13

Which states require subject-matter testing for special education teachers?

| Elementary Subject-Matter Test | |
|---|---|
| Required for an elementary special education license | Alabama, Louisiana, Massachusetts, Missouri ¹ , New Jersey, New York, Pennsylvania ² , Rhode Island, West Virginia ³ , Wisconsin |
| Required for a K-12 special education license | Colorado, Idaho, Illinois, North Carolina ⁴ |
| Secondary Subject-Matter Test(s) | |
| Tests in all core subjects required for secondary special education license | Missouri ¹ , New York ⁵ , Wisconsin ⁶ |
| Test in at least one subject required for secondary special education license | Louisiana, Massachusetts, New Jersey, Pennsylvania ² , Rhode Island, West Virginia ³ |
| Required for a K-12 special education license | None |

1. Missouri offers a K-12 certification but candidates must pass either the Elementary Multi-Content Assessment or the new Middle/Secondary Content Assessment (English, Mathematics, Science and Social Studies) or choose one of the specific content assessment for a specific area of certification.
2. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education as a reading specialist does not have to take a content test.
3. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.
4. North Carolina gives teachers until their second year to earn a passing score, provided they attempt to pass during their first year.
5. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.
6. Wisconsin requires a middle school level content area test which does not report subscores for each area.

Figure 14

Are states ensuring that new special education teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

| | USE OF INFORMATIONAL TEXT | INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS | SUPPORTING STRUGGLING READERS |
|----------------------|---------------------------|---|-------------------------------|
| Alabama | ■ | ■ | ■ |
| Alaska | □ | □ | □ |
| Arizona | □ | □ | □ |
| Arkansas | ■ | □ | ■ |
| California | ■ | ■ | ■ |
| Colorado | ■ | ■ | ■ |
| Connecticut | ■ | □ | ■ |
| Delaware | ■ | □ | □ |
| District of Columbia | □ | □ | □ |
| Florida | ■ | □ | ■ |
| Georgia | □ | □ | □ |
| Hawaii | □ | □ | □ |
| Idaho | ■ | ■ | □ |
| Illinois | □ | □ | ■ |
| Indiana | ■ | □ | ■ |
| Iowa | □ | □ | □ |
| Kansas | □ | □ | □ |
| Kentucky | □ | □ | □ |
| Louisiana | ■ | □ | ■ |
| Maine | □ | □ | □ |
| Maryland | □ | □ | ■ |
| Massachusetts | □ | □ | ■ |
| Michigan | □ | ■ | ■ |
| Minnesota | ■ | □ | ■ |
| Mississippi | □ | □ | □ |
| Missouri | ■ | ■ | ■ |
| Montana | □ | □ | □ |
| Nebraska | □ | □ | □ |
| Nevada | □ | □ | □ |
| New Hampshire | □ | □ | ■ |
| New Jersey | ■ | □ | □ |
| New Mexico | □ | □ | ■ |
| New York | ■ | □ | ■ |
| North Carolina | ■ | ■ | ■ |
| North Dakota | □ | □ | □ |
| Ohio | □ | □ | ■ |
| Oklahoma | □ | □ | ■ |
| Oregon | □ | □ | □ |
| Pennsylvania | ■ | ■ | ■ |
| Rhode Island | ■ | □ | ■ |
| South Carolina | □ | □ | □ |
| South Dakota | □ | □ | □ |
| Tennessee | ■ | □ | ■ |
| Texas | □ | □ | ■ |
| Utah | □ | □ | □ |
| Vermont | □ | □ | □ |
| Virginia | ■ | □ | ■ |
| WASHINGTON | □ | □ | □ |
| West Virginia | ■ | □ | ■ |
| Wisconsin | ■ | □ | ■ |
| Wyoming | □ | □ | □ |

■ Fully addresses instructional component ■ Partially addresses instructional component

For more information about WASHINGTON and other states' assessing professional knowledge policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Assessing Professional Knowledge

WASHINGTON Ratings

Pedagogy Test

Teachers are required to demonstrate professional knowledge of teaching and learning.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013

Lost ground since 2013



WASHINGTON Snapshot Pedagogy



Yes

All new teachers must pass a pedagogy test.

WASHINGTON Pedagogy Characteristics

| | |
|-------------------|------------------------|
| Pedagogy Test | edTPA |
| Type of Test | Performance assessment |
| Teachers Included | All new teachers |

RECOMMENDATIONS TO IMPROVE ASSESSING PROFESSIONAL KNOWLEDGE POLICIES IN WASHINGTON

- Ensure that performance assessments provide a meaningful measure of new teachers' knowledge and skills.

Since additional research is needed to determine how the Teacher Performance Assessment compares to other teacher tests as well as whether the test's scores are predictive of student achievement, Washington should carefully monitor and collect data about the validity of the edTPA.

Examples of Best Practice

Although no state stands out for its pedagogy test policy, eight states are worthy of mention for the licensing test they require to verify that all new teachers meet state standards. **Arizona, Florida, Indiana, Minnesota, New Mexico, Ohio, Oklahoma** and **Texas** ensure that all new teachers take a pedagogy test that specifically is aligned with each state's own professional standards.

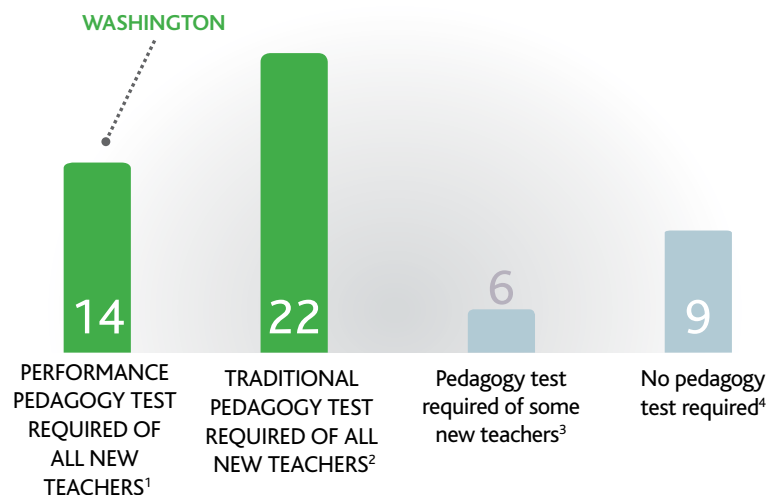
SUMMARY OF ASSESSING PROFESSIONAL KNOWLEDGE FIGURES

- **Figure 15** Pedagogy tests

For more information about WASHINGTON's assessing professional knowledge policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 15

Do states measure new teachers' knowledge of teaching and learning?



1. **Strong Practice:** California, Delaware, Georgia, Hawaii, Illinois⁵, Iowa⁶, Massachusetts, Missouri, New Jersey, New York, Oregon, Tennessee⁶, Washington, Wisconsin

2. **Strong Practice:** Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Kansas, Kentucky, Louisiana, Maine, Minnesota, Nevada, New Mexico, North Carolina⁷, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia

3. Connecticut, Maryland, Mississippi, Nebraska, Pennsylvania, Utah⁸

4. Alaska, Colorado, Idaho, Michigan, Montana, New Hampshire, Vermont, Virginia, Wyoming

5. All new teachers must also pass a traditional pedagogy test.

6. Teachers have the option of the edTPA or a traditional Praxis pedagogy test.

7. North Carolina teachers have until their second year to pass if they attempt to pass during their first year.

8. Not required in Utah until a teacher advances from a Level One to a Level Two license.

For more information about WASHINGTON and other states' student teaching policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Student Teaching

WASHINGTON Ratings

Student Teaching

Teacher candidates are provided with a high-quality clinical experience.






Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013



WASHINGTON Snapshot Student Teaching

| | |
|---|---|
|  No | Student teachers must be placed with an effective teacher, as measured by student learning. |
|  Yes | Student teaching is at least 10 weeks in length. |
|  Yes | Student teaching is full time. |

WASHINGTON Student Teaching Characteristics

| | |
|--|--|
| Duration of Student Teaching | At least 450 hours |
| Selection of Cooperating Teachers Connected to Effectiveness | No specific requirements |
| Other Criteria for Selection of Cooperating Teachers | Must be trained and have 3 years of experience |

RECOMMENDATIONS TO IMPROVE STUDENT TEACHING POLICIES IN WASHINGTON

- **Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.**

In addition to the ability to mentor an adult, cooperating teachers in Washington should also be carefully screened for their capacity to further student achievement.

- **Explicitly require that student teaching be completed locally, thus prohibiting candidates from completing this requirement abroad.**

Outsourcing arrangements for student teaching makes it impossible to ensure the selection of the best cooperating teacher and adequate supervision of the student teacher and may prevent training of the teacher on relevant state instructional frameworks.

Examples of Best Practice

Rhode Island and **Tennessee** not only require teacher candidates to complete at least 10 weeks of full-time student teaching, but they also require that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning. Further, both of these states ensure that student teaching is completed locally, which better ensures teacher training on relevant state instructional frameworks and allows a higher degree of program oversight and feedback to the teacher candidate.

SUMMARY OF STUDENT TEACHING FIGURES

- **Figure 16** Student teaching requirements

Other student teaching figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Effectiveness as a factor in selection of cooperating teachers (p. 44)
- Student teaching duration (p. 45)

For more information about WASHINGTON's student teaching policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 16

Do states ensure a high-quality student teaching experience?

COOPERATING TEACHER
SELECTED BASED ON
EFFECTIVENESS

STUDENT TEACHING
LASTS AT LEAST 10 WEEKS

| | COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS | STUDENT TEACHING LASTS AT LEAST 10 WEEKS |
|----------------------|---|---|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |

13

34

For more information about WASHINGTON and other states' teacher prep program accountability policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Teacher Prep Program Accountability

WASHINGTON Ratings

Program Accountability

The approval process for teacher preparation programs holds programs accountable for the quality of the teachers they produce.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013



WASHINGTON Snapshot Teacher Prep Program Accountability

| | | |
|--|-----|--|
| | No | Data are collected that connect student achievement gains to teacher preparation programs. |
| | Yes | Other objective data related to the performance of teacher preparation programs are collected. |
| | No | Minimum standards for program performance have been established. |
| | Yes | Report cards showing program performance are available to the public. |
| | Yes | The state maintains full authority over program approval. |

WASHINGTON Teacher Prep Program Accountability Characteristics

| | |
|--|---|
| Use of Student Achievement Data | Programs collect evidence that document positive impact on student learning, but no specific requirement for object evidence of student achievement gains |
| Other Data Collected | First-year teacher and principal surveys |
| Performance Standards for Data Collected | None |
| Program Report Cards | Publicly accessible reports |
| Role of National Accreditation | State maintains authority over teacher preparation program approval |

RECOMMENDATIONS TO IMPROVE TEACHER PREP PROGRAM ACCOUNTABILITY POLICIES IN WASHINGTON

- **Ensure that data that connect student achievement gains to teacher preparation programs is collected.**

While current Washington policy allows for this data to be collected, student achievement growth measures are not specifically required. Washington should consider the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching.

- **Gather other meaningful data that reflect program performance.**

While Washington does collect licensure exam and survey data, the state's accountability system should include other objective measures in addition to student growth that show how well programs are preparing teachers for the classroom. Data could include candidate's evaluation results from the first and/or second year of teaching and average raw scores on licensing tests including academic proficiency, subject matter and professional knowledge tests.

SUMMARY OF TEACHER PREP PROGRAM ACCOUNTABILITY FIGURES

- **Figure 17** Use of student achievement data
- **Figure 18** Accountability requirements

Other teacher prep program accountability figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- National accreditation (p. 49)

RECOMMENDATIONS CONTINUED

- **Establish the minimum standard of performance for each category of data.** Washington should establish precise minimum standards for teacher preparation program performance for each category of data, which programs should be held accountable for meeting.

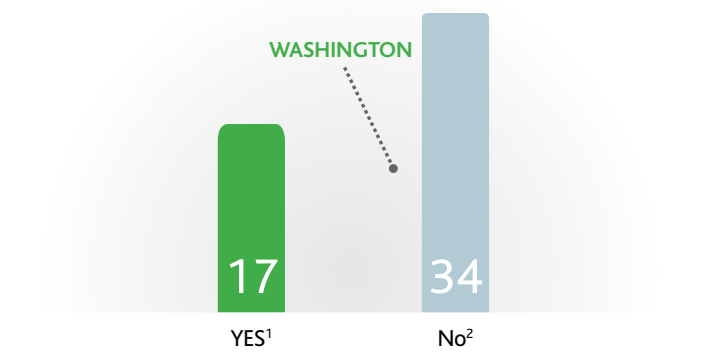
Examples of Best Practice

Delaware and **Florida** have made great strides in teacher preparation program accountability policies in the past few years and now stand out as leaders in this area. In Delaware and Florida, preparation programs report and are held accountable to a number of measures, including the effectiveness of program graduates as measured by student achievement, as well as placement and retention rates of program graduates.

Delaware has developed minimum standards of performance for each data category and has released the first of its program report cards, which make preparation program data accessible and transparent. In Florida, the state applies specific cut-scores in various data categories to decide on continued program approval. In addition, after two years of initial employment, any program completer in Florida who receives an unsatisfactory evaluation rating must be provided additional training by the preparation program at no additional cost to the teacher.

Figure 17

Do states connect student achievement data to teacher preparation programs?



1. **Strong Practice:** Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New Mexico, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Texas

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

For more information about **WASHINGTON's** teacher prep program accountability policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 18

Do states hold teacher preparation programs accountable?

| | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE |
|----------------------|--|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ⁵ | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> ¹ |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> ⁶ | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁶ |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 37 | 10 | 25 |

1. For traditional preparation programs only.

2. Report cards only include limited data.

3. Report cards are at the institution rather than the program level.

4. Non-university based alternate route programs are not included.

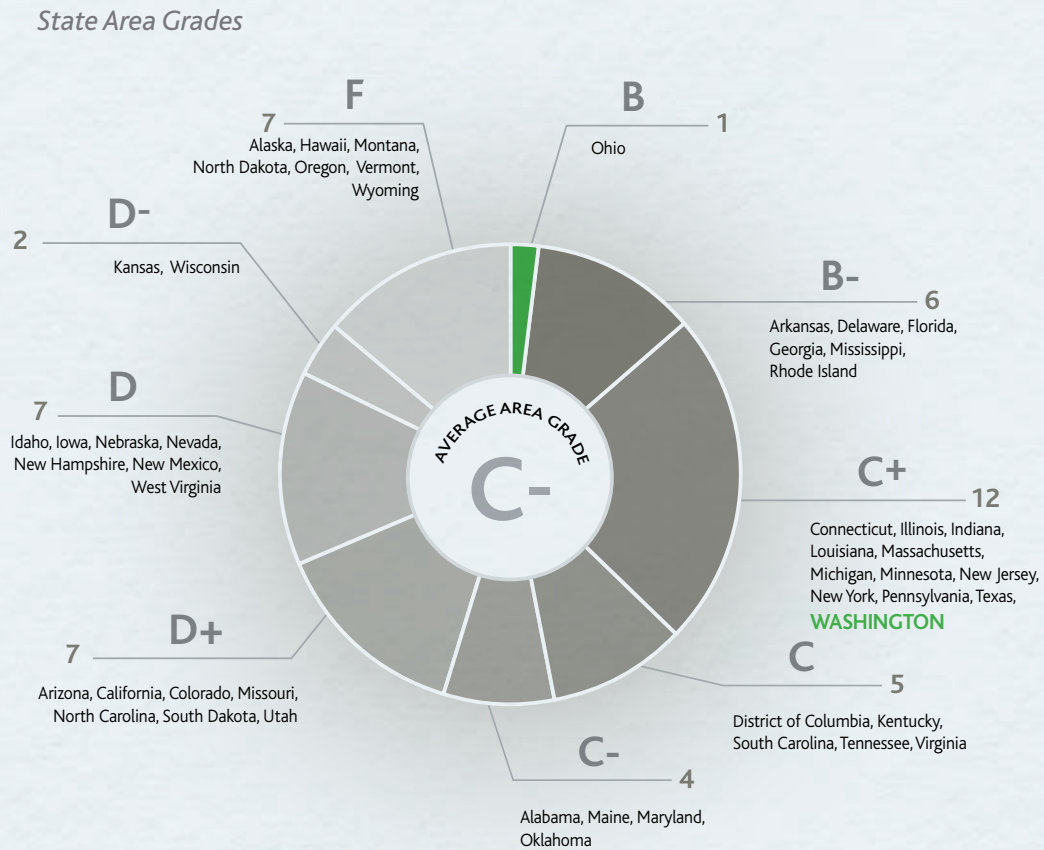
5. For alternate route programs only.

6. University-based programs only; state does not distinguish between alternate route programs and traditional programs in public reporting.

Area 2 Summary



How States are Faring in Expanding the Pool of Teachers



Topics Included In This Area

- Alternate Routes to Certification
- Part-Time Teaching Licenses
- Licensure Reciprocity

For more information about WASHINGTON and other states' alternate routes to certification policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Alternate Routes to Certification

WASHINGTON Ratings

Eligibility

Alternate route programs only admit candidates with strong academic records while also providing flexibility for nontraditional candidates.



Preparation

Alternate route programs provide efficient preparation that is relevant to the immediate needs of new teachers, as well as adequate mentoring and support.



Usage and Providers

Alternate routes are free from limitations on usage, and a diversity of providers is allowed.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013



WASHINGTON Snapshot Alternate Routes to Certification

| | | |
|--|-----|--|
| | No | A rigorous academic standard is required for program entry. |
| | Yes | A subject-matter test is required for admission. |
| | Yes | Subject-matter test can be used in lieu of a major to demonstrate content knowledge. |
| | No | A practice teaching opportunity is required prior to becoming teacher of record. |
| | Yes | Intensive mentoring is required to support new teachers. |
| | No | Coursework requirements are streamlined. |
| | No | Coursework requirements are limited to relevant topics. |
| | Yes | Alternate routes are offered without limitation by grades, subjects or geographic areas. |
| | Yes | Providers other than institutions of higher education are permitted. |

WASHINGTON Alternate Routes to Certification Characteristics

| | |
|--|---|
| Name of Route(s) | Routes 3 and 4 |
| Academic Requirements for Entry | None |
| Subject-Matter Requirements for Entry | Subject-matter exam |
| Coursework Requirements | No coursework guidelines |
| Practice Teaching/Mentoring Requirements | Intensive mentoring required; practice teaching opportunity not required |
| Usage | No limit with regard to subject, grade or geographic area |
| Eligible Providers | Institutions of higher education, community colleges, school districts and nonhigher education institutions |

RECOMMENDATIONS TO IMPROVE ALTERNATE ROUTES TO CERTIFICATION POLICIES IN WASHINGTON

- **Screen candidates for academic ability.**
Washington should require that candidates to its alternate routes provide some evidence of good academic performance, such as the GRE or a GPA of 3.0 or higher.
- **Establish coursework guidelines for alternate route preparation programs.**
Washington should ensure that coursework requirements are manageable and contribute to the immediate needs of new teachers, through exposure to topics like methodology in the content area, classroom management, assessment and scientifically based early reading instruction.

SUMMARY OF ALTERNATE ROUTES TO CERTIFICATION FIGURES

- **Figure 19** Quality of alternate routes
- **Figure 20** Alternate route requirements

Other alternate routes to certification figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Admission requirements (p. 54)
- Minimum GPA for admission (p. 55)
- Flexibility in demonstrating content knowledge (p. 56)
- Preparation requirements (p. 59)
- Diversity of usage and providers (p. 62)
- Providers of alternate route programs (p. 62)

For more information about WASHINGTON's alternate routes to certification policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

RECOMMENDATIONS CONTINUED

■ Offer opportunities to practice teach.

While Washington is commended for offering high-quality mentoring support to new alternate route teachers, the state may want to consider providing its candidates with a practice-teaching opportunity prior to their placement in the classroom.

Examples of Best Practice

No state can be singled out for its overall alternate route policies. There are, however, states that offer best practices in individual alternate route policy areas.

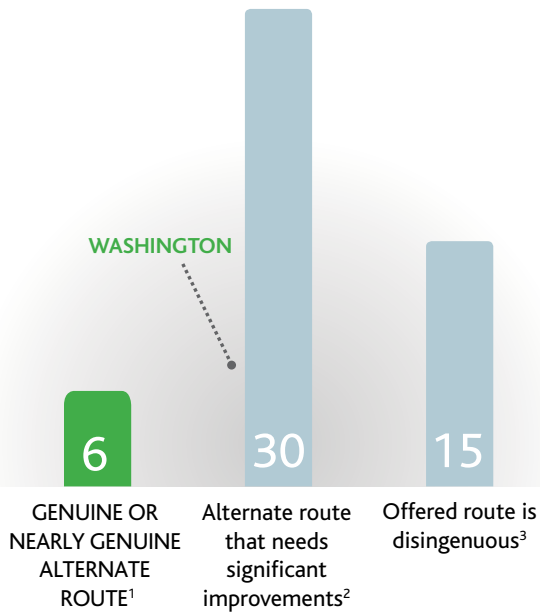
With regard to admissions into alternate routes, the **District of Columbia** and **Michigan** have established a high bar. Both require candidates to demonstrate strong academic performance as a condition of admission with a minimum 3.0 GPA. In addition, neither requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates. Also worthy of note is new policy in **New York** that significantly raises the bar by requiring that all graduate-level teacher preparation programs adopt entrance standards that include a minimum score on the GRE or an equivalent admission exam and a cumulative minimum GPA of 3.0 in the candidate's undergraduate program.

Delaware has policies that help to ensure that alternate routes provide efficient preparation that meets the needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, intensive mentoring and a practice teaching opportunity.

Most states offer alternate routes that are widely available across grades, subjects and geographic areas and permit alternate route providers beyond higher education institutions. NCTQ commends all states that permit both broad usage and a diversity of providers for their alternate routes.

Figure 19

Do states provide real alternative pathways to certification?



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Florida, New Jersey, Rhode Island

2. Alabama, Arizona, California, Colorado, District of Columbia, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Mexico, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Virginia, Washington, West Virginia

3. Alaska⁴, Hawaii, Idaho, Iowa, Kansas, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Oregon, Utah, Vermont, Wisconsin, Wyoming

4. Alaska no longer offers an alternate route to certification.

Figure 20

What are the characteristics of states' alternate routes?

| | PREREQUISITE OF STRONG ACADEMIC PERFORMANCE | VERIFICATION OF SUBJECT-MATTER KNOWLEDGE | AVAILABILITY OF TEST OUT OPTIONS | STREAMLINED COURSEWORK | RELEVANT COURSEWORK | PRACTICE TEACHING | INTENSIVE MENTORING | BROAD USAGE | DIVERSITY OF PROVIDERS |
|----------------------|---|--|----------------------------------|------------------------|---------------------|-------------------|---------------------|-------------|------------------------|
| Alabama | ■ | □ | ★ | ■ | ■ | □ | □ | ■ | □ |
| Alaska | □ | □ | □ | □ | □ | □ | □ | □ | □ |
| Arizona | □ | □ | ★ | □ | □ | ★ | □ | ★ | ★ |
| Arkansas | □ | ★ | ★ | ★ | ★ | ■ | ★ | ■ | ★ |
| California | □ | ■ | ■ | □ | □ | □ | ★ | ★ | ★ |
| Colorado | □ | ■ | ★ | ★ | □ | □ | □ | ★ | ★ |
| Connecticut | ★ | ■ | ■ | ★ | ★ | ★ | □ | ★ | ★ |
| Delaware | ■ | ■ | □ | ★ | ★ | ★ | ★ | ■ | ★ |
| District of Columbia | ★ | ★ | ★ | □ | □ | ★ | ★ | ★ | ★ |
| Florida | □ | ★ | ★ | ■ | ■ | ■ | □ | ★ | ★ |
| Georgia | □ | □ | ★ | ★ | ★ | □ | ★ | ★ | ★ |
| Hawaii | □ | □ | □ | □ | □ | □ | □ | ■ | ■ |
| Idaho | □ | ■ | □ | □ | □ | □ | □ | □ | ■ |
| Illinois | ★ | ★ | □ | □ | □ | □ | □ | ★ | ★ |
| Indiana | ■ | ■ | □ | ★ | □ | □ | □ | ★ | ★ |
| Iowa | □ | □ | □ | ★ | □ | □ | □ | □ | □ |
| Kansas | □ | ★ | □ | □ | □ | □ | □ | □ | □ |
| Kentucky | ■ | ■ | ■ | ■ | ■ | □ | ★ | ★ | ★ |
| Louisiana | □ | ★ | ★ | □ | ■ | ■ | ■ | ★ | ★ |
| Maine | □ | ★ | ★ | □ | □ | □ | □ | ■ | □ |
| Maryland | □ | □ | ■ | □ | ★ | ★ | ★ | ★ | ★ |
| Massachusetts | □ | ★ | ★ | □ | ★ | ★ | □ | ★ | ★ |
| Michigan | ★ | ★ | ★ | □ | □ | □ | □ | ■ | ★ |
| Minnesota | ★ | ★ | ★ | □ | □ | □ | ★ | ★ | ■ |
| Mississippi | □ | ★ | ★ | ★ | ★ | □ | □ | □ | □ |
| Missouri | □ | ■ | □ | ■ | ■ | □ | ★ | ■ | ■ |
| Montana | □ | □ | □ | □ | □ | □ | □ | ★ | □ |
| Nebraska | □ | □ | □ | ★ | □ | ★ | □ | □ | □ |
| Nevada | □ | □ | ★ | □ | □ | □ | □ | ★ | ★ |
| New Hampshire | □ | ★ | □ | □ | □ | □ | □ | ★ | ★ |
| New Jersey | ★ | ★ | □ | ★ | ★ | □ | ★ | ★ | ■ |
| New Mexico | □ | ★ | □ | ■ | ■ | ★ | □ | ★ | ■ |
| New York | ★ | ★ | □ | ■ | □ | □ | ■ | ★ | ★ |
| North Carolina | □ | ■ | ★ | □ | □ | □ | □ | ★ | ★ |
| North Dakota | □ | □ | □ | □ | □ | □ | □ | □ | □ |
| Ohio | □ | ★ | ★ | ★ | □ | ★ | □ | ★ | ★ |
| Oklahoma | □ | ★ | ★ | ★ | □ | □ | ■ | □ | ★ |
| Oregon | □ | ■ | □ | □ | □ | □ | □ | □ | □ |
| Pennsylvania | ■ | ★ | ■ | □ | □ | □ | □ | ★ | ★ |
| Rhode Island | ★ | ■ | ★ | ★ | □ | ★ | □ | ★ | ★ |
| South Carolina | □ | ★ | □ | ★ | ★ | ■ | ★ | ■ | ★ |
| South Dakota | □ | ★ | □ | ■ | ■ | ■ | □ | □ | □ |
| Tennessee | □ | □ | ★ | □ | □ | □ | □ | ★ | ★ |
| Texas | ★ | □ | ★ | □ | □ | □ | □ | ★ | ★ |
| Utah | □ | ■ | □ | □ | □ | □ | □ | ★ | □ |
| Vermont | □ | ■ | □ | □ | □ | ★ | □ | ★ | □ |
| Virginia | □ | ★ | ■ | ★ | ■ | ■ | ■ | ★ | ★ |
| WASHINGTON | □ | ★ | ★ | □ | □ | □ | ★ | ★ | ★ |
| West Virginia | □ | ★ | □ | □ | ★ | □ | □ | □ | ★ |
| Wisconsin | □ | ■ | □ | □ | □ | □ | □ | ■ | ★ |
| Wyoming | □ | □ | □ | □ | □ | □ | □ | □ | □ |

■ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

For more information about WASHINGTON and other states' part-time teaching licenses policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Part-Time Teaching Licenses

WASHINGTON Ratings

Part-Time Teaching Licenses

A license with minimal requirements is offered that allows content experts to teach part time.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013



WASHINGTON Snapshot Part-Time Teaching Licenses



Somewhat

A part-time license with minimal requirements is available for those with subject-matter expertise.

WASHINGTON Part-Time Teaching Licenses Characteristics

| | |
|-----------------------------|---|
| Name of License | Conditional Certificate |
| Subject-Matter Requirements | Must be "highly qualified and experienced in the subject matter to be taught and has unusual distinction or exceptional talent demonstrated through public records of accomplishments and/or awards." |
| Other Requirements | No additional guidelines |

RECOMMENDATIONS TO IMPROVE PART-TIME TEACHING LICENSES POLICIES IN WASHINGTON

- Offer a license that allows content experts to serve as part-time instructors.

It is unclear whether the Conditional Certificate serves as a vehicle for individuals with deep subject-area knowledge to teach a limited number of courses without fulfilling a complete set of certification requirements. It appears that this may be the intent of the license; however, state policy does not describe the conditions of employment, including the requirements that candidates must fulfill.

- Require applicants to pass a subject-matter test.

Although this license is designed to enable distinguished individuals to teach, Washington should still require a subject-matter test. While documentation provided by the applicant may show evidence of expertise in a particular field, only a subject-matter test ensures that Conditional Certificate teachers know the specific content they will need to teach.

Examples of Best Practice

Georgia offers a license with minimal requirements that allows content experts to teach part time. Individuals seeking this license must pass a subject-matter test and are assigned a mentor.

SUMMARY OF PART-TIME TEACHING LICENSES FIGURES

- **Figure 21** Part-time licenses

For more information about WASHINGTON's part-time teaching licenses policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 21

Do states offer a license with minimal requirements that allows content experts to teach part time?

| | YES | Restricted or vague license offered | No |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| | 10 | 16 | 25 |

For more information about WASHINGTON and other states' reciprocity policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Licensure Reciprocity


WASHINGTON Ratings


Reciprocity

With appropriate safeguards, licenses are fully portable across states, especially for effective teachers.









Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

 Progress increased since 2013

 Lost ground since 2013

 Bar raised for this goal

WASHINGTON Snapshot Reciprocity

| | | |
|---|-----|---|
|  | No | Evidence of effective teaching is required in reciprocity policy. |
|  | Yes | Out-of-state teachers may apply for a comparable standard license. |
|  | Yes | Out-of-state teachers must meet licensing test requirements. |
|  | No | No other strings are attached for reciprocity, such as additional coursework or recency requirements. |
|  | No | Transcript analysis is not explicitly required. |
|  | No | Alternate route teachers receive equal treatment. |

WASHINGTON Reciprocity Characteristics

| | |
|--|--|
| License Available to Fully Certified Out-of-State Teachers | Residency certificate |
| Effectiveness Requirements | None |
| Testing Requirements | Must meet Washington's testing standards; waivers only granted if National Board certified. |
| Coursework and/or Recency Requirements | Those with fewer than three years of experience are likely subject to transcript reviews. |
| Additional Alternate Route Requirements | Must have three years of experience and have participated in a supervised classroom-based internship during the course of the alternate route program. Transcript reviews likely to result in additional coursework. |

RECOMMENDATIONS TO IMPROVE RECIPROCITY POLICIES IN WASHINGTON

■ Require evidence of effective teaching when determining eligibility for full certification.

To facilitate the movement of effective teachers between states, Washington should require that evidence of teacher effectiveness, as determined by an evaluation that includes objective measures of student growth, be considered for all out-of-state candidates.

SUMMARY OF RECIPROCITY FIGURES

■ **Figure 22** Requirements for licensing teachers from other states

Other reciprocity figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Licensure tests (p. 70)
- Evidence of effectiveness (p. 71)
- Traditional versus alternate route requirements (p. 72)

For more information about WASHINGTON's reciprocity policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

RECOMMENDATIONS CONTINUED

- **Accord the same license to out-of-state alternate route teachers as would be accorded to traditionally prepared teachers.**

Regardless of whether a teacher was prepared through a traditional or alternate route, all certified out-of-state teachers should receive equal treatment. The policy of transcript reviews appear to imply that lacking a clear match with Washington's own professional requirements, the teacher would have to begin anew, repeating some, most or all of a preparation program. The state should also reconsider its experience requirement for alternate route teachers, as it may deter talented teachers from applying for certification.

Examples of Best Practice

Although no state stands out for its overall reciprocity policies, two states are worthy of mention for their connection of reciprocal licensure to evidence of teacher effectiveness. When determining eligibility for full certification, both **Delaware** and **Idaho** consider teacher evaluations from previous employment that include objective measures of student growth. NCTQ also commends **Indiana, Massachusetts, Mississippi, North Carolina, Ohio, Pennsylvania, Rhode Island** and **Texas** for appropriately supporting licensure reciprocity by requiring that certified teachers from other states meet their own testing requirements, and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

Figure 22

What do states require of teachers transferring from other states?

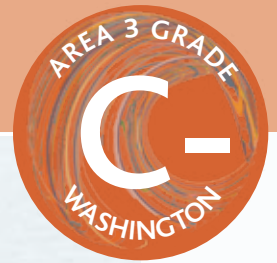
| | EVIDENCE OF EFFECTIVENESS | PASSAGE OF LICENSURE TEST | NO OTHER OBSTACLES TO RECIPROcity ¹ |
|----------------------|-------------------------------------|--|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input checked="" type="checkbox"/> |
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| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2 | 20 | 21 |

1. Obstacles include transcript analysis, recency and/or coursework requirements, and additional requirements for teachers certified through alternate routes.

2. Alaska allows up to three years to meet testing requirements.

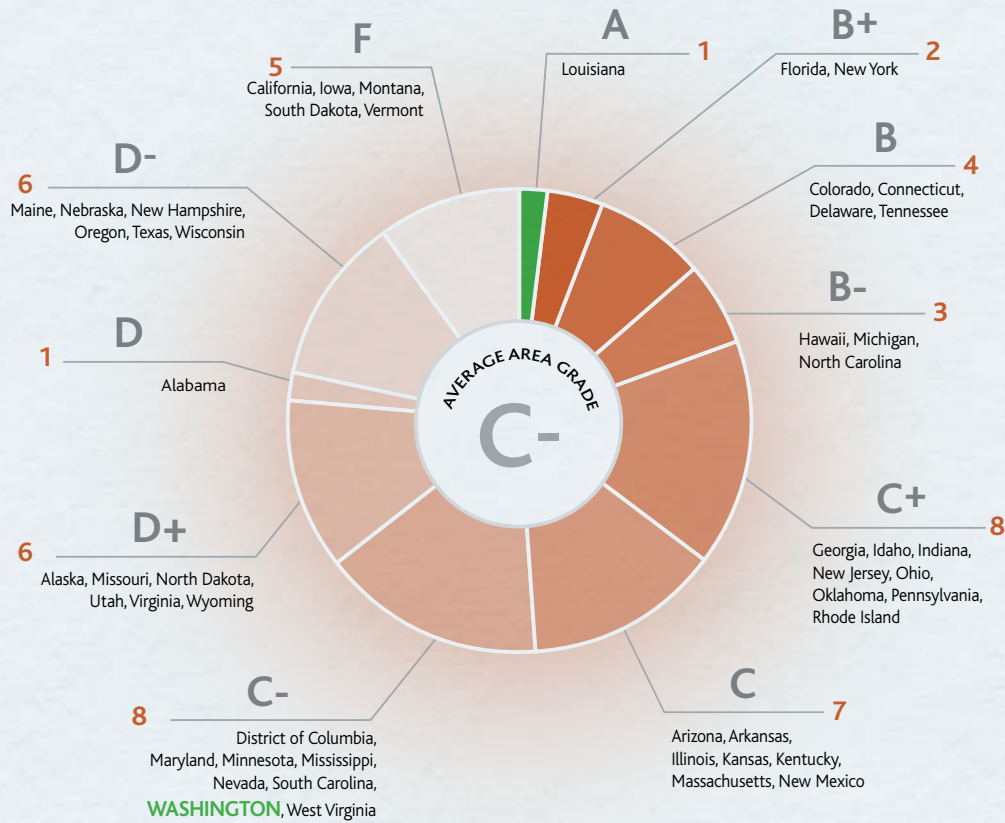
3. Allows up to three years to submit passing scores.

Area 3 Summary



How States are Faring in Identifying Effective Teachers

State Area Grades



Topics Included In This Area

- State Data Systems
- Teacher Evaluation
- Tenure
- Licensure Advancement
- Equitable Distribution of Teachers

For more information about WASHINGTON and other states' data systems policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

State Data Systems

WASHINGTON Ratings

State Data Systems





The state's data system contributes some of the evidence needed to assess teacher effectiveness.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013
 Bar raised for this goal

WASHINGTON Snapshot State Data Systems

| | | |
|---|-----|---|
|  | Yes | Use of data system for providing evidence of effectiveness is mandated. |
|  | No | Teacher of record is adequately defined. |
|  | No | A process is in place for teacher roster verification. |
|  | Yes | Data on teacher production are publicly reported. |

WASHINGTON State Data System Characteristics

| | |
|---|--|
| Teacher Student Data Link | Capacity to connect student identifiers to teacher identifiers and match records over time |
| Teacher of Record Definition | None |
| Other Characteristics | No roster verification or ability to connect multiple teachers to a single student |
| Teacher Production Data/ Hiring Statistics | The Professional Educator Standards Board (PESB) data resources site provides the number of working versus not working program completers, broken down by endorsement and institution. |

RECOMMENDATIONS TO IMPROVE STATE DATA SYSTEM POLICIES IN WASHINGTON

- **Develop a definition of “teacher of record” that can be used to provide evidence of teacher effectiveness.**

Washington should articulate a definition of teacher of record that reflects instruction.

- **Strengthen data link between teachers and students.**

Washington should put in place a process for teacher roster verification, which is of particular importance for using the data system to provide evidence of teacher effectiveness, and ensure that its teacher-student data link is able to connect more than one educator to a particular student in a given course.

Examples of Best Practice

Hawaii and **West Virginia** are leaders in using their state data systems to support the identification and supply of effective teachers. Both states have all three elements needed to assess teacher effectiveness, and both states have also developed definitions of teacher of record that reflect instruction. Their data links can connect multiple teachers to a particular student, and there is a process for teacher roster verification. In addition, Hawaii and West Virginia publish teacher production data. **Maryland** remains worthy of mention for its “Teacher Staffing Report,” which serves as a model for other states. The report’s primary purpose is to determine teacher shortage areas, while also identifying areas of surplus.

SUMMARY OF STATE DATA SYSTEMS FIGURES

- **Figure 23** Using data system elements to assess teacher effectiveness

Other state data systems figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Teacher production data (p. 77)

For more information about WASHINGTON’s state data system policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 23

Do states' data systems include elements needed to assess teacher effectiveness?

| | ADEQUATE TEACHER OF RECORD DEFINITION | CAN CONNECT MORE THAN ONE EDUCATOR TO A STUDENT | TEACHER ROSTER VERIFICATION |
|---------------------------|---------------------------------------|---|-------------------------------------|
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| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 29 | 34 | 26 |

1. Lacks capacity to connect student identifiers to teacher identifiers and match records over time.

For more information about WASHINGTON and other states' teacher evaluation policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Teacher Evaluation

WASHINGTON Ratings

Evaluation of Effectiveness

Instructional effectiveness is the preponderant criterion of any teacher evaluation.



Frequency of Evaluations

All teachers receive annual evaluations.



- ★ Best Practice
● Fully meets
◐ Nearly meets
◑ Partially meets
◒ Meets only a small part
○ Does not meet
- ↑ Progress increased since 2013
↓ Lost ground since 2013



WASHINGTON Snapshot Teacher Evaluation

| | |
|-----|---|
| No | Objective student data is the preponderant or a significant criterion of teacher evaluations. |
| Yes | All teachers are evaluated annually. |
| Yes | Multiple observations are required for all teachers. |
| Yes | More than two rating categories are used. |
| Yes | New teachers receive feedback early in the school year. |
| Yes | Surveys (student, parent, peer) are explicitly required or allowed. |

WASHINGTON Teacher Evaluation Characteristics

| | |
|---|--|
| Use of Student Achievement Data in Evaluation | Requires some evidence of effectiveness; student growth must be a "substantial factor" in evaluating 3 of 8 performance standards |
| Types of Required Student Data | Must be based on multiple measures that can include classroom-based, school-based, district-based and state-based tools and can include measures of performance across an instructional team or school. |
| Other Required Measures | Observations |
| Number of Rating Categories | 4 |
| Frequency of Evaluations | Annual focused evaluations for all teachers, with comprehensive evaluations every four years. Any teacher on a focused evaluation must include student growth as an element. |
| Number of Observations | All teachers must be observed at least twice each school year. New teachers must be observed during the first 90 days of the school year. During the third year of provisional status, teachers must be observed at least 3 times. |
| System Structure | Single statewide system |
| Surveys (Parent, Student, Peer) | Allows student input |
| Evaluator Requirements | Training |

RECOMMENDATIONS TO IMPROVE TEACHER EVALUATION POLICIES IN WASHINGTON

- **Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.**

Washington's policy falls short by failing to require that evidence of student learning be the most significant criterion. The state should strengthen its policy by ensuring a teacher is unable to receive an effective rating if found to be ineffective in the classroom.

For more information about WASHINGTON's teacher evaluation policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

RECOMMENDATIONS CONTINUED

- Ensure that classroom observations specifically focus on and document the effectiveness of instruction.

Washington should ensure that the primary component of a classroom observation be quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective and efficient use of class time.

Examples of Best Practice

Tennessee requires that objective measures of student growth be the preponderant criterion of all evaluations. All teachers in the state must be evaluated annually, and multiple observations are required, with a postobservation conference scheduled after each to discuss performance. The state's observation schedule ensures that new teachers receive feedback early in the year. Tennessee also requires the use of five performance rating categories.

Idaho, New Jersey and **Washington** also require annual evaluations and multiple observations for all teachers, and they ensure that new teachers are observed and receive feedback during the first half of the school year.

SUMMARY OF TEACHER EVALUATION FIGURES

- **Figure 24** Use of student learning data
- **Figure 25** Frequency of evaluations

Other teacher evaluation figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Use of surveys (p. 81)
- Rating categories (p. 81)
- State role in evaluations (p. 82)
- Evaluator requirements (p. 83)
- Annual evaluations (p. 85)
- Classroom observation requirements (p. 87)
- Observation frequency (p. 87)
- Timing of observations for new teachers (p. 88)

Figure 24

Do states consider classroom effectiveness as part of teacher evaluations?

| | REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH CRITERION | Requires that student achievement/growth is a significant criterion (explicitly defined) | Requires that student achievement/growth is a "significant" criterion without explicit guidelines | Requires some objective evidence of student learning | Student achievement data not required |
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| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
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| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 16 | 11 | 8 | 8 | 8 |

1. The state has an ESEA waiver requiring an evaluation system that includes student achievement as a significant factor. However, no specific guidelines or policies have been articulated.

2. In 2014-15, student achievement was 10% of the total evaluation rating; for 2015-16, it is 20%. This appears connected to test transition rather than permanent lowering of student growth percentage.

3. Explicitly defined for 2014-15 school year.

Figure 25

Do states require districts to evaluate all teachers each year?

| | ANNUAL EVALUATION OF ALL VETERAN TEACHERS | ANNUAL EVALUATION OF ALL PROBATIONARY TEACHERS |
|----------------------|---|--|
| Alabama | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| WASHINGTON | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 27 | 45 |

For more information about WASHINGTON and other states' tenure policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Tenure

WASHINGTON Ratings

Tenure

Tenure decisions are based on evidence of teacher effectiveness.






Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013



WASHINGTON Snapshot Tenure

| | |
|--|--|
|  No | Evidence of effectiveness is the preponderant criterion in tenure decisions. |
|  Yes | Tenure is not automatically awarded. |
|  No | Probationary period is at least four years. |

WASHINGTON Tenure Characteristics

| | |
|--|--|
| Consideration of Teacher Effectiveness | If a provisional teacher receives an unsatisfactory evaluation rating during his or her third year of employment, the teacher remains a provisional teacher until he or she receives at least a basic or higher evaluation rating. |
| Length of Probationary Period | 3 years; may be granted tenure after the second year if teacher receives one of the top two evaluation ratings. |

RECOMMENDATIONS TO IMPROVE TENURE POLICIES IN WASHINGTON

- **Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.**

Washington should make evidence of effectiveness, rather than number of years in the classroom, the most significant factor when determining this leap in professional standing.

- **Articulate a process that local districts must administer when deciding which teachers get tenure.**

Washington should require a clear process, such as a hearing, to ensure that the local district reviews a teacher's performance before making a determination regarding tenure.

- **Require a longer probationary period.**

Washington should extend its probationary period, ideally to five years. This would allow sufficient time to collect data that adequately reflect teacher performance.

Examples of Best Practice

Colorado, Connecticut and **New York** appropriately base tenure decisions on evidence of teacher effectiveness. In Connecticut, tenure is awarded after four years and must be earned on the basis of effective practice as demonstrated in evaluation ratings. Colorado requires ratings of either effective or highly effective for three consecutive years to earn tenure status, which can then be lost with two consecutive years of less-than-effective ratings. New York has extended its probationary period to four years and requires teachers to be rated effective or highly effective for three of those years. All three states require that student growth be the preponderant criterion of teacher evaluations.

SUMMARY OF TENURE FIGURES

- **Figure 26** Tenure and teacher effectiveness
- **Figure 27** Length of probationary period

For more information about
WASHINGTON's tenure policies, including
detailed recommendations, full narrative
analysis and state response, see
<http://nctq.org/StatePolicyDashboard>

Figure 26

How are tenure decisions made?

| | EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION | Some evidence of teacher performance is considered | Virtually automatically | No policy / No tenure |
|----------------------|--|--|-------------------------------------|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> ⁵ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 9 | 14 | 26 | 2 |

1. Florida only awards annual contracts; decisions are connected to effectiveness.
2. Kansas only awards annual contracts; decisions are not connected to effectiveness.
3. North Carolina generally awards only one-year contracts, except that teachers can be awarded a two- or four-year contract if they have "shown effectiveness as demonstrated by proficiency on the evaluation instrument." However, no student growth measures required.
4. No state-level policy.
5. Oklahoma has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

Figure 27

How long before a teacher earns tenure?

| | No policy | 1 Year | 2 Years | 3 Years | 4 YEARS | 5 YEARS | No tenure |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|--|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| North Dakota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁵ | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁶ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁷ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁸ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2 | 1 | 3 | 31 | 5 | 6 | 3 |

1. Florida only awards annual contracts.
2. Idaho limits teacher contract terms to one year.
3. Kansas has eliminated due process rights associated with tenure.
4. North Carolina teachers can be awarded a two- or four-year contract if they have "shown effectiveness as demonstrated by proficiency on the evaluation instrument." However, no student growth measures required.
5. In Ohio, teachers must hold an educator license for at least 7 years, and have taught in the district at least 3 of the last 5 years.
6. Oklahoma teachers may also earn career status with an average rating of at least effective for a four-year period and a rating of at least "effective" for the last two years.
7. In Virginia, local school boards may extend up to five years.
8. In Washington, at a district's discretion, a teacher may be granted tenure after the second year if he/she receives one of the top two evaluation ratings.

For more information about WASHINGTON and other states' licensure advancement policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Licensure Advancement

WASHINGTON Ratings

Licensure Advancement





Licensure advancement is based on evidence of teacher effectiveness.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013

WASHINGTON Snapshot Licensure Advancement

| | |
|---|--|
|  No | Advancement from a probationary to a professional license is based on evidence of teacher effectiveness. |
|  No | Renewal of a professional license is based on evidence of teacher effectiveness. |
|  No | Other advancement/renewal requirements have a direct connection to classroom effectiveness. |
|  Yes | An advanced degree is not a requirement for license advancement. |

WASHINGTON Licensure Advancement Characteristics

| | |
|---|---|
| Performance Requirements to Advance from a Probationary to Professional License | None |
| Other Requirements for Advancement | Must obtain a passing score on the ProTeach portfolio, which requires teachers to "demonstrate the required knowledge and skills that demonstrate a positive impact on student learning." |
| Initial Certification Period | 2 years |
| Performance Requirements to Renew a Professional License | None |
| Other Requirements for Renewal | Must complete one of the following: 150 clock hours of approved professional development, a valid certificate from the National Board of Professional Teaching Standards or a professional growth plan. |
| Renewal Period | 5 years |

RECOMMENDATIONS TO IMPROVE LICENSURE ADVANCEMENT POLICIES IN WASHINGTON

- **Require evidence of effectiveness as a part of teacher licensing policy.**

Washington should require evidence of teacher effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license. There is no indication that the state's requirement that teaching have a positive impact on student growth must include objective evidence of student learning.

- **Discontinue license renewal requirements with no direct connection to classroom effectiveness.**

While targeted requirements may potentially expand teacher knowledge and improve teacher practice, Washington's general, nonspecific professional development clock hour requirements for license renewal do not correlate with teacher effectiveness.

SUMMARY OF LICENSURE ADVANCEMENT FIGURES

- **Figure 28** Evidence of effectiveness for license advancement
- **Figure 29** Advanced degree requirements

Other licensure advancement figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Coursework requirements (p. 96)
- Lifetime licenses (p. 96)

For more information about WASHINGTON's licensure advancement policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 28

Do states require teachers to show evidence of effectiveness before conferring professional licensure?

| | OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED | Some objective evidence is considered | Consideration given to teacher performance but performance is not tied to classroom effectiveness | Performance not considered |
|----------------------|--|--|---|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁵ |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 6 | 4 | 12 | 29 |

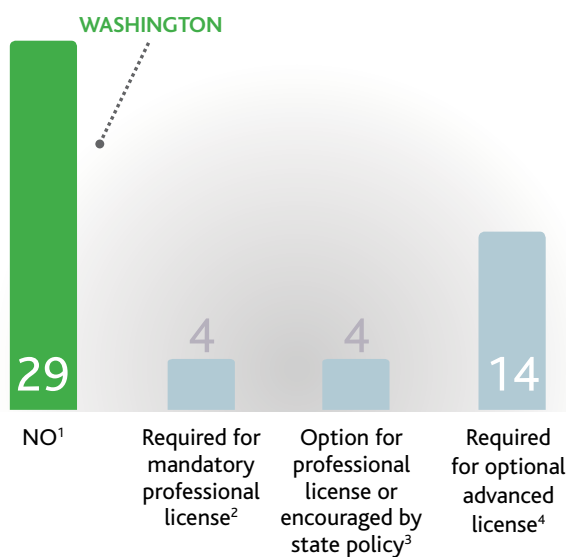
1. Georgia does not require evidence of effectiveness for each year of renewal period.
2. Illinois allows revocation of licenses based on ineffectiveness.
3. Uses objective evidence for advancement, not renewal.
4. An optional license requires evidence of effectiveness.
5. Teachers have the option of using evaluation ratings as a factor in license advancement or renewal.

Examples of Best Practice

Both **Rhode Island** and **Louisiana** are integrating certification, certification renewal and educator evaluations. In Rhode Island, teachers who receive poor evaluations for five consecutive years are not eligible to renew their licenses. In addition, teachers who consistently receive highly effective ratings are eligible for a special license designation. Louisiana requires its teachers to meet the standard for effectiveness for three years during their initial certification or renewal period to be issued a certificate or have their certificate renewed.

Figure 29

Do states require teachers to earn advanced degrees before conferring professional licenses?



1. **Strong Practice:** Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Kansas, Maine, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Washington, Wisconsin, Wyoming

2. Connecticut, Kentucky, Maryland, New York

3. Massachusetts, Michigan, Missouri, Oregon

4. Alabama, Hawaii, Indiana, Iowa, Louisiana, Mississippi, Montana, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia

For more information about WASHINGTON and other states' equitable distribution of teachers policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Equitable Distribution of Teachers

WASHINGTON Ratings

Equitable Distribution

Districts' distribution of teacher talent among schools is publicly reported to identify inequities in schools serving disadvantaged students.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013

WASHINGTON Snapshot Equitable Distribution of Teachers

| | | |
|--|-----|---|
| | No | School districts must publicly report aggregate school-level data about teacher performance. |
| | No | A school-level teacher-quality index is used to demonstrate the academic backgrounds of a school's teachers and the ratio of new to veteran teachers. |
| | No | School-level data on teacher absenteeism or turnover rates are reported. |
| | Yes | School-level data on percentage of highly qualified teachers are reported. |
| | Yes | School-level data on percentage of teachers with emergency credentials are reported. |

WASHINGTON Equitable Distribution of Teachers Characteristics

| | |
|--|---|
| Public Reporting of Teacher Effectiveness Data | Not reported |
| Other Public Reporting Related to Teacher Distribution | Reports percentage of teachers on emergency credentials, the average years of teaching experience and the percentage of highly qualified teachers for each school. Compares percentage of highly qualified teachers at high- and low-poverty schools. |

RECOMMENDATIONS TO IMPROVE EQUITABLE DISTRIBUTION OF TEACHERS POLICIES IN WASHINGTON

■ Report school-level teacher effectiveness data.

Washington should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness—publicly available.

■ Publish other data that facilitate comparisons across schools.

Washington should collect and report other school-level data that reflect the stability of a school's faculty, including the rates of teacher absenteeism and turnover.

■ Provide comparative data based on school demographics.

Washington should provide comparative data for schools with similar poverty and minority populations, as this would yield a more comprehensive picture of gaps in the equitable distribution of teachers.

Examples of Best Practice

Although not awarding “best practice” honors for this topic, NCTQ commends the 13 states that give the public access to teacher performance data aggregated to the school level. This transparency can help shine a light on how equitably teachers are distributed across and within school districts and help to ensure that all students have access to effective teachers.

SUMMARY OF EQUITABLE DISTRIBUTION OF TEACHERS FIGURES

■ Figure 30 Reporting of teacher effectiveness data

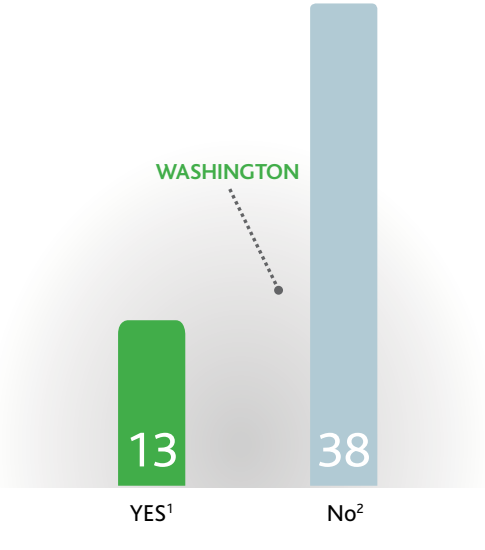
Other equitable distribution of teachers figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

■ Data reporting requirements (p. 99)

For more information about WASHINGTON's equitable distribution of teachers policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 30

Do states require public reporting of school-level data about teacher effectiveness?



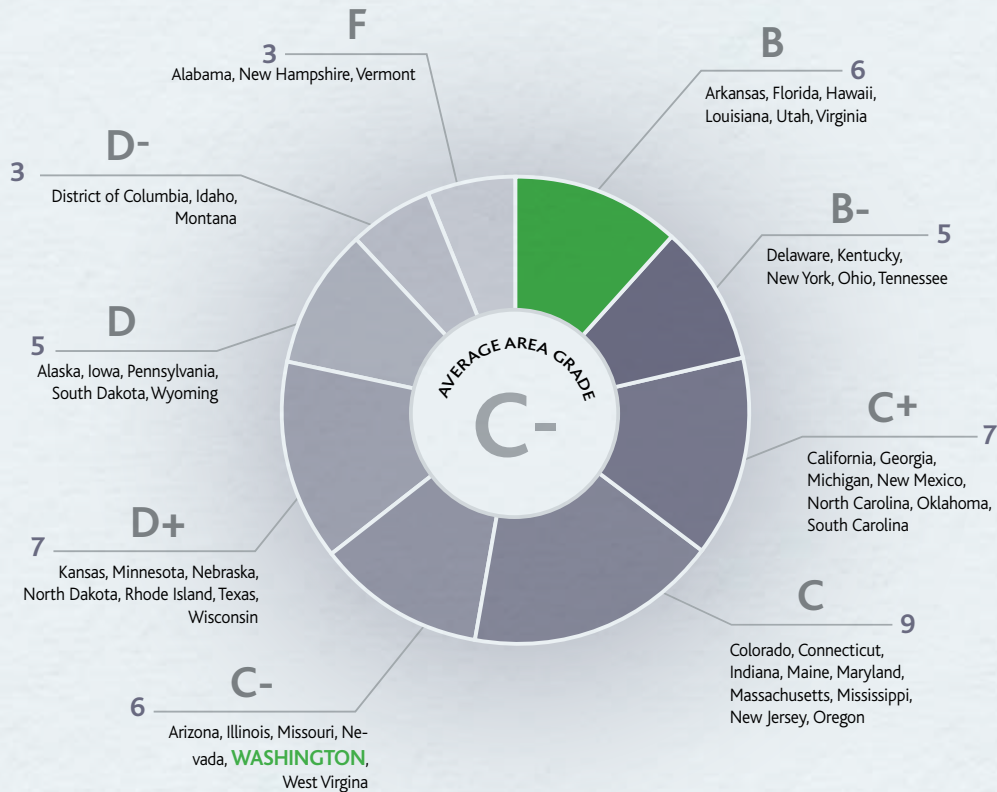
- 1. **Strong Practice:** Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania
- 2. Alabama, Alaska, Arizona, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Rhode Island³, South Carolina, South Dakota, Tennessee, Texas, Utah³, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
- 3. Reports data about teacher effectiveness at the district level.

Area 4 Summary



How States are Faring in Retaining Effective Teachers

State Area Grades



Topics Included In This Area

- New Teacher Induction
- Professional Development
- Compensation

For more information about WASHINGTON and other states' new teacher induction policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

New Teacher Induction

WASHINGTON Ratings

Induction

Effective induction is available for all new teachers, with special emphasis on teachers in high-need schools.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013

WASHINGTON Snapshot New Teacher Induction

| | | |
|--|----------|---|
| | Somewhat | All new teachers receive mentoring. |
| | No | Mentoring is of sufficient frequency and duration. |
| | No | Mentors are carefully selected. |
| | No | Induction programs are evaluated. |
| | Yes | Induction programs include a variety of effective strategies. |

WASHINGTON New Teacher Induction Characteristics

| | |
|---|---|
| Induction Program | Districts may elect to participate in Beginning Educator Support Team program. |
| Requirements for Mentor/ New Teacher Contact | Not specified |
| Selection Criteria for Mentors | Determined at the local level |
| Other Mentor Requirements | Not specified |
| Required Induction Strategies Other than Mentoring | Professional growth plan for each beginning teacher aligned with professional certification |

RECOMMENDATIONS TO IMPROVE NEW TEACHER INDUCTION POLICIES IN WASHINGTON

- **Ensure that a high-quality mentoring experience is available to all new teachers, especially those in low-performing schools.**

Washington should ensure that all new teachers—and especially any teacher in a low-performing school—receive mentoring support, especially in the first critical weeks of school.

- **Set specific parameters.**

To ensure that all teachers receive high-quality mentoring, the state should specify how long the program lasts for a new teacher, who selects the mentors and a method of performance evaluation.

- **Ensure high quality mentors.**

Washington should articulate minimum guidelines for the selection of high-quality mentors. Of particular importance is that mentors themselves are effective teachers. Teachers without evidence of effectiveness should not be able to serve as mentors.

- **Require induction strategies that can be successfully implemented, even in poorly managed schools.**

Washington should make certain that induction includes strategies such as intensive mentoring, seminars appropriate to grade level or subject area and a reduced teaching load and/or frequent release time to observe other teachers.

Examples of Best Practice

South Carolina requires that all new teachers, prior to the start of the school year, be assigned mentors for at least one year. Districts carefully select mentors based on experience and similar certifications and grade levels, and mentors undergo additional training. Adequate release time is mandated by the state so that mentors and new teachers may observe each other in the classroom, collaborate on effective teaching techniques and develop professional growth plans. Mentor evaluations are mandatory and stipends are recommended.

Arkansas, Illinois, Maryland and **New Jersey** are also worthy of mention for their requirements related to mentor selection. Arkansas, Illinois and New Jersey require that all mentors must be rated in one of the top two rating categories on their most recent evaluation. Maryland also requires mentors, who are either current or retired teachers, to have obtained effective evaluation ratings.

SUMMARY OF NEW TEACHER INDUCTION FIGURES

- **Figure 31** Quality of induction policies

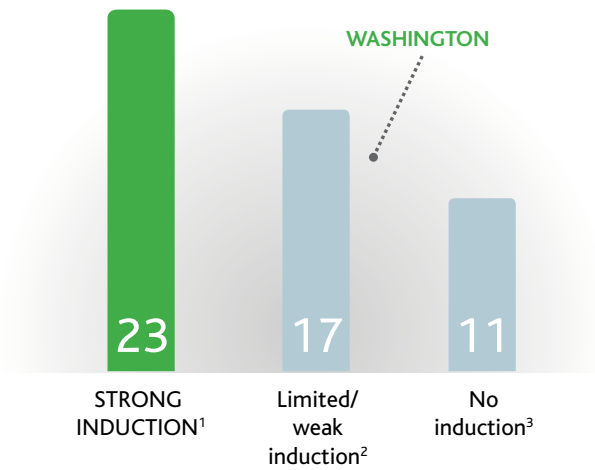
Other new teacher induction figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Elements of induction (p. 104)

For more information about
WASHINGTON's new teacher induction
policies, including detailed recommendations,
full narrative analysis and state response, see
<http://nctq.org/StatePolicyDashboard>

Figure 31

Do states have policies that articulate the elements of effective induction?



1. **Strong Practice:** Arkansas, California, Colorado, Connecticut, Delaware, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Missouri, New Jersey, New York, North Carolina, North Dakota, Ohio, South Carolina, Utah, Virginia

2. Alaska, Arizona, Florida, Idaho, Mississippi, Montana, Nebraska, New Mexico, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Washington, West Virginia, Wisconsin

3. Alabama, District of Columbia, Georgia, Indiana, Louisiana, Minnesota, Nevada, New Hampshire, South Dakota, Vermont, Wyoming

For more information about WASHINGTON and other states' professional development policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Professional Development

WASHINGTON Ratings

Professional Development

Teachers receive feedback about their performance, and professional development is based on needs identified through teacher evaluations.

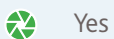


Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013



WASHINGTON Snapshot Professional Development



Yes

Teachers must receive feedback about their performance from their evaluations.



No

Professional development must be aligned with evaluation results.



Yes

Teachers with unsatisfactory/ineffective ratings are placed on improvement plans.

WASHINGTON Professional Development Characteristics

| | |
|--|--|
| Connection Between Evaluation and Professional Development | No connection |
| Evaluation Feedback | Provides written feedback following each observation |
| Improvement Plan | Requires "immediate intervention" for any teacher with an unsatisfactory summative score, and "specific support" for those with a basic summative score. |

RECOMMENDATIONS TO IMPROVE PROFESSIONAL DEVELOPMENT POLICIES IN WASHINGTON

- Ensure that professional development is aligned with findings from teachers' evaluations.

Washington should ensure that districts utilize teacher evaluation results in determining professional development needs and activities.

Examples of Best Practice

Louisiana and **Massachusetts** require that teachers receive feedback about their performance from their evaluations and direct districts to connect professional development to teachers' identified needs. Both states also require that teachers with unsatisfactory evaluations be placed on structured improvement plans. These improvement plans include specific performance goals, a description of resources and assistance provided, as well as timelines for improvement.

SUMMARY OF PROFESSIONAL DEVELOPMENT FIGURES

- **Figure 32** Connecting teacher evaluation to continuous improvement

Other professional development figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Evaluation feedback (p. 109)
- Evaluations and professional development (p. 109)

For more information about WASHINGTON's professional development policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 32

Do states ensure that evaluations are used to help teachers improve?

| | ALL TEACHERS RECEIVE FEEDBACK | EVALUATION INFORMS PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS | IMPROVEMENT PLANS REQUIRED FOR TEACHERS WITH POOR RATINGS |
|----------------------|-------------------------------------|--|---|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| California | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> ² |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| WASHINGTON | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 38 | 31 | 35 |

1. Does not require improvement plans for all less-than-effective teachers; just those in the lowest rating category.

2. South Dakota requires improvement plans only for teachers rated unsatisfactory who have been teaching for four years or more.

For more information about WASHINGTON and other states' compensation policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Compensation

WASHINGTON Ratings

Pay Scales and Performance Pay

While local districts are given the authority over pay scales, performance pay is supported, but in a manner that recognizes its appropriate uses and limitations.



Differential Pay






Differential pay for effective teaching in shortage and high-need areas is supported.





Compensation for Prior Work Experience







Districts are encouraged to provide compensation for related prior subject-area work experience.



 Fully meets
  Nearly meets
  Partially meets
  Meets only a small part
  Does not meet

 Progress increased since 2013
  Lost ground since 2013
  Bar Raised for this Goal

WASHINGTON Snapshot Compensation

| | | |
|---|----------|--|
|  | No | Districts have flexibility to determine pay structure and scales. |
|  | No | Effective teachers can receive performance pay. |
|  | No | Districts are discouraged from tying compensation to advanced degrees. |
|  | Yes | Teachers can earn additional compensation by teaching shortage subjects. |
|  | Yes | Teachers can earn additional compensation by teaching in high-need schools. |
|  | Somewhat | Districts are encouraged to provide compensation for related prior subject-area work experience. |

WASHINGTON Compensation Characteristics

| | |
|--|--|
| Authority for Salary Schedule | State provides a minimum salary schedule |
| Performance Pay Initiatives | None |
| Role of Experience and Advanced Degrees in Salary Schedule | Minimum salary schedule is based on teachers' years of experience and earned advanced degrees. |
| Differential Pay for Shortage Subjects | The Washington Educator Retooling program supports teachers to add endorsements in secondary and middle-level math and science; existing teachers are offered funding of up to \$3,000 a year for two years. Scholarships or loan repayments are also available to candidates seeking certification in math, science, technology or special education. |
| Differential Pay for High-Need Schools | Teachers in high-needs schools who are National Board Certified are eligible for an additional \$5,000 annual bonus. |
| Pay for Prior Work Experience | Limited to career and technical education business and industry route teachers; up to six years in determining the school district salary allocation |

RECOMMENDATIONS TO IMPROVE COMPENSATION POLICIES IN WASHINGTON

- **Give districts flexibility to determine their own pay structure and scales.**

While Washington may find it appropriate to articulate the starting salary that a teacher should be paid, it should not require districts to adhere to a state-dictated salary schedule.

- **Discourage districts from tying compensation to advanced degrees and/or experience.**

While still leaving districts the flexibility to establish their own pay scales, Washington should articulate policies that definitively discourage districts from tying compensation to advanced degrees as well as determining the highest steps on the pay scale solely by seniority.

SUMMARY OF COMPENSATION FIGURES

- **Figure 33** Compensation for performance
- **Figure 34** Compensation for advanced degrees
- **Figure 35** Differential pay

Other compensation figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- State role in teacher pay (p. 112)
- State support for performance pay (p. 114)
- Differential pay for shortage subjects or high-need schools (p. 119)
- Compensation for prior work experience (p. 121)

RECOMMENDATIONS CONTINUED

- **Support a performance pay plan that recognizes teachers for their effectiveness.**

Washington should ensure that performance pay structures thoughtfully measure classroom performance and connect student achievement to teacher effectiveness.

- **Expand policy to encourage local districts to compensate all new teachers with relevant prior work experience.**

Washington should not limit this policy to career and technical education business and industry route teachers. Such compensation would be attractive to career changers in other fields, such as in the STEM subjects.

Examples of Best Practice

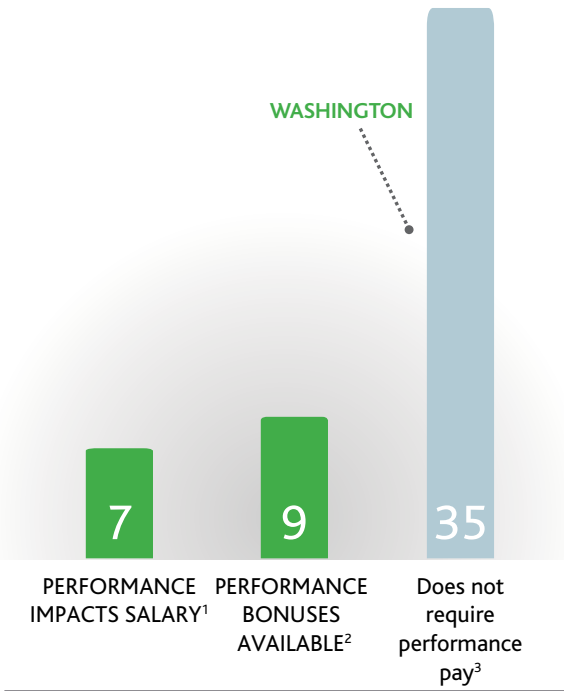
Florida allows local districts to develop their own salary schedules while preventing districts from prioritizing elements not associated with teacher effectiveness. Local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest salary adjustment available. Florida also supports differential pay by providing salary supplements for teachers in both high-need schools and shortage subject areas.

In addition, **Indiana** and **Utah** both articulate compensation policies that reward effective teachers by requiring performance to be the most important factor in deciding a teacher's salary. **Louisiana** supports differential pay by offering up to \$3,000 per year, for four years, to teach math, biology, chemistry, physics and special education, and up to an additional \$6,000 per year, up to four years, to teach in low-performing schools. **North Carolina** compensates new teachers with relevant prior-work experience by awarding them one year of experience credit for every year of full-time work after earning a bachelor's degree that is related to their area of licensure and work assignment.

For more information about WASHINGTON's compensation policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 33

Do states ensure pay is structured to account for performance?



1. **Strong Practice:** Florida, Hawaii, Indiana, Louisiana, Michigan, Nevada, Utah
2. **Strong Practice:** Arkansas, Delaware, Georgia, Minnesota, Mississippi, Ohio, Oklahoma, South Carolina, Tennessee⁴
3. Alabama, Alaska, Arizona⁵, California, Colorado, Connecticut, District of Columbia, Idaho⁶, Illinois, Iowa, Kansas, Kentucky⁷, Maine, Maryland, Massachusetts, Missouri⁸, Montana, Nebraska⁷, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon⁷, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Virginia⁷, Washington, West Virginia, Wisconsin, Wyoming
4. A performance component is not required. Districts must differentiate teacher compensation based on at least one of the following criteria: additional roles or responsibilities, hard-to-staff schools or subject areas, and performance based on teacher evaluations.
5. Arizona allocates funds for teacher compensation increases based on performance and employment related expenses; there is no clear requirement for compensation connected to evidence of effectiveness.
6. Idaho does offer a master teacher premium, but it is dependent on years of experience.
7. Performance bonuses are available, but not specifically tied to teacher effectiveness.
8. Performance bonuses are available for teachers in schools deemed "academically deficient."

Figure 34

1. Louisiana allows districts to set salary schedules based on three criteria: effectiveness, experience and demand. Advanced degrees may be included only as part of demand.
2. Only discouraged for those districts implementing Q Comp.
3. For advanced degrees earned after April 2014.
4. Rhode Island requires local district salary schedules to include teacher "training".
5. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.

Figure 34

Do states prevent districts from basing teacher pay on advanced degrees?

| | REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES | PROHIBITS ADDITIONAL PAY FOR ADVANCED DEGREES | Leaves pay to district discretion | Requires compensation for advanced degrees |
|----------------------|--|--|--|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁵ | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 3 | 2 | 31 | 15 |

Figure 35

Do states provide incentives to teach in high-need schools or shortage subject areas?

| | HIGH-NEED SCHOOLS | | SHORTAGE SUBJECT AREAS | | No support |
|----------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|--|
| | DIFFERENTIAL PAY | Loan forgiveness | DIFFERENTIAL PAY | Loan forgiveness | |
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| California | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 22 | 9 | 15 | 12 | 20 |

1. Iowa provides state assistance to supplement salaries of teachers in high-need schools.

2. Maryland offers tuition reimbursement for teacher retraining in specified shortage subject areas and offers a stipend for alternate route candidates teaching in shortage subject areas.

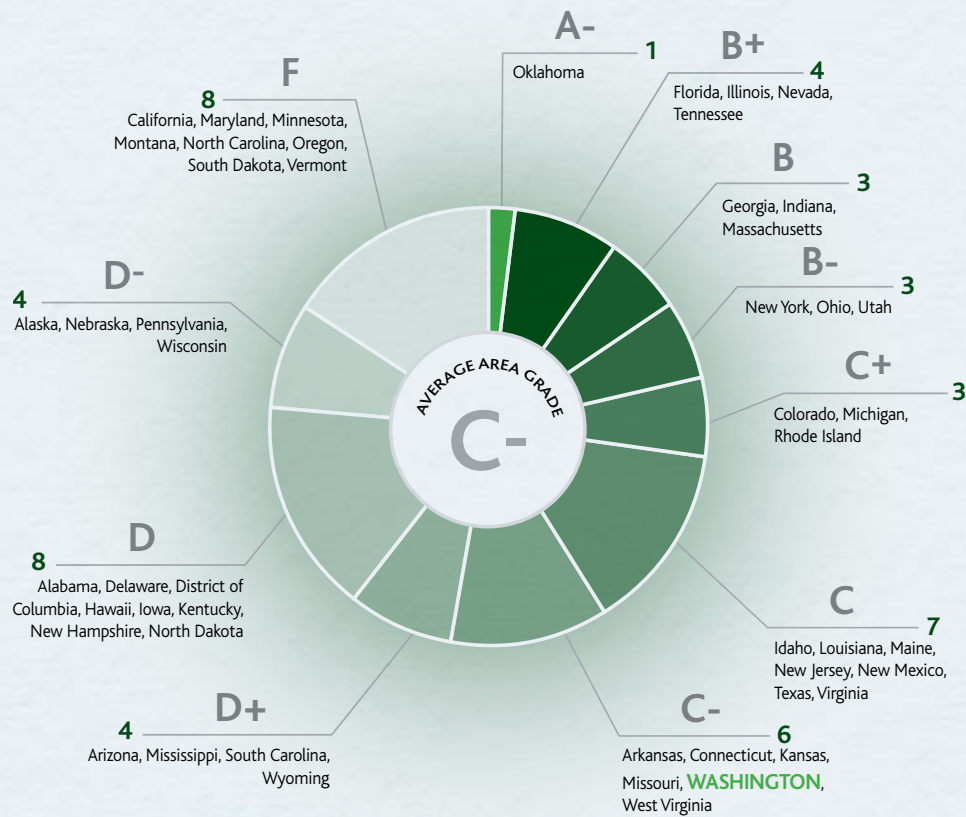
3. South Dakota offers scholarships to teachers in high-need schools.

Area 5 Summary



How States are Faring in Exiting Ineffective Teachers

State Area Grades



Topics Included In This Area

- Extended Emergency Licenses
- Dismissal for Poor Performance
- Reductions in Force

For more information about WASHINGTON and other states' extended emergency license policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Extended Emergency Licenses

WASHINGTON Ratings

Emergency Licenses

Teachers who have not met licensure requirements may not continue teaching.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013

Lost ground since 2013



WASHINGTON Snapshot Extended Emergency Licenses



No

Teachers are not granted a license if they do not pass all required subject-matter tests.



No

If emergency licenses are offered, teachers are given no longer than one year to pass all subject-matter tests.

WASHINGTON Extended Emergency License Characteristics

| | |
|----------------------|--|
| Emergency License | Conditional Teacher Certificate; Emergency Certificate |
| Minimum Requirements | Conditional Teacher Certificate: Expertise in the area and enrollment in professional development coursework to enhance competencies Emergency Certificate: Substantial completion of a preparation program |
| Duration | Conditional Teacher Certificate: 2 years Emergency Certificate: 1 year |
| Renewal Requirements | Conditional Teacher Certificate: Nonrenewable Emergency Certificate: Nonrenewable |

RECOMMENDATIONS TO IMPROVE EXTENDED EMERGENCY LICENSE POLICIES IN WASHINGTON

- **Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.**

All students are entitled to teachers who know the subject matter they are teaching. Permitting individuals who have not yet passed state licensing tests to teach neglects the needs of students, instead extending personal consideration to adults who may not be able to meet minimal state standards. Washington should ensure that all teachers pass licensing tests—an important minimum benchmark for entering the profession—before entering the classroom.

- **Limit exceptions to one year.**

There might be limited and exceptional circumstances under which conditional or emergency licenses need to be granted. Washington's current policy puts students at risk by allowing teachers to teach on a conditional certificate for two years without passing required licensing tests.

Examples of Best Practice

Mississippi, New Jersey and **Rhode Island** require all new teachers to pass all required subject-matter tests as a condition of initial licensure.

SUMMARY OF EXTENDED EMERGENCY LICENSES FIGURES

- **Figure 36** Time to pass licensure tests

Other extended emergency licenses figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Emergency licenses (p. 127)

For more information about WASHINGTON's extended emergency licenses policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 36

How long can new teachers practice without passing licensing tests?

| | NO DEFERRAL | Up to 1 year | Up to 2 years | 3 years or more (or unspecified) |
|----------------------|--|--|-------------------------------------|--|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| WASHINGTON | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 9 | 18 | 6 | 18 |

1. Teachers can have up to two additional years to pass licensing tests in the event of "extraordinary extenuating circumstances."

2. Out-of-state teachers can teach on a non-renewable license until all requirements are met.

3. Tennessee does not offer emergency licenses but candidates for initial practitioner license have three years to pass licensure tests.

4. Permits can be extended without passing licensing tests if districts receive hardship approval.

For more information about WASHINGTON and other states' dismissal policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Dismissal for Poor Performance

WASHINGTON Ratings

Dismissal

Ineffective classroom performance is grounds for dismissal and the process for terminating ineffective teachers is expedient and fair to all parties.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013

Lost ground since 2013



WASHINGTON Snapshot Dismissal

| | | |
|--|-----|--|
| | Yes | Teacher ineffectiveness is grounds for dismissal. |
| | No | Terminated teachers have one opportunity to appeal. |
| | No | Appeals process occurs within a reasonable timeframe. |
| | No | The due process rights of teachers dismissed for ineffective performance are different from those facing license revocation. |

WASHINGTON Dismissal Characteristics

| | |
|--------------------------------|---|
| Dismissal for Ineffectiveness | Districts can begin discharge proceedings when a nonprobationary teacher "receives a comprehensive summative evaluation performance rating below level 2 for two consecutive years." |
| Due Process Rights of Teachers | Process is the same regardless of the grounds for cancellation, which are articulated vaguely as "probable cause" |
| Length of Appeals Process | Multiple opportunities to appeal: After written notice, the teacher may request a hearing. Within 15 days a hearing officer is appointed who schedules a prehearing conference within five days. The hearing must begin within 10 days, and a decision is rendered within 10 days. The teacher may then file an additional appeal with the superior court within 30 days. No time frame is specified for this hearing, only requiring that it occur "expeditiously." This decision may also be appealed to the appellate court. |

RECOMMENDATIONS TO IMPROVE DISMISSAL POLICIES IN WASHINGTON

- Ensure that teachers terminated for poor performance have the opportunity to appeal within a reasonable time frame.

Washington should ensure that the opportunity to appeal occurs only once and only at the district level so that a conclusion is reached within a reasonable time frame.

- Distinguish the process and accompanying due process rights between dismissal for classroom ineffectiveness and dismissal for morality violations, felonies or dereliction of duty.

While nonprobationary teachers should have due process for any termination, Washington should differentiate between loss of employment and issues with far-reaching consequences that could permanently affect a teacher's right to practice. Appeals related to effectiveness should only be decided by those with educational expertise.

Examples of Best Practice

New York now allows charges of incompetence against any teacher who receives two consecutive ineffective ratings; charges must be brought against any teacher who receives three consecutive ineffective ratings. Due process rights for teachers dismissed for ineffective performance are distinguishable from those facing other charges, and an expedited hearing is required. For teachers who have received three consecutive ineffective ratings, that timeline must not be longer than 30 days.

SUMMARY OF DISMISSAL FIGURES

- **Figure 37** Dismissal due to ineffectiveness

Other dismissal figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Dismissal appeals (p. 130)

For more information about WASHINGTON's dismissal policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 37

Do states articulate that ineffectiveness is grounds for dismissal?

YES, THROUGH
DISMISSAL AND/OR
EVALUATION POLICY

No

| | YES, THROUGH DISMISSAL AND/OR EVALUATION POLICY | No |
|----------------------|---|--|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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1. Kansas has repealed the law that gave tenured teachers who faced dismissal the right to an independent review of their cases.

2. In Nevada, a teacher reverts to probationary status after two consecutive unsatisfactory evaluations, but the state does not articulate that ineffectiveness is grounds for dismissal.

For more information about WASHINGTON and other states' reductions in force policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Reductions in Force

WASHINGTON Ratings

Reductions in Force

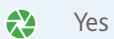
Districts must consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.



Fully meets
 Nearly meets
 Partially meets
 Meets only a small part
 Does not meet

Progress increased since 2013
 Lost ground since 2013

WASHINGTON Snapshot Reductions in Force



Yes

Districts must consider classroom performance when determining which teachers are laid off during reductions in force.



Yes

Seniority cannot be the only/primary factor used to determine which teachers are laid off.

WASHINGTON Reductions in Force Characteristics

| | |
|----------------------------|---------------------------------------|
| Use of Teacher Performance | Evaluation results must be one factor |
| Use of Seniority | May be considered |
| Other Factors | Determined by districts |

RECOMMENDATIONS TO IMPROVE REDUCTIONS IN FORCE POLICIES IN WASHINGTON

- **Require that districts consider performance in determining which teachers are laid off during reductions in force.**

Washington can still leave districts flexibility in determining the factors used to guide layoffs, while making sure that teacher performance is weighted more heavily than seniority.

Examples of Best Practice

Colorado and **Florida** specify that in determining which teachers to lay off during a reduction in force, classroom performance is the top criterion. These states also articulate that seniority can only be considered after a teacher's performance is taken into account.

SUMMARY OF REDUCTIONS IN FORCE FIGURES

- **Figure 38** Layoff criteria

Other reductions in force figures available in the Yearbook National Summary at <http://www.nctq.org/2015NationalYearbook>

- Performance in layoffs (p. 132)
- Emphasis on seniority in layoffs (p. 133)

For more information about
WASHINGTON's reductions in force policies,
including detailed recommendations, full
narrative analysis and state response, see
<http://nctq.org/StatePolicyDashboard>

Figure 38

Do states prevent districts from basing layoffs solely on "last in, first out"?

PERFORMANCE MUST BE CONSIDERED
 SENIORITY CANNOT BE THE ONLY FACTOR

| | PERFORMANCE MUST BE CONSIDERED | SENIORITY CANNOT BE THE ONLY FACTOR |
|----------------------|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
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| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Nevada | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
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| Texas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| WASHINGTON | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |

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NCTQ is available to work with individual states to improve teacher policies.

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