

2011 State Teacher Policy Yearbook

Alabama

OVERALL GRADE

C-



National Council on Teacher Quality

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 July 2011 for comment and correction; states also received a final draft of their reports a month prior to release. All but one state responded to our inquiries. While states do not always agree with the recommendations, their willingness to acknowledge the imperfections of their teacher policies is an important first step toward reform.

We also thank the many state pension boards that reviewed our drafts and responded to our inquiries.

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National Council on Teacher Quality

Executive Summary

For five years running, the National Council on Teacher Quality (NCTQ) has tracked states' teacher policies, preparing a detailed and thorough compendium of teacher policy in the United States on topics related to teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *2011 State Teacher Policy Yearbook* includes NCTQ's biennial, 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 36 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers. For the first time, the *Yearbook* includes a progress rating for states on goals that have been measured over time. An overall progress ranking is also included, showing how states compare to each other in moving forward on their teacher policies.

Alabama at a Glance

Overall 2011 Yearbook Grade: **C-**

Overall 2009 Yearbook Grade: C-

| Area Grades | 2011 | 2009 |
|---|------|------|
| Area 1 <i>Delivering Well Prepared Teachers</i> | C | C- |
| Area 2 <i>Expanding the Teaching Pool</i> | B- | C+ |
| Area 3 <i>Identifying Effective Teachers</i> | D+ | D |
| Area 4 <i>Retaining Effective Teachers</i> | D+ | C- |
| Area 5 <i>Exiting Ineffective Teachers</i> | D- | C- |

Overall Progress



Highlights from recent progress in Alabama include:

- Annual evaluations for all teachers
- Elementary teacher preparation in the science of reading instruction
- Admission requirements for alternate routes to certification

Area 1 Delivering Well Prepared Teachers

C

Policy Strengths

- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- The state does not offer a K-12 special education certification.
- Although student achievement data are not connected to teacher preparation programs, some objective data and transparent criteria are used to measure performance and to confer program approval.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.

Area 2 Expanding the Pool of Teachers

B-

Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- Although more could be done to meet the immediate needs of new teachers, requirements for alternate route preparation are appropriately streamlined.
- Licensure reciprocity is offered to out-of-state teachers who are only required to meet the state's testing requirement.

Policy Weaknesses

- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

Area 3 Identifying Effective Teachers

D+

Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- All teachers must be evaluated annually.

Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4 Retaining Effective Teachers

D+

Policy Strengths

- All new teachers receive mentoring.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5 Exiting Ineffective Teachers

D-

Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

Policy Weaknesses

- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Alabama Goal Summary

Goal Breakdown

| | |
|---------------------------|----|
| ★ Best Practice | 1 |
| ● Fully Meets | 5 |
| ◐ Nearly Meets | 5 |
| ◑ Partially Meets | 6 |
| ◒ Only Meets a Small Part | 6 |
| ○ Does Not Meet | 13 |

Progress on Goals Since 2009

 4
  1
  24
 NEW GOAL 7

Area 1: Delivering Well Prepared Teachers

| | |
|--|---|
| 1-A: Admission into Preparation Programs | ○ |
| 1-B: Elementary Teacher Preparation | ◐ |
| 1-C: Teacher Preparation in Reading Instruction | ● |
| 1-D: Teacher Preparation in Mathematics | ◐ |
| 1-E: Middle School Teacher Preparation | ◑ |
| 1-F: Secondary Teacher Preparation | ● |
| 1-G: Secondary Teacher Preparation in Science | ◑ |
| 1-H: Secondary Teacher Preparation in Social Studies | ◑ |
| 1-I: Special Education Teacher Preparation | ◑ |
| 1-J: Assessing Professional Knowledge | ○ |
| 1-K: Student Teaching | ◑ |
| 1-L: Teacher Preparation Program Accountability | ◑ |

Area 2: Expanding the Pool of Teachers

| | |
|--|---|
| 2-A: Alternate Route Eligibility | ◑ |
| 2-B: Alternate Route Preparation | ◑ |
| 2-C: Alternate Route Usage and Providers | ◑ |
| 2-D: Part Time Teaching Licenses | ○ |
| 2-E: Licensure Reciprocity | ★ |

Area 3: Identifying Effective Teachers

| | |
|----------------------------------|---|
| 3-A: State Data Systems | ● |
| 3-B: Evaluation of Effectiveness | ◐ |
| 3-C: Frequency of Evaluations | ● |
| 3-D: Tenure | ○ |
| 3-E: Licensure Advancement | ○ |
| 3-F: Equitable Distribution | ○ |

Area 4: Retaining Effective Teachers

| | |
|---|---|
| 4-A: Induction | ● |
| 4-B: Professional Development | ◐ |
| 4-C: Pay Scales | ○ |
| 4-D: Compensation for Prior Work Experience | ○ |
| 4-E: Differential Pay | ○ |
| 4-F: Performance Pay | ○ |
| 4-G: Pension Flexibility | ◑ |
| 4-H: Pension Sustainability | ◑ |
| 4-I: Pension Neutrality | ◑ |

Area 5: Exiting Ineffective Teachers

| | |
|-------------------------------------|---|
| 5-A: Licensure Loopholes | ◑ |
| 5-B: Unsatisfactory Evaluations | ○ |
| 5-C: Dismissal for Poor Performance | ○ |
| 5-D: Reductions in Force | ○ |

About the Yearbook

The National Council on Teacher Quality (NCTQ) has long argued that no educational improvement strategies states take on are likely to have a greater impact than policies that seek to maximize teacher effectiveness. In this fifth edition of the *State Teacher Policy Yearbook*, NCTQ provides a detailed examination of state laws, rules and regulations that govern the teaching profession, covering the full breadth of policies including teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *Yearbook* is a 52-volume compendium of customized state reports for the 50 states and the District of Columbia, as well as a national summary overview, measuring state progress against a set of 36 specific policy goals. All of the reports are available from NCTQ's website at www.nctq.org/stpy.

The 36 *Yearbook* goals are focused on helping states put in place a comprehensive policy framework in support of preparing, retaining and rewarding effective teachers. The goals were developed based on input and ongoing feedback from state officials, practitioners, policy groups and other education organizations, as well as from NCTQ's own nationally respected advisory board. These goals meet five criteria for an effective reform framework:

1. They are supported by a strong rationale, grounded in the best research available. The rationale and research citations supporting each goal can be found at www.nctq.org/stpy.
2. They offer practical rather than pie-in-the-sky solutions for improving teacher quality.
3. They take on the teaching profession's most pressing needs, including making the profession more responsive to the current labor market.
4. They are, for the most part, relatively cost neutral.
5. They respect the legitimate constraints that some states face so that the goals can work in all 50 states.

The need to ensure that all children have effective teachers has captured the attention of the public and policy-makers across the country like never before. The *Yearbook* offers state school chiefs, school boards, legislatures and the many advocates who press hard for reform a concrete set of recommendations as they work to maximize teacher quality for their students.

How to Read the *Yearbook*


NCTQ rates state teacher policy in several ways.

For each of the 36 individual teacher policy goals, states receive two ratings. The first rating indicates whether, or to what extent, a state has met the goal. NCTQ uses these familiar graphics to indicate the extent to which each goal has been met:



A new feature of this year's *Yearbook* is a progress rating for each goal NCTQ has measured over time. These ratings are intended to give states a meaningful sense of the changes in teacher policy since the 2009 *Yearbook* was published. Using the symbols below, NCTQ determines whether each state has advanced on the goal, if the state policy has remained unchanged, or if the state has actually lost ground on that topic.

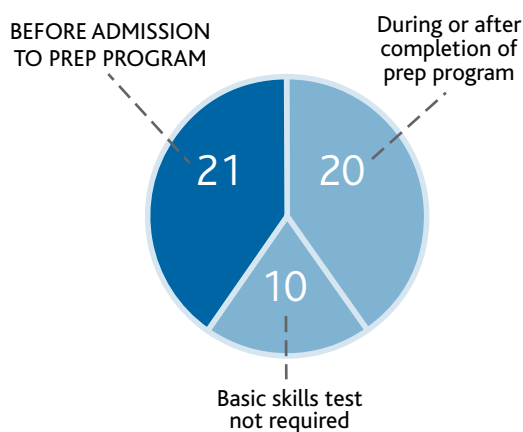


Some goals are marked with this symbol , which indicates that the bar has been raised for this goal since the 2009 *Yearbook*. With many states making considerable progress in advancing teacher effectiveness policy, NCTQ raised the standards for some goals where the bar had been quite low. As this may have a negative impact on some states' scores, those goals are always marked with the above symbol.

States receive grades in the five goal areas under which the 36 goals are organized: 1) delivering well prepared teachers; 2) expanding the pool of teachers; 3) identifying effective teachers; 4) retaining effective teachers and 5) exiting ineffective teachers. States also receive an overall grade that summarizes state performance across the five goal areas, giving an overall perspective on how states measure up against NCTQ benchmarks. New this year, states also receive an overall progress ranking, indicating how much progress each state has made compared to other states.

As always, the *Yearbook* provides a detailed narrative accounting of the policy strengths and weaknesses in each policy area for each state and for the nation as a whole. Best practices are highlighted. The reports are also chock full of reader-friendly charts and tables that provide a national perspective on each goal and serve as a quick reference on how states perform relative to one another, goal by goal.

Another new feature this year makes it easier to distinguish strong policies from weaker ones on our charts and tables. The policies NCTQ considers strong practices or the ideal policy positions for states are capitalized. This provides a quick thumbnail for readers to size up state policies against the policy option that aligns with NCTQ benchmarks for meeting each policy goal. For example, on the chart below, "BEFORE ADMISSION TO PREP PROGRAM" is capitalized, as that is the optimal timing for testing teacher candidates' academic proficiency.



Goals

AREA 1: DELIVERING WELL PREPARED TEACHERS

PAGE 9

1-A: Admission into Preparation Programs

The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.

1-B: Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

1-C: Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

1-D: Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

1-E: Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

1-F: Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

1-G: Secondary Teacher Preparation in Science

The state should ensure that science teachers know all the subject matter they are licensed to teach.

1-H: Secondary Teacher Preparation in Social Studies

The state should ensure that social studies teachers know all the subject matter they are licensed to teach.

1-I: Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

1-J: Assessing Professional Knowledge

The state should use a licensing test to verify that all new teachers meet its professional standards.

1-K: Student Teaching

The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

1-L: Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

AREA 2: EXPANDING THE POOL OF TEACHERS

PAGE 61

2-A: Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

2-B: Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

2-C: Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

2-D: Part Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

2-E: Licensure Reciprocity

The state should help to make licenses fully portable among states, with appropriate safeguards.

Goals

AREA 3: IDENTIFYING EFFECTIVE TEACHERS

PAGE 83

3-A: State Data Systems

The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.

3-B: Evaluation of Effectiveness

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

3-C: Frequency of Evaluations

The state should require annual evaluations of all teachers.

3-D: Tenure

The state should require that tenure decisions are based on evidence of teacher effectiveness.

3-E: Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

3-F: Equitable Distribution

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

AREA 4: RETAINING EFFECTIVE TEACHERS

PAGE 109

4-A: Induction

The state should require effective induction for all new teachers, with special emphasis on teachers in high-need schools.

4-B: Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

4-C: Pay Scales

The state should give local districts authority over pay scales.

4-D: Compensation for Prior Work Experience

The state should encourage districts to provide compensation for related prior subject-area work experience.

4-E: Differential Pay

The state should support differential pay for effective teaching in shortage and high-need areas.

4-F: Performance Pay

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

4-G: Pension Flexibility

The state should ensure that pension systems are portable, flexible and fair to all teachers.

4-H: Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

4-I: Pension Neutrality

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

AREA 5: EXITING INEFFECTIVE TEACHERS

PAGE 153

5-A: Licensure Loopholes

The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.

5-B: Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

5-C: Dismissal for Poor Performance

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

5-D: Reductions in Force

The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

Area 1: Delivering Well-Prepared Teachers

Goal A – Admission into Preparation Programs

The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.
2. All preparation programs in a state should use a common admissions test to facilitate program comparison, and the test should allow comparison of applicants to the general college-going population and selection of applicants in the top half of that population.
3. Programs should have the option of exempting candidates from this test who submit comparable SAT or ACT scores at a level set by the state.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 1

How States are Faring in Admission Requirements



Progress on this Goal Since 2009:

↑ : 6 ↔ : 45 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Alabama does not require aspiring teachers to pass a test of academic proficiency as a criterion for admission to teacher preparation programs, instead delaying its basic skills assessment until teacher candidates are ready to apply for licensure. Alabama had been under a long-standing court order that precluded the state from requiring a basic skills test. However, this order was vacated as of January 2010.

Supporting Research

State Board of Education Regulations 290-3-3-.04(6)(a)

State Superintendent Memo, dated July 7, 2010

<https://docs.alsde.edu/documents/66/Modification%20of%20Testing%20Options%20for%20Initial%20Alabama%20Certification.pdf>

RECOMMENDATION

- **Require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.**

Teacher preparation programs that do not screen candidates end up investing considerable resources in individuals who may not be able to successfully complete the program and pass licensing tests. Candidates needing additional support should complete remediation prior to program entry, avoiding the possibility of an unsuccessful investment of significant public tax dollars.

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

The basic skills tests in use in most states largely assess middle school-level skills. To improve the selectivity of teacher candidates—a common characteristic in countries whose students consistently outperform ours in international comparisons—Alabama should require an assessment that demonstrates that candidates are academically competitive with all peers, regardless of their intended profession. Requiring a common test normed to the general college population would allow for the selection of applicants in the top half of their class, as well as facilitate program comparison.

- **Exempt candidates with comparable SAT or ACT scores.**

Alabama should waive the basic skills test requirement for candidates whose SAT or ACT scores demonstrate that they are in the top half of their class.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that it has drafted a revised Teacher Testing Chapter of the Alabama Administrative Code, which will be presented to the Board when the State Superintendent deems the time to be appropriate. Among other changes, the

court-ordered mandate that basic skills testing be a certification requirement, rather than a program admissions requirement, will be altered to require basic skills testing as a condition of admission to a teacher preparation program. Alabama anticipates that this requirement will go into effect prior to the beginning of the 2012-2013 school year. The state also noted that because Alabama colleges and universities were not prevented from doing so by the court order, which addressed state rather than institutional requirements, they already require passage of the basic skills test prior to program admission.

Alabama also addressed NCTQ's recommendation that states use a test normed to the general college-bound population and its indication that Alabama's basic skills test requirement should be waived for candidates whose SAT or ACT scores demonstrate that they are in the top half of their class. The state asserted that its 1978-1979 teacher education program approval standards stipulated a minimum passing ACT test score for admission to a teacher education program. That requirement was subsequently modified to specify an acceptable SAT score.

According to the state, it was subsequently advised that those two tests were designed to predict success during the first year of college and should not be used as a requirement for admission to a teacher education program, an event that usually occurs after the completion of general studies requirements, roughly after the sophomore year or the completion of 60 semester hours. The state added: "Thus, when permitted to do so by the court, Alabama involved teachers in validating the current basic skills assessments based on their perception of what skills beginning teachers must possess to teach effectively."

LAST WORD

NCTQ looks forward to reviewing the state's progress in future editions of the *Yearbook*.

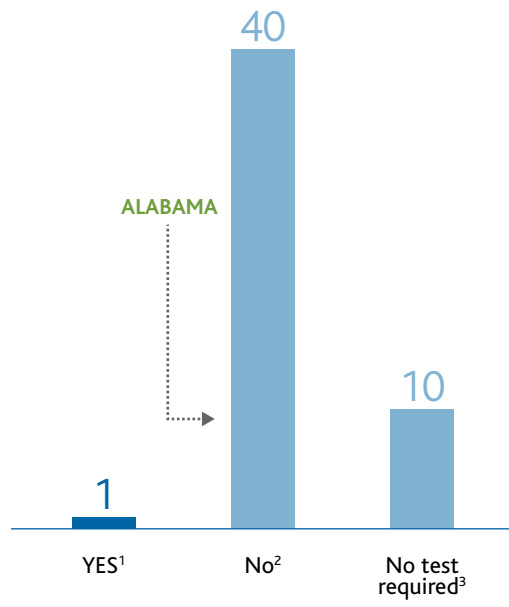
As to the point about allowing candidates to waive the basic skills test based on SAT or ACT scores, NCTQ is not suggesting that the state should drop its basic skills test and instead have a requirement based on these scores. The point, rather, is that for candidates whose academic proficiency is clearly established by SAT or ACT scores, the test should be waived.

★ EXAMPLES OF BEST PRACTICE

Although there are a number of states that require teacher candidates to pass a basic skills test as a criterion for admission to a preparation program, **Texas** is the only state that requires a test of academic proficiency normed to the general college bound population rather than just to prospective teachers. In addition, the state's minimum scores for admission appear to be relatively selective when compared to other tests used across the country.

Figure 2

Do states require a test of academic proficiency that is normed to the general college-going population?



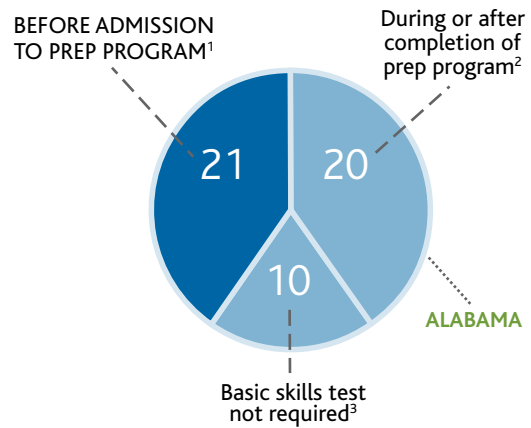
1. **Strong Practice:** Texas

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 3

When do states test teacher candidates' basic skills?



1. **Strong Practice:** Arkansas, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington, West Virginia, Wisconsin

2. Alabama, Alaska, California, Delaware, District of Columbia, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Vermont

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

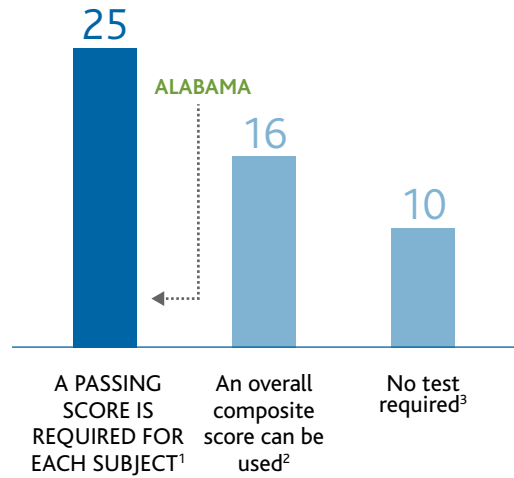
Figure 4

Do states appropriately test teacher candidates' academic proficiency?

| | TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM | Test normed only to teacher candidates before admission to prep program | Test normed only to teacher candidates during or after completion of prep program | No test required |
|----------------------|--|---|---|-------------------------------------|
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| | 1 | 20 | 20 | 10 |

Figure 5

Do states measure performance in reading, mathematics and writing?



- Strong Practice:** Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin
- California⁴, District of Columbia⁴, Hawaii⁴, Indiana, Iowa, Maine⁴, Maryland, New Hampshire⁴, New Mexico, New York, North Carolina, North Dakota², Pennsylvania⁴, Rhode Island⁴, Vermont, Virginia
- Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming
- Minimum score must be met in each section.
- Composite score can only be used if passing score is met on two of three subtests.

Area 1: Delivering Well-Prepared Teachers

Goal B – Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (Mathematics preparation for elementary teachers is discussed in Goal 1-D.)
2. The state should require elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.
3. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement also ensures that prospective teachers have taken higher level academic coursework.
4. Arts and sciences faculty, rather than education faculty, should in most cases teach liberal arts coursework to teacher candidates.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 6

How States are Faring in Elementary Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 44 ↓ : 4



ANALYSIS

Although Alabama has adopted the Common Core Standards, the state does not ensure that its elementary teacher candidates are adequately prepared to teach the content associated with these standards.

Alabama requires candidates to pass the Praxis II general elementary content test, which does not report teacher performance in each subject area, meaning that it is possible to pass the test and still fail some subject areas, especially given the state's low passing score. Further, based on available information on the Praxis II, there is no reason to expect the current version would be well aligned with the Common Core Standards.

In addition, all teacher candidates in Alabama must complete coursework in the humanities, social science and science. Elementary teacher candidates, specifically, must complete 12 credit hours each in English, science and social science. (For mathematics requirements, see Goal 1-D.) Unfortunately, the state's coursework requirements lack the needed specificity to guarantee relevancy to the elementary classroom.

Alabama's teacher standards address some important subject areas, particularly reading and writing instruction. They also make mention of areas in science, such as physical, life and earth science, and in social studies, such as geography, economics and political science. However, crucial areas are missing, such as American and world history; American, world and children's literature; and art history.

Finally, there is no assurance that arts and sciences faculty will teach liberal arts classes to elementary teacher candidates.

Supporting Research

Alabama Administrative Code 290-3-3-.03, -.06
Praxis II
www.ets.org

RECOMMENDATION

■ **Require a content test that ensures sufficient knowledge in all subjects.**

Alabama should ensure that its subject-matter test for elementary teacher candidates is well aligned to the Common Core Standards, which represent an effort to significantly raise the standards for what American students must know and be able to do to be on a path to college readiness and global competitiveness.

The state should also require separate passing scores for each content area on the test because without them it is impossible to measure knowledge of individual subjects. Further, to be meaningful, Alabama should ensure these passing scores reflect high levels of performance.

■ **Provide broad liberal arts coursework relevant to the elementary classroom.**

Alabama should either articulate a more specific set of standards, or establish comprehensive coursework requirements that are specifically geared to the areas of knowledge needed by PK-6 teachers. Further, the state should align its requirements for elementary teacher candidates with the Common Core Standards, to ensure candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts.

- **Require at least an academic concentration.**

An academic concentration, if not a full academic major, would not only enhance Alabama teachers' content knowledge, but it would also ensure that prospective teachers have taken higher-level academic coursework. Further, it would provide an option for teacher candidates unable to fulfill student teaching or other professional requirements to still earn a degree.

- **Ensure arts and sciences faculty teach liberal arts coursework.**

Although an education professor is best suited to teach effective methodologies in subject instruction, faculty from the university's college of arts and sciences should provide subject-matter foundation.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that it has adopted a resolution in support of the Common Core Standards, and has found a close link between them and the content prescribed in the Alabama Course of Study. Program approval standards require that candidates be able to teach to the content of the course(s) of study applicable to their teaching field(s).

Alabama also noted that prior to approval, programs must comply with the Alabama Quality Teaching Standards and the requirements unique to elementary education. In addition to submitting a performance assessment template (PAT) indicating which required courses meet each standard for elementary education, institutions submit a checklist that specifies all of the courses required to complete a program. Courses are taught by faculty in the arts and sciences, and verification may be obtained by reviewing institution catalogs or by surveying deans of education.

In addition, Alabama pointed out that programs must also meet standards that address the typical teaching responsibilities of elementary teachers in the areas of reading, writing, and oral language; science; mathematics; social studies; the arts; health education; and physical education.

Further, the state asserted that NCTQ recommends but does not define a "concentration," indicating that a concentration would enhance teachers' content knowledge. Alabama questioned whether the requirement of upper-level courses in one subject would improve an elementary teacher's ability to teach all subjects.

Finally, the state added that it is beginning to modify and enhance its testing requirements. The first group of new assessments includes a reading test. The next group to be validated will include a test that requires prospective elementary teachers to earn a passing score in each of four academic disciplines: English language arts, mathematics, science and social science.

Supporting Research

<http://www.alsde.edu/Home/Executive/BoardResolutions.aspx?view=1679>

http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=10652&sort=8

LAST WORD

Alabama should require that all elementary education candidates complete at least an academic concentration, which is the equivalent of a minor in a relevant content area. In addition to deepening subject-matter knowledge in a particular area, building this concentration into elementary education programs ensures that prospective teachers complete academic coursework on par with peers earning bachelor's degrees in other areas.

A concentration also provides a fallback for education majors whose programs deem them unready for the classroom. In most education programs, virtually all coursework is completed before candidates begin student teaching. The stakes are high once student teaching begins: If a candidate cannot pass, he or she cannot meet requirements for a major or graduate. This may create a perverse incentive for programs to set low standards for student teaching and/or pass candidates whose clinical experience is unsatisfactory. If they were required to have at least an academic concentration, candidates who failed student teaching could still complete a degree with minimal additional coursework.

In addition, throughout the country, there is an increasing tendency of preparation programs to provide subject-matter content in education schools. To ensure that teacher preparation programs continue to require that arts and sciences faculty teach liberal arts classes, Alabama is encouraged to codify this practice.

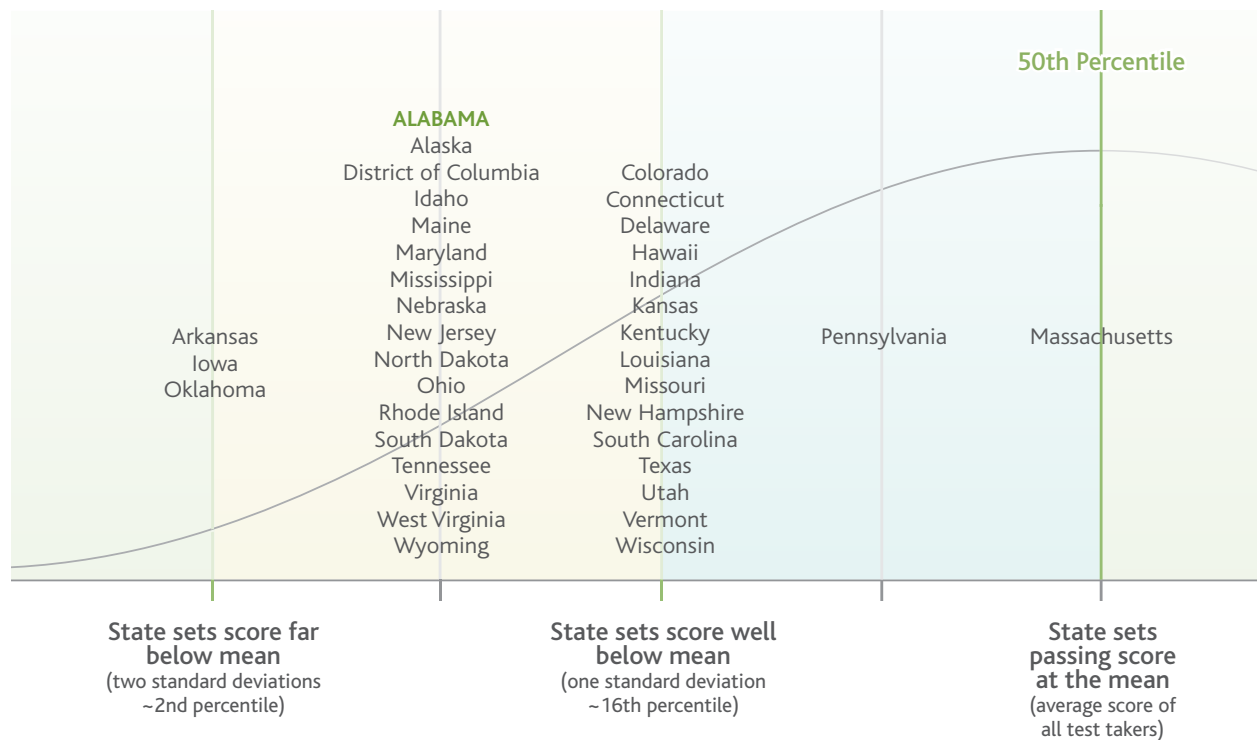
Lastly, NCTQ commends the efforts of states, like Alabama, that have advocated for a new elementary education test from ETS. Requiring subscores for each of the content areas is a significant step toward ensuring that all elementary teachers possess the requisite knowledge for the classroom. NCTQ looks forward to reviewing Alabama's progress in future editions of the *Yearbook*.

★ EXAMPLES OF BEST PRACTICE

Although no state meets this goal, three states have noteworthy policies. **Massachusetts's** testing requirements, which are based on the state's curriculum, ensure that elementary teachers are provided with a broad liberal arts education. **Indiana** and **Utah** are the first two states to adopt the new Praxis II "Elementary Education: Multiple Subjects" content test, which requires candidates to pass separately scored subtests in reading/language arts, mathematics, social studies and science.

Figure 7

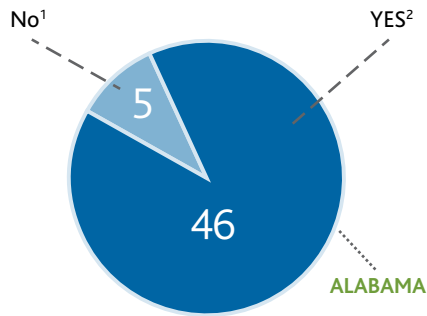
Where do states set the passing score on elementary content licensure tests¹?



¹ Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.

Figure 8

Have states adopted the K-12 Common Core State Standards?



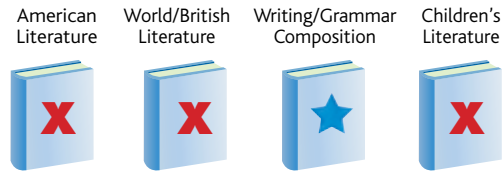
1. Alaska, Minnesota, Nebraska, Texas, Virginia

2. **Strong Practice:** Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

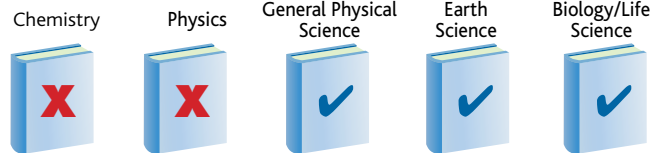
Figure 9

What subjects does Alabama expect elementary teachers to know?

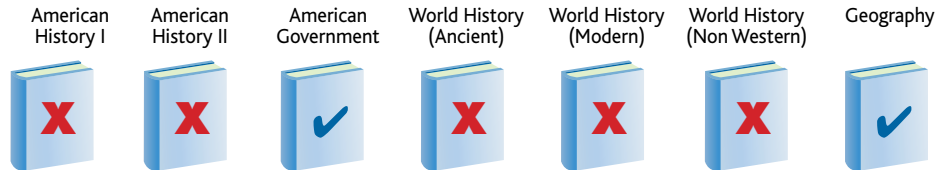
ENGLISH



SCIENCE



SOCIAL STUDIES



FINE ARTS



- ✓ State requirements mention subject
- ★ State requirements cover subject in depth
- X State does not require subject

Figure 10

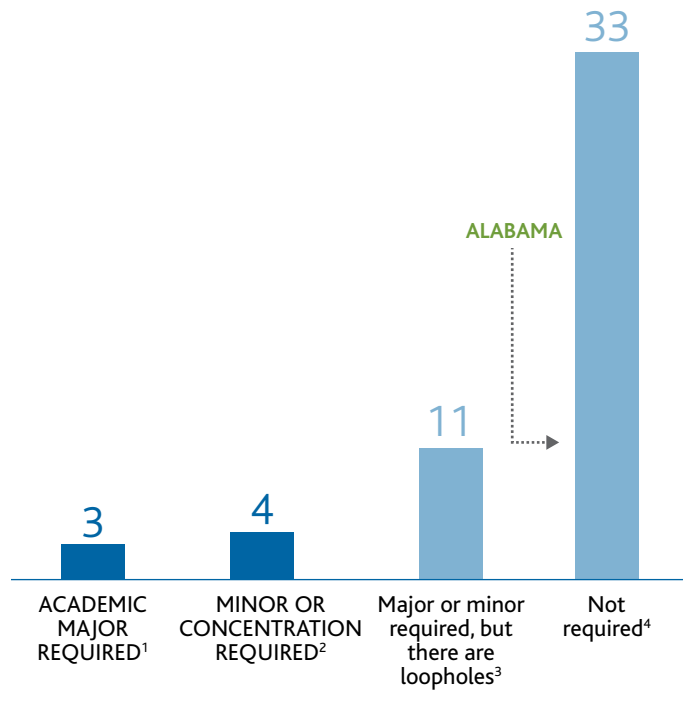
Do states expect elementary teachers to have in-depth knowledge of core content?

| | ENGLISH | | | | SCIENCE | | | SOCIAL STUDIES | | | | | | FINE ARTS | | | |
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| | American Literature | World/British Literature | Writing/Grammar/Composition | Children's Literature | Chemistry | Physics | General Physical Science | Earth Science | Biology/Life Science | American History I | American History II | American Government | World History (Ancient) | World History (Modern/Non-Western) | Geography | Art History | Music |
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| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Subject mentioned Subject covered in depth

Figure 11

Do states expect elementary teachers to complete an academic concentration?



1. **Strong Practice:** Colorado, Massachusetts, New Mexico
2. **Strong Practice:** Indiana, Mississippi, New Hampshire, Oklahoma
3. California, Connecticut, Iowa, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.
4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal C – Elementary Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. To ensure that teacher preparation programs adequately prepare candidates in the science of reading instruction, the state should require that these programs train teachers in the five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that new elementary teachers pass a rigorous test of reading instruction in order to attain licensure. The design of the test should ensure that prospective teachers cannot pass without knowing the science of reading instruction.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 12

How States are Faring in Elementary Teacher Preparation in Reading Instruction



Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0



State Meets Goal



Progress Since 2009

ANALYSIS

In its standards for elementary teacher preparation, Alabama requires teacher preparation programs to address the science of reading. Programs must provide training in the five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension, as identified by the Alabama Reading Initiative.

Further, Alabama has recently approved a science of reading testing requirement. As of September 1, 2012, all elementary teachers must pass the newly developed Praxis II "Teaching Reading" assessment.

Supporting Research

Alabama Administrative Code 290-3-3-.06

"Essential Skills for Teachers of Reading"

http://www.alsde.edu/html/sections/doc_download.asp?section=50&id=3335&sort=

Board Minutes, August 1, 2011

<http://www.alsde.edu/Home/Executive/BoardResolutions.aspx?view=1801>

RECOMMENDATION

■ Monitor new Praxis II assessment to ensure rigor.

Alabama is commended for its long commitment to effective reading instruction, and for adding a licensure test to bolster its preparation requirements. However, the state will need to monitor this new assessment to make sure it really is rigorous and an appropriate measure of teachers' knowledge and skill of scientifically based reading. The track record of Praxis assessments in this regard is mixed at best, and although the test description seems on track, the sample test questions leave some room for doubt.

ALABAMA RESPONSE TO ANALYSIS

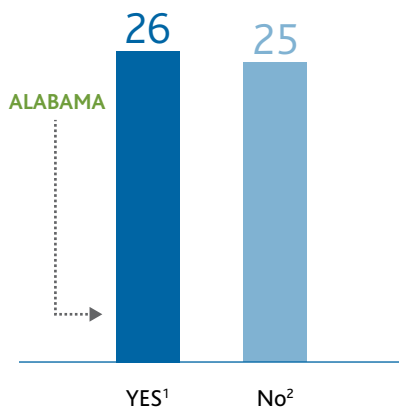
Alabama was helpful in providing NCTQ with the facts necessary for this analysis.

★ EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that preparation programs for elementary teacher candidates address the science of reading and requiring that candidates pass comprehensive assessments that specifically test the five elements of instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut**, **Massachusetts** and **Virginia** confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

Figure 13

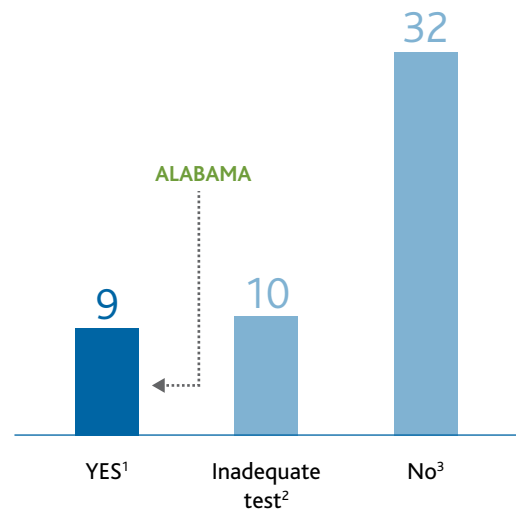
Do states require preparation for elementary teachers in the science of reading?



- Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Idaho, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia
- Alaska, Arizona, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming

Figure 14

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



- Strong Practice:** Alabama, Connecticut, Massachusetts, Minnesota⁴, New Mexico⁵, Oklahoma, Pennsylvania⁵, Tennessee, Virginia
- Arkansas, California, Florida, Georgia, Idaho, Indiana, Missouri, New York, Oregon, Texas
- Alaska, Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming
- Based on the limited information available about the test on the state's website.
- Test is under development and not yet available for review.

Figure 15

Do states ensure that elementary teachers know the science of reading?

| | PREPARATION REQUIREMENTS | | TESTING REQUIREMENTS | | |
|----------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|
| | FULLY ADDRESS READING SCIENCE | Do not address reading science | APPROPRIATE TEST | Inadequate test | No reading test |
| ALABAMA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" 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"/> | <input checked="" type="checkbox"/> |
| | 26 | 25 | 9 | 10 | 32 |

1. Based on the limited information available about the test on the state's website.

2. Test is under development and not yet available for review.

Area 1: Delivering Well-Prepared Teachers

Goal D – Elementary Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry with some statistics).
2. The state should require elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure.
3. Such test can also be used to test out of course requirements and should be designed to ensure that prospective teachers cannot pass without sufficient knowledge of mathematics.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 16

How States are Faring in Teacher Preparation in Mathematics



Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0



ANALYSIS

Alabama relies on both coursework requirements and its standards for teacher preparation programs as the basis for articulating its requirements for the mathematics content knowledge of elementary teacher candidates.

Alabama requires elementary teaching candidates to earn at least 12 semester hours of credit in mathematics. The state specifies neither the requisite content of these classes nor that they must meet the needs of elementary teachers. Also, the state has recently adopted new teaching standards that its approved teacher preparation programs must use to frame instruction in elementary mathematics content. These standards appropriately address content in mathematics foundations, but although they mention such areas as algebra, geometry and statistics, the standards lack the specificity needed to ensure that teacher preparation programs deliver mathematics content of appropriate breadth and depth to elementary teacher candidates.

Alabama also requires that all new elementary teachers pass a general subject-matter test, the Praxis II. This test lacks a specific mathematics subscore, so one can fail the mathematics portion and still pass the test. Further, while this test does include important elementary school-level content, it barely evaluates candidates' knowledge beyond an elementary school level, does not challenge their understanding of underlying concepts and does not require candidates to apply knowledge in non-routine, multi-step procedures.

Supporting Research

Alabama Administrative Code 290-3-3-.02 (2)(a); 290-3-3-.03; 290-3-3-.06

www.ets.org/praxis

"No Common Denominator: The Preparation of Elementary Teachers in Mathematics by America's Education Schools," NCTQ, June 2008 http://www.nctq.org/p/publications/docs/nctq_ttmath_fullreport.pdf

RECOMMENDATION

- **Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers.**

Although Alabama teaching standards require some knowledge in key areas of mathematics, the state should require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. This includes specific coursework in foundations, algebra and geometry, with some statistics.

- **Require teacher candidates to pass a rigorous mathematics assessment.**

Alabama should assess mathematics content with a rigorous assessment tool, such as the test required in Massachusetts, that evaluates mathematics knowledge beyond an elementary school level and challenges candidates' understanding of underlying mathematics concepts. Such test could also be used to allow candidates to test out of coursework requirements. Teacher candidates who lack minimum mathematics knowledge should not be eligible for licensure.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that prior to approval, preparation programs must comply with the Alabama Quality Teaching Standards (AQTs) and requirements unique to elementary education. These standards specify mathematics literacy knowledge and ability requirements, while the standards unique to elementary education enlarge mathematics knowledge and ability requirements for prospective elementary teachers.

Alabama also noted that its elementary education program approval rules prescribe knowledge of “academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the Alabama Course of Study: Mathematics.” They also prescribe knowledge of “the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability as stated in the Alabama Course of Study: Mathematics.”

Finally, the state pointed out that it is beginning to modify and enhance its testing requirements, and has already adopted several new tests as of August 1, 2011. This first group of new tests included a test of reading. The next group to be validated for use in Alabama will include a test that requires prospective elementary teachers to earn a passing score in each of four academic disciplines: English language arts, mathematics, science and social science.

Supporting Research

http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=10652&sort=8

http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=10655&sort=8

290-3-3.06(2)(b)3.(ii)(I)

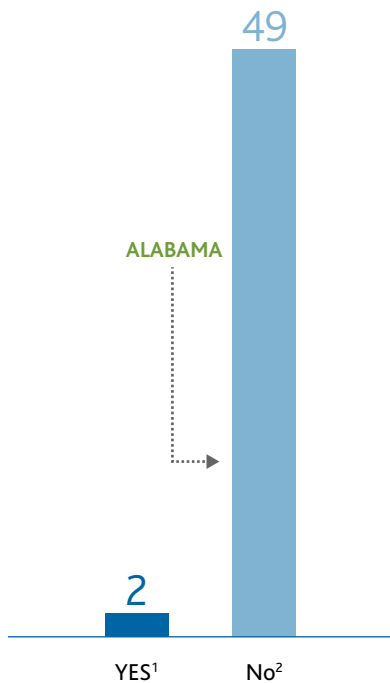
http://www.alsde.edu/html/sections/section_detail.asp?section=54&footer=sections

★ **EXAMPLES OF BEST PRACTICE**

Massachusetts is the only state that ensures that its elementary teachers have sufficient knowledge of mathematics content. As part of its general curriculum test, the state utilizes a separately scored mathematics subtest that covers topics specifically geared to the needs of elementary teachers.

Figure 17

Do states articulate appropriate mathematics preparation for elementary teachers?

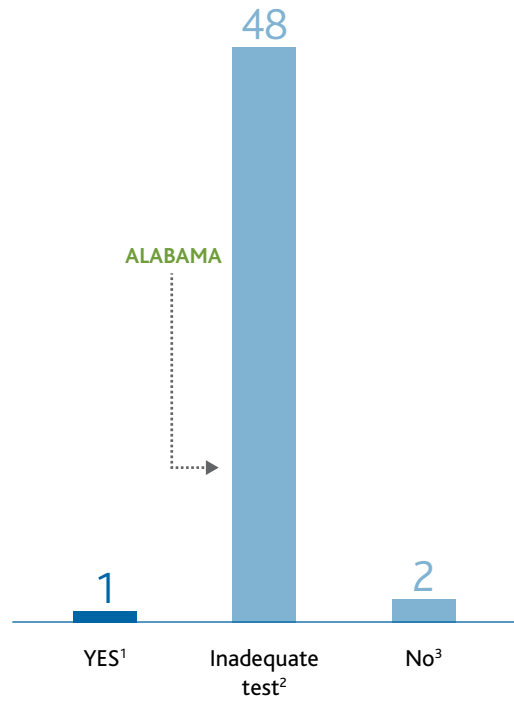


1. **Strong Practice:** Indiana, Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, 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

Figure 18

Do states measure new elementary teachers' knowledge of math?



1. **Strong Practice:** Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, 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

3. Montana, Nebraska

Area 1: Delivering Well-Prepared Teachers

Goal E – Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage middle school candidates who intend to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates intending to teach a single subject area should earn a major in that area.
2. The state should not permit 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.
3. The state should require that new middle school teachers pass a licensing test in every core academic area they intend to teach.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 19

How States are Faring in Middle School Teacher Preparation

-  **3** Best Practice States
Arkansas↑, Georgia, Pennsylvania↑
-  **7** States Meet Goal
Connecticut, Florida↑, Kentucky, Louisiana, Mississippi, New Jersey, South Carolina↑
-  **8** States Nearly Meet Goal
ALABAMA, District of Columbia, Indiana, Kansas, New York, Ohio, Tennessee, Virginia
-  **11** States Partly Meet Goal
Delaware, Hawaii, Iowa, Maryland, Massachusetts, Missouri, Nebraska, Rhode Island, Texas, Vermont, West Virginia
-  **11** States Meet a Small Part of Goal
Arizona, Michigan, Minnesota↑, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Wyoming
-  **11** States Do Not Meet Goal
Alaska, California, Colorado, Idaho, Illinois, Maine, North Carolina↓, Oregon, South Dakota, Washington, Wisconsin

Progress on this Goal Since 2009:

↑ : 5 ↔ : 45 ↓ : 1



ANALYSIS

Alabama offers two options for the preparation of middle school teachers (grades 4-8). The first option is a comprehensive teaching license with a specialization in English language arts, general science or general social science that includes both of the following: an academic major of at least 32 credit hours with at least 19 credit hours of upper-division credit and at least one course in each of the specified areas included in the comprehensive teaching field. The second option is a single teaching field with an academic major that includes a minimum of 32 credit hours with at least 19 credit hours of upper-division credit.

The only option for middle-level math certification is a single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit.

All new middle school teachers in Alabama are also required to pass a single-subject Praxis II content test to attain licensure; a general content knowledge test is not an option.

Supporting Research

Alabama Administrative Code 290-3-3-.07
www.ets.org/praxis

RECOMMENDATION

■ Strengthen middle school teachers' subject-matter preparation.

Alabama is commended for not allowing middle school teachers to teach on a K-8 generalist license. To further strengthen middle school teachers' subject-matter preparation, Alabama should encourage middle school teachers who plan to teach multiple subjects to earn two minors in two core academic areas, rather than a single major. However, the state should retain its requirement for a subject-area major for middle school candidates who intend to teach a single subject.

ALABAMA RESPONSE TO ANALYSIS

Alabama was helpful in providing NCTQ with facts that enhanced this analysis. The state added that the academic major must match the courses required for the institution's mathematics major provided for nonteacher education students enrolled at the institution. Therefore, requirements for the preparation of middle-level math teachers are identical to the academic major requirement for secondary math teachers. Further, if prescribed courses in the "pure" mathematics major do not assure compliance with Alabama's knowledge and ability standards for the preparation of mathematics teachers, "pure" major elective course options may be used to require courses that do address those standards.

Supporting Research

290-3-3-.07(1)(b)

★ EXAMPLES OF BEST PRACTICE

Arkansas, Georgia and Pennsylvania ensure that all middle school teachers are sufficiently prepared to teach middle school-level content. Teachers are required to earn at least two content-area minors. Georgia and Pennsylvania also require passing scores on single-subject content tests, and Arkansas requires a subject-matter assessment with separate passing scores for each academic area.

Figure 20

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"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| 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"/> |
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" 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"/> ⁵ |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 29 | 6 | 16 |

1. California offers a K-12 generalist license for self-contained classrooms.
2. Illinois offers K-9 license.
3. With the exception of mathematics.
4. Oregon offers 3-8 license.
5. Wisconsin offers 1-8 license.

Figure 21

What academic preparation do states require for a middle school endorsement or license?

| | MAJOR OR MORE | MAJOR OR TWO MINORS | TWO MINORS | Less than a major or "loose" requirements | No requirement of content major or minor |
|----------------------|-------------------------------------|--|--|---|--|
| ALABAMA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input 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"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Missouri | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <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"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <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"/> | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 13 | 3 | 9 | 12 | 14 |

1. State does not explicitly require two minors, but it has equivalent requirements.

2. Pennsylvania has two options. One option requires a 30 credit concentration in one subject and nearly a minor (12 credits) in three additional subjects; the second option is 21 credits in two subject-area concentrations with 12 credits in two additional subjects.

Area 1: Delivering Well-Prepared Teachers

Goal F – Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that secondary teachers pass a licensing test in every subject they intend to teach.
2. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 22

How States are Faring in Secondary Teacher Preparation



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Alabama requires that its secondary teacher candidates pass a Praxis II content test to teach any core secondary subject. Unfortunately, Alabama permits a significant loophole to this important policy by allowing both general science and general social studies licenses, without requiring subject-matter testing for each subject area within these disciplines (see Goals 1-G and 1-H).

Further, to add an additional field to a secondary license, teachers must also pass a Praxis II content test. However, as stated above, Alabama cannot guarantee content knowledge in each specific subject for those secondary teachers who add general science or general social studies endorsements.

Supporting Research

Alabama Administrative Code 290-3-2-.17, 290-3-3-.08

RECOMMENDATION

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

Alabama wisely requires subject-matter tests for most secondary teachers, but should address any loopholes that undermine this policy (see Goals 1-G and 1-H). This applies to the addition of endorsements as well.

ALABAMA RESPONSE TO ANALYSIS

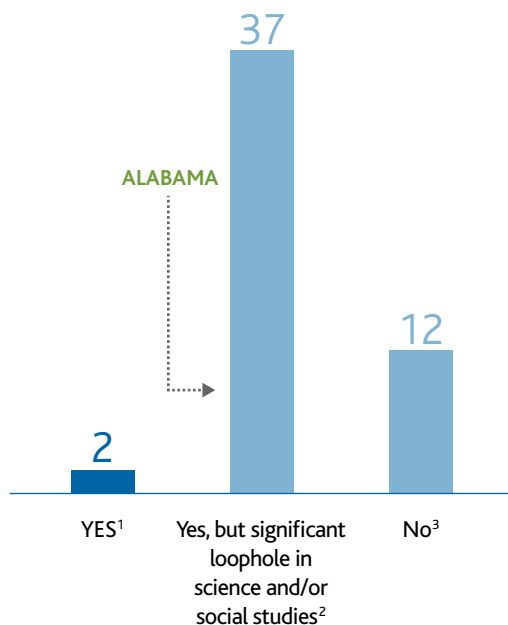
Alabama recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Not only do **Indiana** and **Tennessee** require that secondary teacher candidates pass a content test to teach any core secondary subjects, but these states also do not permit any significant loopholes to this important policy by allowing secondary general science or social studies licenses (see Goals 1-G and 1-H).

Figure 23

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



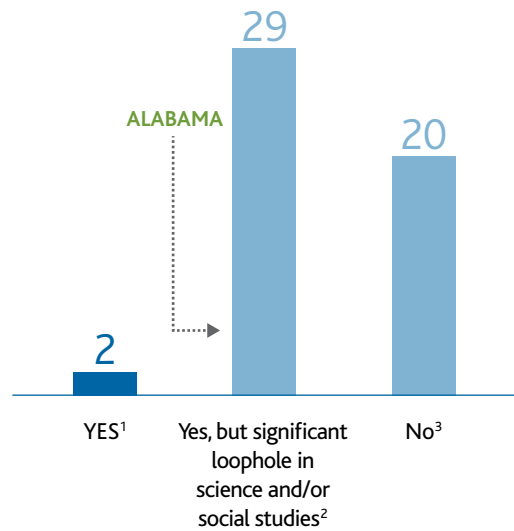
1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

Figure 24

Do all secondary teachers have to pass a content test in every subject area to add an endorsement?



1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Iowa, Louisiana, Maryland, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal G – Secondary Teacher Preparation in Science

The state should ensure that science teachers know all the subject matter they are licensed to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary science teachers to pass a subject-matter test of each science discipline they intend to teach.
2. The state should require middle school science teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of science.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 25

How States are Faring in Preparation to Teach Science

-  **1** **Best Practice State**
New Jersey
-  **7** **States Meet Goal**
Florida, Indiana, Kansas, Kentucky, Minnesota, New Hampshire, Virginia
-  **11** **States Nearly Meet Goal**
Arkansas, Georgia, Maine, Maryland, Massachusetts, New York, Ohio, Oklahoma, South Dakota, Utah, West Virginia
-  **16** **States Partly Meet Goal**
ALABAMA, Connecticut, Delaware, District of Columbia, Hawaii, Louisiana, Mississippi, Missouri, Nevada, New Mexico, North Dakota, Pennsylvania, South Carolina, Tennessee, Vermont, Washington
-  **4** **States Meet a Small Part of Goal**
Arizona, Idaho, Illinois, Wisconsin
-  **12** **States Do Not Meet Goal**
Alaska, California, Colorado, Iowa, Michigan, Montana, Nebraska, North Carolina, Oregon, Rhode Island, Texas, Wyoming

Progress on this Goal Since 2009:

New Goal



ANALYSIS

Secondary science teachers in Alabama have the option of a comprehensive teaching license with a specialization in general science. These candidates must take a minimum of one course in each of the specified areas included in the comprehensive teaching field—namely biology, chemistry, physics, and earth and space science—and they are required to pass the Praxis II “General Science” content test. Teachers with this license are not limited to teaching general science, but rather can teach any of the topical areas.

Middle school science teachers have two options: either a comprehensive teaching license with a specialization in general science, or one in a single teaching field. Commendably, candidates are also required to pass the Praxis II “Middle School Science” test.

Supporting Research

Alabama Administrative Code 290-3-3-.07; .08; .15

Praxis Testing Requirements

www.ets.org

RECOMMENDATION

- **Require secondary science teachers to pass tests of content knowledge for each science discipline they intend to teach.**

States that allow general science certifications—and only require a general knowledge science exam—are not ensuring that these secondary teachers possess adequate subject-specific content knowledge. Alabama’s required assessment combines all subject areas (e.g., biology, chemistry, physics) and does not report separate scores for each subject area. Therefore, candidates could answer many—perhaps all—chemistry questions incorrectly, for example, yet still be licensed to teach chemistry to high school students.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that it provides a general science option at both the middle and secondary levels to meet the needs of schools that cannot afford to employ a full-time chemistry or physics teacher who would carry less than a full teaching load. Program completion requires a “pure” arts and sciences-type major in one area of science, which includes at least 32 semester hours of credit with at least 19 semester hours of upper-division credit, in addition to courses in other areas of science needed to document compliance with the general rules for all science teaching fields and the rules specific to general science. Candidates must also pass the Praxis II General Science test.

Alabama also noted that it provides options in the specific disciplines of biology, chemistry and physics, and requires passing score on those subject-specific Praxis II tests. Program-completion requirements are similar to those stated above.

Supporting Research

http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=10652&sort=8

LAST WORD

There is no doubt that districts, especially small and/or rural districts, appreciate the flexibility offered by the general science certificate. The state need not do away with this license, but rather change its requirements to ensure that a teacher with such a license has the requisite knowledge and skills to teach all included subjects. There are also other ways to address situations where a full-time teacher might not be needed without sacrificing teacher content knowledge, including distance and blended learning or a part-time adjunct license as described in Goal 2-D.

Figure 26

Do states ensure that secondary science teachers have adequate subject-matter knowledge?

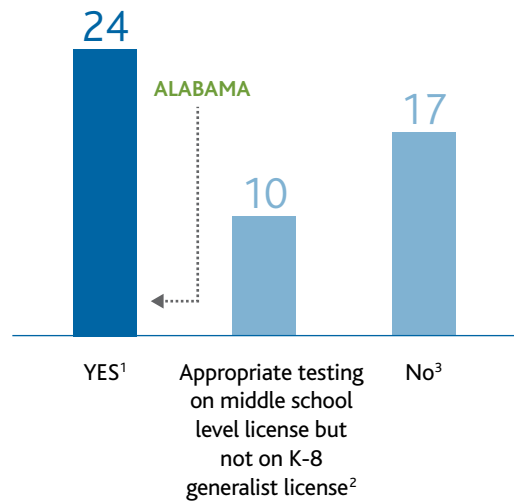
| | STATE OFFERS GENERAL SCIENCE OR COMBINATION SCIENCE LICENSES WITH ADEQUATE TESTING | State offers general science or combination science licenses without adequate testing | STATE OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING | State offers only single-subject science licenses without adequate testing |
|----------------------|--|---|---|--|
| ALABAMA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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★ EXAMPLES OF BEST PRACTICE

New Jersey does not offer certification in general science for secondary teachers. Although the state allows a combination physical science certificate, it ensure adequate content knowledge in both chemistry and physics by requiring teacher candidates to pass individual content tests in chemistry, physics and general science. Further, middle school science teachers must pass a science-specific content test.

Figure 27

Do states ensure that middle school teachers have adequate preparation to teach science?



1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Washington, Wisconsin

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Michigan, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal H – Secondary Teacher Preparation in Social Studies

The state should ensure that social studies teachers know all the subject matter they are licensed to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they intend to teach.
2. The state should require middle school social studies teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of social studies.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 28

How States are Faring in Preparation to Teach Social Studies



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Secondary social studies teachers in Alabama have the option of a general social studies teaching field license. Coursework must include courses in economics, geography, history and political science, and may include coursework in other areas of the social studies. Candidates are required to pass the Praxis II “Social Studies” test. Teachers with this license are not limited to teaching general social studies, but rather can teach any of the topical areas.

Middle school social studies teachers have two options: either a comprehensive teaching license with a specialization in general social studies, or one in a single teaching field. Commendably, candidates are also required to pass the Praxis II “Middle School Social Studies” test.

Supporting Research

Alabama Administrative Code 290-3-3-.07; .20

Praxis Testing Requirements

www.ets.org

RECOMMENDATION

- **Require secondary social studies teachers to pass tests of content knowledge for each social studies discipline they intend to teach.**

States that allow general social studies certifications—and only require a general knowledge social studies exam—are not ensuring that their secondary teachers possess adequate subject-specific content knowledge. Alabama’s required assessment combines all subject areas (e.g., history, geography, economics) and does not report separate scores for each subject area. Therefore, candidates could answer many—perhaps all—history questions incorrectly, for example, yet still be licensed to teach history to high school students.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that it provides a general social studies option at both the middle and the secondary levels to meet the needs of schools that cannot afford to employ a full-time economics or geography teacher, for example, who would carry less than a full teaching load. Program completion requires a “pure” arts and sciences-type major in one area of social studies, which includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit, in addition to courses in other areas of social studies needed to document compliance with the general rules for all social studies teaching fields and the rules specific to general social studies. Candidates must also pass the Praxis II content test for general social studies.

Alabama also noted that it provides options for the preparation of social studies teachers in the specific disciplines of geography and history, and requires candidates to pass the subject-specific Praxis II content test. Program-completion requirements are similar to those stated above.

Supporting Research

http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=10652&sort=8

LAST WORD

Just as with the general science certificate discussed in Goal 1-G, there is no doubt that districts, especially small and/or rural districts, appreciate the flexibility offered by the general science certificate. The state need not do away with this license, but rather change its requirements to ensure that a teacher with such a license has the requisite knowledge and skills to teach all included subjects. There are also other ways to address situations where a full-time teacher might not be needed without sacrificing teacher content knowledge, including distance and blended learning or a part-time adjunct license as described in Goal 2-D.

Figure 29

Do states ensure that secondary social studies teachers have adequate subject-matter knowledge?

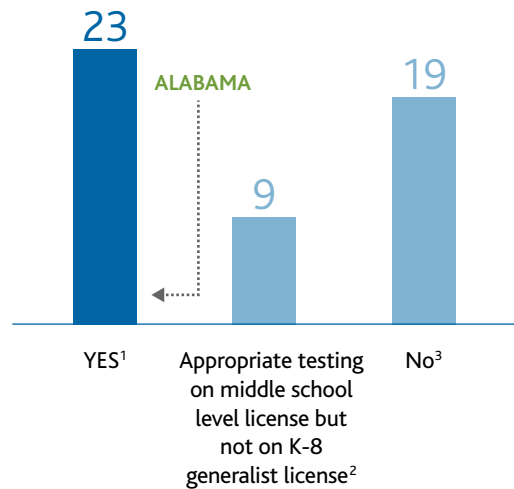
| | OFFERS GENERAL SOCIAL STUDIES LICENSE WITH ADEQUATE TESTING | OFFERS ONLY SINGLE SUBJECT SOCIAL STUDIES LICENSES | Offers general social studies license without adequate testing |
|----------------------|---|--|--|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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★ EXAMPLES OF BEST PRACTICE

Not only does **Indiana** ensure that its secondary social studies teachers possess adequate content knowledge of all subjects they intend to teach—through both coursework and content testing—but the state’s policy also does not make it overly burdensome for social studies teachers to teach multiple subjects. Other notable states include **Georgia** and **South Dakota**, which also do not offer secondary general social studies certifications.

Figure 30

Do states ensure that middle school teachers have adequate preparation to teach social studies?



- Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia
- Maine, Michigan, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Washington
- Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Massachusetts, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Wisconsin, Wyoming

Figure 29

1. Massachusetts does not offer a general social studies license, but offers combination licenses.

Area 1: Delivering Well-Prepared Teachers

Goal I – Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
2. All elementary special education candidates should have a broad liberal arts program of study that includes study in mathematics, science, English, social studies and fine arts and should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
3. The state should require that teacher preparation programs graduate secondary special education teacher candidates who are highly qualified in at least two subjects. The state should also customize a "HOUSSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 31

How States are Faring in Special Education Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



ANALYSIS

Commendably, Alabama does not offer a K-12 special education certification.

Alabama also appropriately requires its elementary special education teacher candidates to pass the same subject-matter test as general education candidates. However, the state does not ensure that its elementary special education teachers—who are required to meet the same preparation requirements as all elementary candidates—are provided with a broad liberal arts program of study relevant to the elementary classroom (see Goal 1-B).

Further, Alabama fails to require that secondary special education teacher candidates are highly qualified in at least two subject areas, and it does not customize a “HOUSSE” route for new secondary special education teachers to help them achieve highly qualified status in all subjects they teach.

Supporting Research

Alabama Administrative Code 290-3-3-.35, .36

Praxis Test Requirements

www.ets.org

RECOMMENDATION

■ **Provide a broad liberal arts program of study to elementary special education candidates.**

Alabama should ensure that special education teacher candidates who will teach elementary grades possess not only knowledge of effective learning strategies but also knowledge of the subject matter at hand. Although the state commendably requires the same content test for elementary special education teachers as general education teachers, it should also require core-subject coursework relevant to the elementary classroom. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

■ **Ensure that secondary special education teacher candidates graduate with highly qualified status in at least two subjects, and customize a HOUSSE route so that they can achieve highly qualified status in all subjects they plan to teach.**

To make secondary special education teacher candidates more flexible and better able to serve schools and students, Alabama should use a combination of coursework and testing to ensure they graduate with highly qualified status in two core academic areas. A customized HOUSSE route can also help new secondary special education teacher candidates to become highly qualified in multiple subjects by offering efficient means by which they could gain broad overviews of specific areas of content knowledge, such as content-driven university courses. Such a route is specifically permitted in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA).

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state reiterated that elementary special education teachers are required to meet the same preparation requirements as all elementary candidates.

Alabama also noted that NCTQ presumes that there is only one model for special education at the secondary level, a model that requires special education teachers to teach core academic content. However, special education teachers do not teach content at the secondary level. Rather, they are paired with highly qualified teachers of the core academic subjects specified in NCLB. The core academic subject teachers provide the instruction; the paired special education teachers provide the support that special education students need in order to learn.

Further, Alabama pointed out that a number of secondary special education teachers have achieved proper certification at the master's degree level, having completed undergraduate majors in a core academic subject to earn baccalaureate level certification and HQ status in that core academic subject. Special education teachers with at least two years of teaching experience may also use a passing score on the appropriate Praxis II content knowledge test.

In anticipation that NCLB will be amended, Alabama added that it has no plans to modify HOUSSE options at this time.

Supporting Research

http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=10652&sort=8

LAST WORD

While special educators should be valued for their critical role working with students with disabilities and special needs, they are identified by the state not as "special education assistants" but as "special education teachers," presumably because the state expects them to provide instruction to children. Providing instruction to children who have special needs requires both knowledge of effective learning strategies and some knowledge of the subject matter at hand. Failure to ensure that teachers are well trained in content areas deprives special education students of the opportunity to reach their full academic potential.

Figure 32

Do states distinguish between elementary and secondary special education teachers?

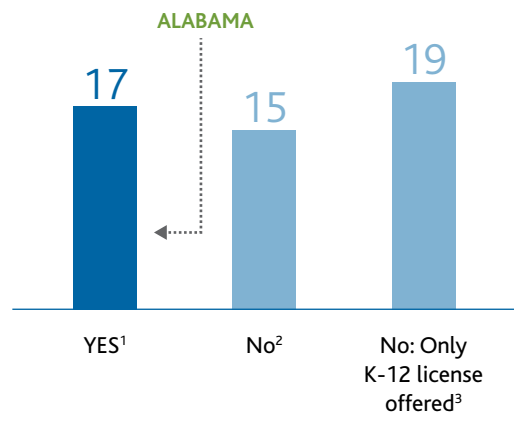
| | DOES NOT OFFER A K-12 CERTIFICATION | Offers K-12 and grade-specific certification(s) | Offers only a K-12 certification |
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| | 16 | 16 | 19 |

★ EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot highlight any state's policy in this area. Preparation of special education teachers remains a topic in critical need of states' attention. However, it is worth noting that three states—**Louisiana**, **Pennsylvania** and **Texas**—will no longer issue K-12 special education certifications. Only grade-level specific options will be available to new teachers.

Figure 33

Do states require subject-matter testing for elementary special education licenses?



- Strong Practice:** Alabama, Arkansas, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Nebraska, New Jersey, New York, North Dakota, Oregon⁴, Pennsylvania⁵, Rhode Island, Texas, West Virginia, Wisconsin
- Alaska, Georgia, Hawaii, Indiana, Maine, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, South Dakota, Tennessee, Vermont, Washington, Wyoming
- Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Kentucky, Montana, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, Utah, Virginia
- Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail the tests twice to still be considered for a license.
- In Pennsylvania, a candidate who opts for dual certification in elementary special education and as a reading specialist does not have to take a content test.

Figure 32

1. Beginning January 1, 2013

Area 1: Delivering Well-Prepared Teachers

Goal J – Assessing Professional Knowledge

The state should use a licensing test to verify that all new teachers meet its professional standards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 34

How States are Faring in Assessing Professional Knowledge



Progress on this Goal Since 2009:

↑ : 1 ↔ : 49 ↓ : 1



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Alabama does not currently require new teachers to pass a test of pedagogy in order to attain licensure.

Supporting Research

<http://www.ets.org/praxis/al/requirements>

RECOMMENDATION

■ **Require that all new teachers pass a pedagogy test.**

Alabama should require that all new teachers meet professional standards through a test of professional knowledge.

ALABAMA RESPONSE TO ANALYSIS

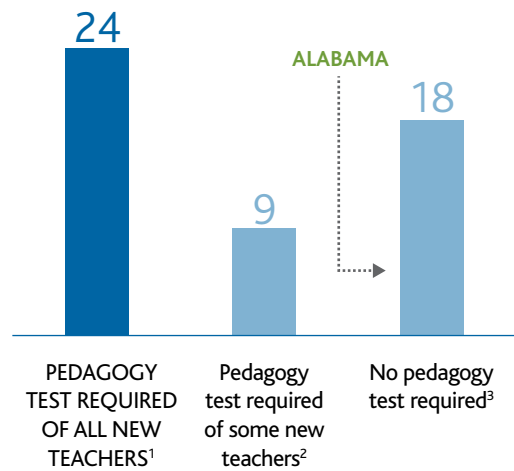
Alabama recognized the factual accuracy of this analysis. The state added that it is beginning to modify and enhance its testing requirements. The first group of new tests included reading and special education. The next group to be validated will include a test that requires prospective elementary teachers to earn a passing score in each of four academic disciplines: English language arts, mathematics, science and social science. Alabama pointed out that included in this second group will be tests of pedagogical knowledge, which will subsequently be required of all applicants for initial certification at the elementary and secondary levels.

★ EXAMPLES OF BEST PRACTICE

Twenty-three states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it additionally commends the nine states (**Arizona, California, Florida, Illinois, Minnesota, New Mexico, New York, Oklahoma, Texas**) that utilize their own assessments to measure pedagogical knowledge and skills.

Figure 35

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



1. **Strong Practice:** Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia

2. Connecticut, Idaho, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, Utah⁴, Wyoming

3. Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

4. Not required until teacher advances from a Level One to a Level Two license.

Area 1: Delivering Well-Prepared Teachers

Goal K – Student Teaching

The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that student teachers only be placed with cooperating teachers for whom there is evidence of their effectiveness as measured by consistent gains in student learning.
2. The state should require that teacher candidates spend at least 10 weeks student teaching.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 36

How States are Faring in Student Teaching



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Alabama commendably requires that candidates be full-time student teachers, or “interns,” for a full semester in the teaching field for which certification is sought. Their experiences must progress to full responsibilities of the teacher for at least 20 full days, including 10 consecutive days.

The state also articulates that cooperating teachers must be “accomplished school professionals,” who are properly certificated at the Class A level for their present assignment, have at least three years of educational experience in the field, and currently teach classes in an intern’s area of specialization. However, if a Class A teacher is not available, the unit head may make an exception and allow a teacher who meets the latter two credentials but holds a Class B license to supervise an intern.

Supporting Research

Alabama Administrative Code 290-3-3-.02(6), (6)(c), (7)(s)

RECOMMENDATION

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

Although Alabama articulates some important requirements for cooperating teachers, the state does not address the most essential: cooperating teachers’ classroom effectiveness. In addition to the ability to mentor an adult, cooperating teachers should also be carefully screened for their capacity to further student achievement. Research indicates the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than the student teacher or school district staff.

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

Unless preparation programs can establish true satellite campuses to closely supervise student teaching arrangements, placement in foreign or otherwise novel locales should be supplementary to a standard student teaching arrangement. Outsourcing the 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.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that as of September 2011, it will be reporting individual teacher impact on student achievement in reading and mathematics. The measure will be students’ scores for the 2009-10 and 2010-11 school years. Although that information will only be available to an individual teacher and the teacher’s principal, Alabama plans to consider ways to utilize that information to improve instruction without infringing on individual rights. The state

is unsure whether it can use those data to help preparation programs make decisions about the selection of cooperating teachers.

Alabama noted that under its current system, preparation programs are responsible for selecting internship placements with the approval of the school system superintendent or designee. College/university personnel are also responsible for providing training for cooperating teachers. If an exception is made to allow a teacher without a master's degree to serve as a cooperating teacher, the institution must document the exception, which most often is based on NBPTS certification. Lack of an otherwise-qualified cooperating teacher within the institution's service area, usually a 50-mile radius of the campus, is another prevalent reason for exceptions.

The state also pointed out that placement of student teachers in foreign locales is rare, yet many undergraduate programs provide overseas study options. "Providing an overseas internship placement for a few qualified applicants preparing to teach might be one strategy for encouraging the best and the brightest to prepare as teachers. The internship is the culminating experience in preparing teachers, but it is preceded by numerous clinical placements during which prospective teachers learn about relevant state instructional frameworks."

Figure 37

Do states require the elements of a high-quality student teaching experience?

| | 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 type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input 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 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 type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
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| Maine | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input 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 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 checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input 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 type="checkbox"/> | <input 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 checked="" type="checkbox"/> ¹ |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |

2 29

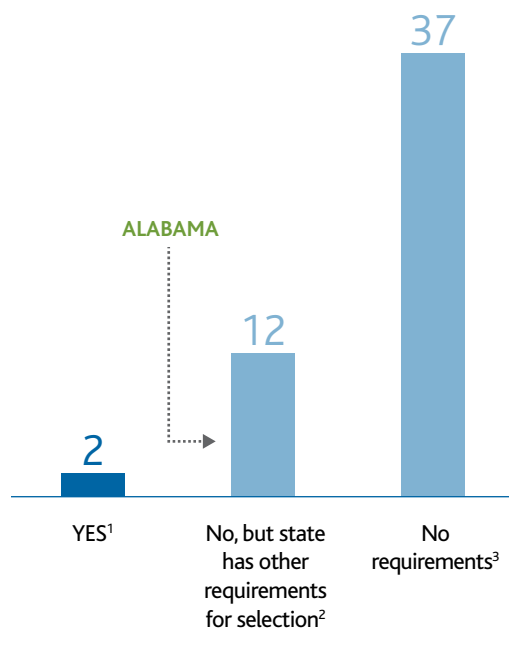
★ **EXAMPLES OF BEST PRACTICE**

Although no state has been singled out for “best practice” honors, **Florida** and **Tennessee** require teacher candidates to complete at least 10 weeks of full-time student teaching, and they have taken steps toward ensuring that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

1. Candidates can student teach for less than 12 weeks if determined to be proficient.

Figure 38

Is the selection of the cooperating teacher based on some measure of effectiveness?



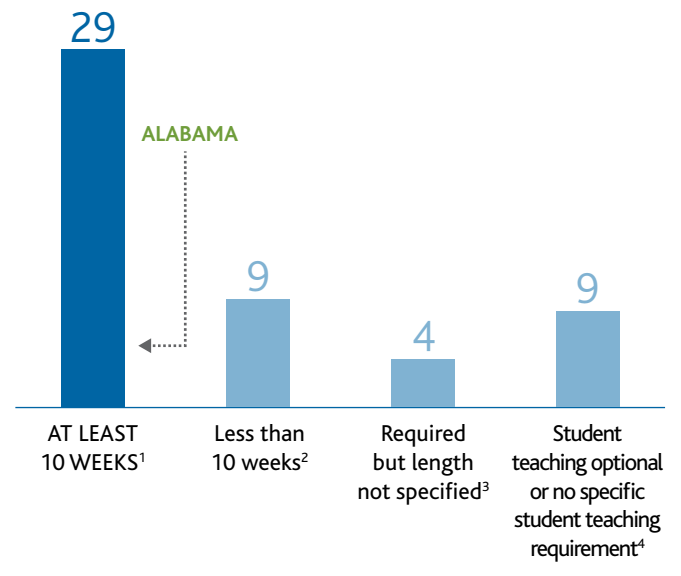
1. **Strong Practice:** Florida, Tennessee

2. Alabama, Connecticut, Indiana, Iowa, Kentucky, Nebraska, New Hampshire, New Jersey, North Dakota, Pennsylvania, Washington, Wisconsin

3. Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

Figure 39

Is the summative student teaching experience of sufficient length?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Florida, Hawaii, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia⁵, Wisconsin

2. Idaho, Indiana, Louisiana, Massachusetts, Missouri, Nevada, New York, Virginia, Wyoming

3. Illinois, Maine, New Mexico, Utah

4. Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Maryland, Montana

5. Candidates can student teach for less than 12 weeks if determined to be proficient.

Area 1: Delivering Well-Prepared Teachers

Goal L – Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should collect value-added data that connects student achievement gains to teacher preparation programs.
2. The state should collect other meaningful data that reflects program performance, including some or all of the following:
 - a. Average raw scores of teacher candidates on licensing tests, including basic skills, subject matter and professional knowledge tests;
 - b. Number of times, on average, it takes teacher candidates to pass licensing tests;
 - c. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
 - d. Evaluation results from the first and/or second year of teaching;
 - e. Five-year retention rates of graduates in the teaching profession.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 40

How States are Faring in Teacher Preparation Program Accountability



Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Alabama's approval process for its traditional and alternate route teacher preparation programs could do more to hold programs accountable for the quality of the teachers they produce.

Most importantly, Alabama does not collect value-added data that connect student achievement gains to teacher preparation programs.

However, Alabama commendably relies on some objective, meaningful data to measure the performance of traditional teacher preparation programs. The state requires that first-year teachers demonstrate "satisfactory performance" on the Professional Education Personnel Evaluation program, which includes surveys of employers and recent graduates to assess on-the-job performance. It also considers separate grades for the basic skills and content knowledge components of the state's assessment program. As of August 2011, however, Alabama will be switching to its new evaluation instrument, EDUCATEAlabama. It is unclear how this will affect the state's measurement of teacher preparation program performance.

Alabama also appears to apply transparent, measurable criteria for conferring program approval of its traditional programs. The state awards letter grades to these programs annually. If the grade for a program is a C or higher, no action is required. If over a two-year period, a program receives two Ds, two Fs, or a combination of a D and an F, then the state must authorize a special review and, based upon the evidence, may rescind approval of the program. Regrettably, however, there is no evidence that the state's criteria for conferring program approval are resulting in greater accountability. In the past three years, only one program in the state has been identified in required federal reporting as low performing.

Finally, Alabama makes its findings available by posting the data and program grades on its website.

Supporting Research

Alabama Administrative Code
290-3-3-.56

Title II State Reports
<https://title2.ed.gov>

Teacher Prep Report Cards
http://www.alsde.edu/html/reports_downloads.asp?menu=none&footer=general

RECOMMENDATION

■ **Collect data that connect student achievement gains to teacher preparation programs.**

To ensure programs are producing effective classroom teachers, Alabama should consider the academic achievement gains of students taught by the programs' graduates, averaged over the first three years of teaching.

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

Although Alabama relies on some objective, meaningful data to measure the performance of teacher preparation programs, the state should expand its requirements to include other metrics such as five-year retention rates of graduates in the teaching profession.

■ **Ensure that criteria for program approval result in greater accountability.**

Alabama has taken more steps than many states to develop an accountability system for teacher preparation programs. The state should ensure that its system is sufficient to differentiate program performance, including alternate routes, and that follow-up actions are taken as warranted.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that as of September 2011, it will be reporting individual teacher impact on student achievement in reading and mathematics. Although that information will only be available to an individual teacher and the teacher's principal, Alabama plans to consider ways to utilize that information to improve instruction without infringing on individual rights. The state is unsure whether these data can be used to identify areas in which educator preparation institutions need to improve.

Alabama also contended that the efforts of its IHEs to enhance field experiences for prospective teachers will contribute to the realistic preparation of competent beginning teachers, and the state's report card was amended several years ago to include partnership scores with elementary and secondary schools.

Alabama also noted that because many factors influence a person's decision to remain active in the teaching profession, preparation institutions should not be held solely accountable for retention rates. For decades, the state has required preparation programs to provide remediation at no cost to individuals whose performance during their first two years of employment indicates the need for additional support.

The state added that EDUCATEAlabama is a formative assessment system, with criteria based on the state's Quality Teaching Standards. The rubric for the continuum identifies five levels of practice: pre-service and beginning, emerging, applying, integrating, and innovating. It will be used throughout a teacher's career to recognize areas of competence and to plan for continuous improvement.

Further, the same Quality Teaching Standards used to assess employed teachers are also part of the approval process for candidates seeking initial certification through the completion of traditional undergraduate or MAT-type programs. Rather than preparation programs receiving a single score for a recent graduate during that graduate's first year of employment, they will have access to detailed information that can be used to improve the programs.

Finally, Alabama pointed out that as of the 2011-2012 school year, the state will require a 2.50 GPA for the first Alternative Baccalaureate-Level Certificate (ABC). Applicants for the ABC or the first Special Alternative Certificate (SAC) must now also earn passing scores on the basic skills assessments and the appropriate Praxis II content tests.

Supporting Research

http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=10652&sort=8

http://www.alsde.edu/html/sections/doc_download.asp?section=113&id=14358&sort=

http://www.alsde.edu/html/sections/doc_download.asp?section=66&id=13422&sort=7

Figure 41

Do states hold teacher preparation programs accountable?

| | TRADITIONAL PREPARATION | | | ALTERNATIVE PREPARATION | | |
|----------------------|---|---------------------------------------|-------------------------------------|---|---------------------------------------|--|
| | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE |
| ALABAMA | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input 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"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <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 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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 25 | 5 | 14 | 17 | 2 | 10 |

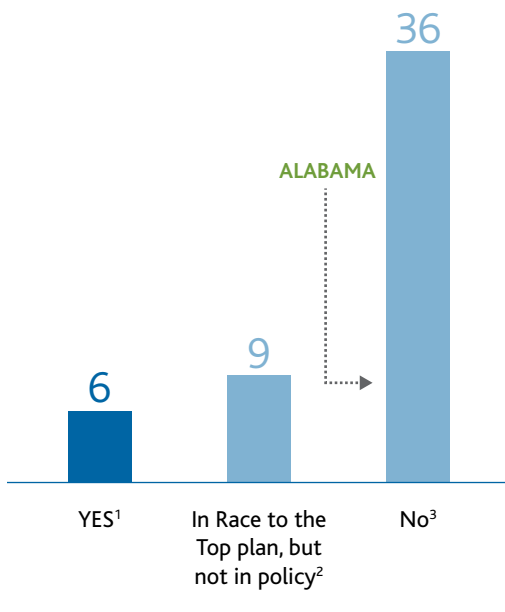
1. Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.
2. The posted data do not allow the public to review and compare program performance because data are not disaggregated by program provider.

★ EXAMPLES OF BEST PRACTICE

Florida connects student achievement gains to teacher preparation programs. The state also relies on other objective, meaningful data to measure the performance of teacher preparation programs, and it applies transparent, measurable criteria for conferring program approval. Florida also posts an annual report on its website.

Figure 42

Do states use student achievement data to hold teacher preparation programs accountable?



- Strong Practice:** Colorado, Florida, Georgia, Louisiana, Tennessee, Texas
- Delaware, District of Columbia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island
- Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Figure 43

Which states collect meaningful data?

AVERAGE RAW SCORES ON LICENSING TESTS

ALABAMA, Louisiana, Michigan, New Jersey, Tennessee, West Virginia

SATISFACTION RATINGS FROM SCHOOLS

ALABAMA, Arizona, Florida, Iowa, Kentucky, Maryland¹, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Virginia, Washington¹, West Virginia

EVALUATION RESULTS FOR PROGRAM GRADUATES

ALABAMA, Arizona, Delaware¹, Florida, Illinois, Iowa, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont

STUDENT LEARNING GAINS

Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

TEACHER RETENTION RATES

Arizona, Colorado, Delaware¹, Missouri, New Jersey

- For alternate route only

Figure 44

What is the relationship between state program approval and national accreditation?

| | STATE HAS ITS OWN APPROVAL STANDARDS | National accreditation is required for state approval | National accreditation can be substituted for state approval | While not technically required, the approval process is indistinguishable from accreditation | While not technically required, there is some overlap |
|-----------------------|--------------------------------------|---|--|--|---|
| ALABAMA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Hawaii ¹ | <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"/> | <input type="checkbox"/> |
| Illinois ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Louisiana | <input checked="" type="checkbox"/> | <input 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"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input 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"/> |
| | 23 | 10 | 4 | 8 | 6 |

1. According to information posted on NCATE's website.

Area 2: Expanding the Pool of Teachers

Goal A – Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. With some accommodation for work experience, alternate route programs should screen candidates for academic ability, such as requiring a minimum 2.75 overall college GPA.
2. All alternate route candidates, including elementary candidates and those having a major in their intended subject area, should be required to pass the state's subject-matter licensing test.
3. Alternate route candidates lacking a major in the intended subject area should be able to demonstrate subject-matter knowledge by passing a test of sufficient rigor.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 45

How States are Faring in Alternate Route Eligibility



Progress on this Goal Since 2009:

↑ : 12 ↔ : 32 ↓ : 7



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

While only some of the admission requirements for Alabama's alternate routes exceed those for traditional preparation programs, the state does require evidence of subject-matter knowledge and allows flexibility for nontraditional candidates.

Alabama has three alternate routes: the Alternative Baccalaureate Level Certificate (ABC) Approach, the Preliminary Certificate Approach and the Alternative Class A Master's Degree-Level program.

Alabama requires ABC and Alternative Class A candidates to demonstrate prior academic performance with a minimum GPA of 2.5. Candidates to the Preliminary Certificate route must have a master's degree and a minimum 3.0 GPA. All applicants must demonstrate content knowledge with a major in the intended teaching field or with a passing score on a subject-area exam.

All alternate route candidates are required to pass a subject-matter exam. Applicants are also required to pass a test of basic skills.

A passing score on a subject-matter test may be used in lieu of coursework requirements for all alternate routes. The state is commended for allowing candidates lacking sufficient subject-area coursework to demonstrate their knowledge on a test.

Supporting Research

Alabama Board of Education Administrative Code 290-3-2-.05 and 290-3-2-.06

RECOMMENDATION

■ Screen all candidates for academic ability.

Although Alabama requires Preliminary Certificate applicants to demonstrate prior academic performance, the state should require that all candidates provide some evidence of good academic performance. As is the case for Preliminary Certificate candidates, the standard should be higher than what is required of traditional teacher candidates, such as a GPA of 2.75 or higher. Alternatively, the state could require one of the standardized tests of academic proficiency commonly used in higher education for graduate admissions, such as the GRE.

■ Eliminate basic skills test requirement.

While Alabama is commended for requiring all applicants to demonstrate content knowledge on a subject-matter test, the state's requirement that alternate route candidates pass a basic skills test is impractical and ineffectual. Basic skills tests measure minimum competency—essentially those skills that a person should have acquired in middle school—and are inappropriate for candidates who have already earned a bachelor's degree. The state should eliminate the basic skills test requirement or, at a minimum, accept the equivalent in SAT, ACT or GRE scores.

ALABAMA RESPONSE TO ANALYSIS

Alabama was helpful in providing NCTQ with facts that enhanced our analysis. Alabama added that it is beginning to modify and enhance testing requirements and that serious consideration will be given to the NCTQ recommendation that the basic skills requirement should be eliminated for individuals who hold at least a bachelor's degree. The state asserted that "Alabama teachers were involved in validating the three tests currently in use, based on their perception of what teachers need to know in order to teach effectively; and that some potential applicants for alternative approach certificates have not been able to attain passing scores."

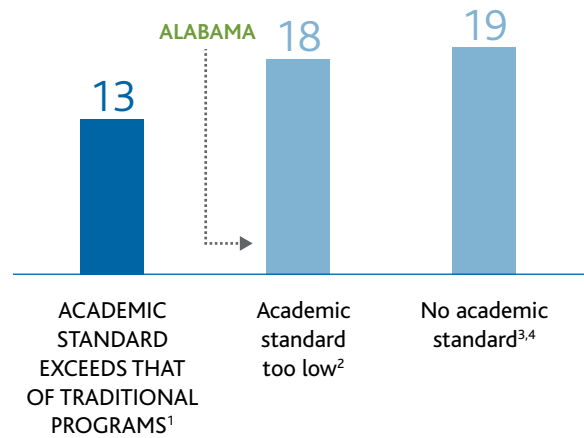
Figure 46

Are states' alternate routes selective yet flexible in admissions?

| | ACADEMIC STANDARD FOR TRADITIONAL PROGRAMS ADMISSION EXCEEDS | SUBJECT-MATTER TEST REQUIRED | NO MAJOR REQUIRED OR TEST CAN BE USED IN LIEU |
|---------------------------|---|-------------------------------------|--|
| ALABAMA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Massachusetts | <input 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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 type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 13 | 24 | 27 |

Figure 47

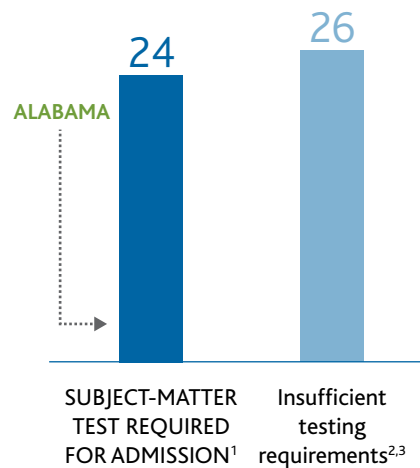
Do states require alternate routes to be selective?



- Strong Practice:** Connecticut, District of Columbia, Illinois, Indiana, Iowa, Maryland, Michigan, Minnesota, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee
- Alabama, Alaska, Arkansas, Florida, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Texas, West Virginia, Wyoming
- Arizona, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Maine, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, Oregon, Utah, Vermont, Virginia, Washington, Wisconsin
- North Dakota does not have an alternate route to certification.

Figure 48

Do states ensure that alternate route teachers have subject-matter knowledge?



- Strong Practice:** Alabama, Arizona, Arkansas, Connecticut⁴, District of Columbia, Florida, Illinois⁴, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Virginia, Washington, West Virginia
- State does not require test at all, exempts some candidates or does not require passage until program completion. Alaska, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Maryland, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Wisconsin, Wyoming
- North Dakota does not have an alternate route to certification.
- Required prior to entering the classroom.

Figure 46

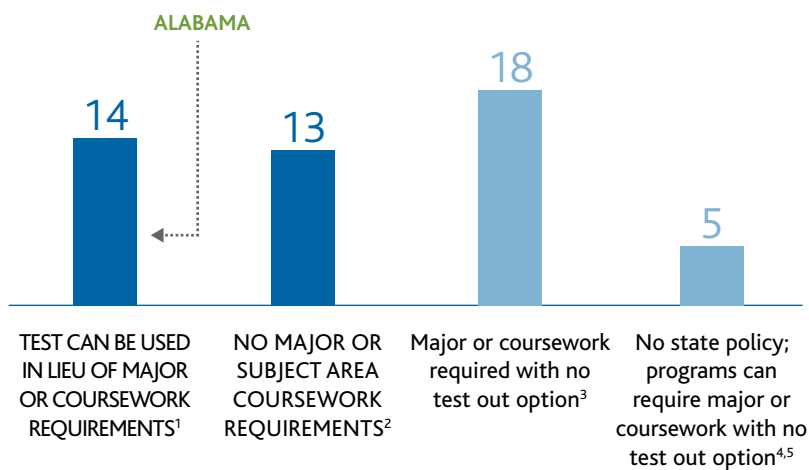
- North Dakota does not have an alternate route to certification.

★ EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as conditions of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither state 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.

Figure 49

Do states accommodate the nontraditional background of alternate route candidates?



1. **Strong Practice:** Alabama, California, Colorado, Connecticut⁶, Florida, Georgia, Maine, Maryland, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Arizona, Arkansas, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Ohio, Virginia, Washington

3. Alaska, Delaware, Indiana, Kansas, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming

4. Hawaii, Idaho, Nevada, New Mexico, Wisconsin

5. North Dakota does not have an alternate route to certification.

6. Test out option available to candidates in shortage areas only.

Area 2: Expanding the Pool of Teachers

Goal B – Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that the amount of coursework it either requires or allows is manageable for a novice teacher. Anything exceeding 12 credit hours of coursework in the first year may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than six credit hours in the summer, three in the fall and three in the spring.
2. The state should ensure that alternate route programs offer accelerated study not to exceed six (three credit) courses for secondary teachers and eight (three credit) courses for elementary teachers (exclusive of any credit for practice teaching or mentoring) over the duration of the program. Programs should be limited to two years, at which time the new teacher should be eligible for a standard certificate.
3. All coursework requirements should target the immediate needs of the new teacher (e.g., seminars with other grade-level teachers, training in a particular curriculum, reading instruction and classroom management techniques).
4. The state should ensure that candidates have an opportunity to practice teach in a summer training program. Alternatively, the state can require an intensive mentoring experience, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced. The state should support only induction strategies that can be effective even in a poorly managed school: intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 50

How States are Faring in Alternate Route Preparation



Progress on this Goal Since 2009:

↑ : 8 ↔ : 42 ↓ : 1



ANALYSIS

Although Alabama offers an alternate route with streamlined preparation, it could do more to meet the immediate needs of new teachers.

Candidates in the Alternative Baccalaureate Level Certificate route are required to complete a maximum of 12 semester hours of approved coursework. Coursework includes training in classroom management, the evaluation of teaching and learning, strategies for teaching special needs students in inclusive settings and methods of teaching in the teaching field and grade level of the teacher.

There are no specific guidelines about the nature or quantity of coursework for the Preliminary Certificate Approach route. There is no limit on the amount of coursework that can be required overall, nor on the amount of coursework a candidate can be required to take while also teaching.

Applicants in both routes are assigned a mentor for the duration of the program. The state does not require a practice-teaching opportunity. Preliminary candidates may be eligible for a standard certificate within two years, although a third year may be granted. ABC candidates can earn certification in three years and must complete at least two courses each year to maintain certification.

Supporting Research

Alabama Education Code Chapter 290-3-2

RECOMMENDATION

- **Establish coursework guidelines for all alternate route preparation programs.**

While Alabama is commended for specifying the nature and amount of coursework to be completed by ABC candidates, the state should also articulate guidelines for Preliminary Certificate candidates.

- **Strengthen the induction experience for new teachers.**

Although Alabama requires all new teachers to work with a mentor, there are insufficient guidelines indicating that the mentoring program is structured for new teacher success. Effective strategies include practice teaching prior to teaching in the classroom, intensive mentoring with full classroom support in the first few weeks or months of school, a reduced teaching load and release time to allow new teachers to observe experienced teachers during each school day.

ALABAMA RESPONSE TO ANALYSIS

Alabama was helpful in providing facts that enhanced NCTQ's analysis. The state also reiterated that ABC candidates complete a maximum of four courses, which usually total 12 semester hours. The state also asserted that candidates under the Preliminary Certificate approach are not required to complete any additional coursework and, if courses were required, that requirement would have been clearly articulated in state rules.

Alabama strongly contended that for both the ABC and Preliminary Certificate approaches the assignment of a mentor obviates the need for a practice-teaching opportunity since alternate route applicants are already the teacher of record. The state also explained that it would like to be able to provide all new teachers with the components of the mentoring system that NCTQ recommends, but because of budget cuts, the state is unable to do so.

Supporting Research

Alabama Code Chapter 290-3-2.11(d)

LAST WORD

In an ideal situation, no alternate route teacher would become the teacher of record without some prior practice-teaching experience, however limited. But NCTQ agrees with the state that when this is not possible, a strong induction program is a reasonable compromise. Unfortunately, Alabama's requirements are too limited to ensure that these new teachers will get the intensive support they need as they begin their teaching careers.

Figure 51

Do states' alternate routes provide streamlined preparation that meets the immediate needs of new teachers?

| | STREAMLINED COURSEWORK | RELEVANT COURSEWORK | REASONABLE PROGRAM LENGTH | PRACTICE TEACHING OPPORTUNITY | INTENSIVE SUPPORT |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| ALABAMA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida ¹ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <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"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota ² | <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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| South Carolina | <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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 13 | 12 | 29 | 18 | 13 |

★ **EXAMPLES OF BEST PRACTICE**

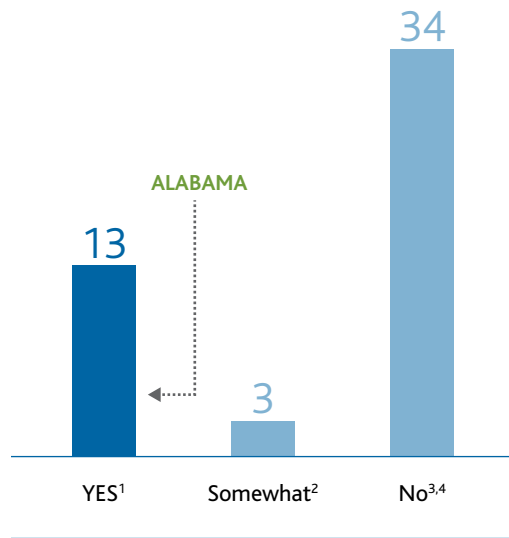
Connecticut ensures that its alternate route provides streamlined preparation that meets the immediate needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring. Other notable states include **Arkansas, Delaware, Georgia** and **New Jersey**. These states provide streamlined, relevant coursework with intensive mentoring.

1. Florida requires practice teaching or intensive mentoring.

2. North Dakota does not have an alternate route to certification.

Figure 52

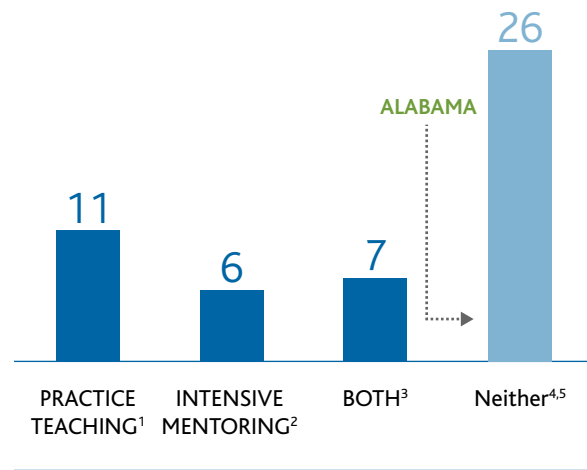
Do states curb excessive coursework requirements?



1. **Strong Practice:** Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Maryland, Mississippi, New Jersey, Rhode Island, South Carolina, Virginia
2. Indiana, Nevada, Wyoming
3. Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin
4. North Dakota does not have an alternate route to certification.

Figure 53

Do states require practice teaching or intensive mentoring?



1. **Strong Practice:** Arizona, Indiana, Iowa, Louisiana, Michigan, Nebraska, New Mexico, Ohio, Rhode Island, Vermont, Virginia
2. **Strong Practice:** Arkansas, Georgia, Kentucky, New Jersey, New York, West Virginia
3. **Strong Practice:** Alaska, Connecticut, Delaware, District of Columbia, Florida⁶, Maryland, Massachusetts
4. Alabama, California, Colorado, Hawaii, Idaho, Illinois, Kansas, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming
5. North Dakota does not have an alternate route to certification.
6. Candidates are required to have one or the other, not both.

Area 2: Expanding the Pool of Teachers

Goal C – Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades or geographic areas.
2. The state should allow districts and nonprofit organizations other than institutions of higher education to operate alternate route programs.
3. The state should ensure that its alternate route has no requirements that would be difficult to meet for a provider that is not an institution of higher education (e.g., an approval process based on institutional accreditation).

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 54

How States are Faring in Alternate Route Usage and Providers



Progress on this Goal Since 2009:

↑ : 12 ↔ : 39 ↓ : 0



State Partly Meets Goal



Progress Since 2009

ANALYSIS

According to both state code and the certification application, the Alternative Baccalaureate Level Certificate (ABC) is only available for grades 6-12 certification to teach biology, chemistry, English language arts, general science, general social studies, geography, health education, history, mathematics, physical education and physics, or for K-12 certification for foreign language, dance, music, theater or visual arts. There are no limitations on grades or subject areas for the Preliminary Certificate or the Special Alternative Certificate (SAC).

Alabama authorizes only colleges and universities to offer alternate route programs. Coursework can only be taken at regionally accredited institutions of higher education with state-approved teacher education programs. Further, the specific requirements are articulated in terms of semester hours, effectively precluding non-higher education providers. Although not an authorized route, Teach For America does operate in the state.

Supporting Research

Education Code 290-3-2-.11(6).a, 290-3-2-.06

RECOMMENDATION

■ Encourage diversity of alternate route providers.

Alabama should specifically authorize alternate route programs run by local school districts and nonprofits, as well as institutions of higher education. A good diversity of providers helps all programs, both university- and non-university-based, to improve.

■ Broaden usage for all alternate routes.

Alabama should reconsider grade-level and subject-area restrictions on its ABC route. Alternate routes should not be programs of last resort for hard-to-staff subjects, grade levels or geographic areas but rather a way to expand the teacher pipeline throughout the state.

ALABAMA RESPONSE TO ANALYSIS

Alabama asserted that it does not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades and geographic areas. Alabama stated that it does not place restrictions on providers.

The state explained that Teach For America has been working in Alabama since the 2010-2011 school year and is expanding its operation. The state added that the Emergency Certificate, although not an alternate route, is the only certificate that requires superintendents to indicate that no qualified applicant was available to fill the vacancy. Neither the ABC nor the Preliminary Certificate approach requires such verification. Also, there are no geographic restrictions on the use of alternate route certificates.

The state reiterated the subject-area and grade-level restrictions on the ABC approach outlined in NCTQ's analysis and noted that this only excludes early childhood, elementary education and special education. All teaching fields are available through the Special Alternative Certificate. Although Preliminary Certificates are rarely issued for teaching fields, an application could be submitted for any teaching field.

Alabama contended that although colleges and universities may choose to enroll candidates in required courses, they do not provide the ABC approach and are not held accountable for the success of program completers. Institutions of higher education may choose to offer a masters-level alternative approach to the Class A license. Colleges and universities do not provide the Preliminary Certificate approach.

LAST WORD

Based on the state's response, it is clear that Alabama supports alternative certification. NCTQ encourages the state to remove any restrictions on usage or providers that may present obstacles to alternate routes being utilized to their full potential.

Figure 55

Are states' alternate routes free from limitations?

| | BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS | DIVERSITY OF PROVIDERS |
|---------------------------|--|-------------------------------------|
| ALABAMA ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input checked="" 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 type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input checked="" 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 checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input checked="" 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"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 32 | 29 |

★ EXAMPLES OF BEST PRACTICE

Twenty-six states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it commends all states that permit both broad usage and a diversity of providers for their alternate routes.

Figure 56

Can alternate route teachers teach any subject or grade anywhere in the state?

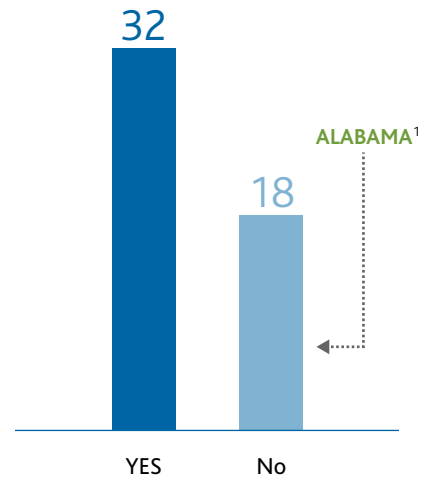
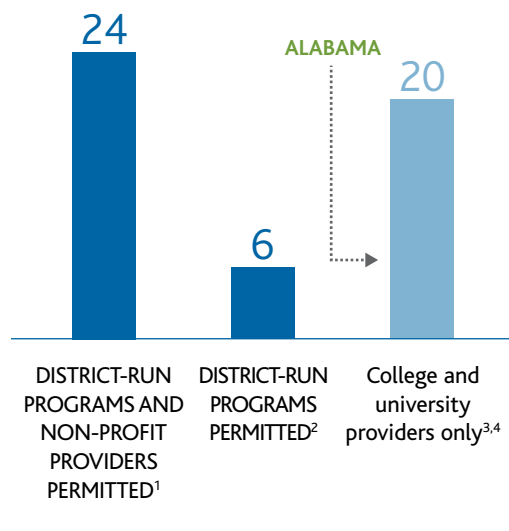


Figure 55 and 56

- Alabama offers routes without restrictions for candidates with master's degrees. The route for candidates with bachelor's degrees is limited to certain subjects.
- North Dakota does not have an alternate route to certification.

Figure 57

Do states permit providers other than colleges or universities?



- Strong Practice:** Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nevada, New Hampshire, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, Wisconsin
- Strong Practice:** California, Colorado, Georgia, North Carolina, Vermont⁵, West Virginia
- Alabama, Alaska, Hawaii, Idaho⁶, Indiana, Iowa, Kansas, Maine, Minnesota, Mississippi⁶, Missouri⁶, Montana, Nebraska, New Jersey⁷, New Mexico, Oregon, South Carolina⁶, South Dakota, Utah⁶, Wyoming
- North Dakota does not have an alternate route to certification.
- Districts can run Peer Review programs only.
- ABCTE is also an approved provider.
- Permits school districts to provide programs without university partnerships in some circumstances.

Figure 58

1. North Dakota does not have an alternate route to certification.

Figure 58

Do states provide real alternative pathways to certification?

| | GENUINE OR NEARLY GENUINE ALTERNATE ROUTE | Alternate route that needs significant improvements | Offered route is disingenuous |
|---------------------------|---|---|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" 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"/> |
| Maryland | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 7 | 25 | 18 |

Figure 59

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 | REASONABLE PROGRAM LENGTH | PRACTICE TEACHING AND/OR INTENSIVE MENTORING | BROAD USAGE | DIVERSITY OF PROVIDERS |
|----------------------|---|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 13 | 24 | 27 | 13 | 12 | 29 | 24 | 32 | 29 |

Area 2: Expanding the Pool of Teachers

Goal D – Part-Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Either through a discrete license or by waiving most licensure requirements, the state should authorize individuals with content expertise to teach as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license should be limited to those addressing public safety (e.g., background screening) and those of immediate use to the novice instructor (e.g., classroom management training).

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 60

How States are Faring in Part Time Teaching Licenses



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Alabama does not offer a license with minimal requirements that would allow content experts to teach part time.

RECOMMENDATION

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

Alabama should permit individuals with deep subject-area knowledge to teach a limited number of courses without fulfilling a complete set of certification requirements. The state should verify content knowledge through a rigorous test and conduct background checks as appropriate, while waiving all other licensure requirements. Such a license would increase districts' flexibility to staff certain subjects, including many STEM areas, that are frequently hard to staff or may not have high enough enrollment to necessitate a full-time position.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis.

Figure 61

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

| | YES | No |
|----------------------|--|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input 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"/> ² | <input 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"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> ² | <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 checked="" type="checkbox"/> |
| | 16 | 35 |

 **EXAMPLES OF BEST PRACTICE**

Arkansas 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 also required to complete specially-designed pedagogy training that is not overly burdensome.

1. License has restrictions.

2. It appears that the state has a license that may be used for this purpose; guidelines are vague.

Area 2: Expanding the Pool of Teachers

Goal E – Licensure Reciprocity

The state should help to make licenses fully portable among states, with appropriate safeguards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of good standing in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet the incoming state's testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program that it accords teachers prepared in a traditional preparation program.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 62

How States are Faring in Licensure Reciprocity



Progress on this Goal Since 2009:

↑ : 2 ↔ : 49 ↓ : 0



ANALYSIS

Alabama appropriately supports licensure reciprocity by only requiring certified teachers from other states to meet Alabama's own testing requirements.

Commendably, Alabama does not grant any waivers of its testing requirements to out-of-state teachers. All out-of-state teachers, no matter how many years of experience they have, must meet Alabama's passing scores on licensing tests.

Alabama also offers its standard license to out-of-state certified teachers, without specifying any additional coursework requirements or relying on transcript analysis or recency requirements to determine eligibility.

Alabama is also a participant in the NASDTEC Interstate Agreement; however, the latest iteration of this agreement no longer purports to be a reciprocity agreement among states and thus is no longer included in this analysis.

Supporting Research

Alabama Administrative Code 290-3-2-.03(5)

ALABAMA RESPONSE TO ANALYSIS

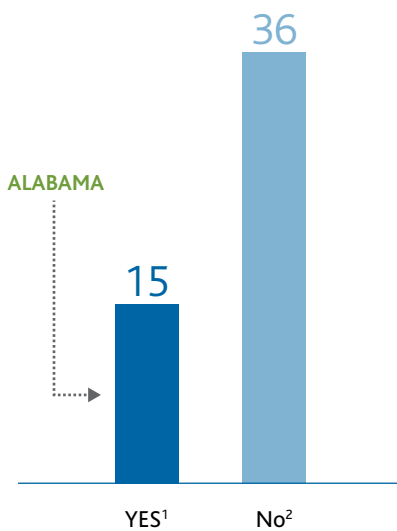
Alabama recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Alabama and Texas appropriately support licensure reciprocity by only requiring certified teachers from other states to meet each state's own testing requirements and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

Figure 63

Do states require all out-of-state teachers to pass their licensure tests?



1. Strong Practice: Alabama, Alaska, Idaho, Illinois, Massachusetts, Minnesota, New York³, North Dakota, Ohio, Pennsylvania³, South Dakota, Texas, Utah, Washington³, Wisconsin

2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana⁴, Nebraska⁴, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming

3. Exception for teachers with National Board Certification.

4. No subject-matter testing for any teacher certification.

Figure 64

1. For traditionally prepared teachers only.

2. Transcript review required for those with less than 3 years experience.

Figure 64

What do states require of teachers transferring from other states?

| | LICENSE RECIPROcity WITH NO STRINGS ATTACHED | Transcript analysis | Recency requirements |
|----------------------|--|---------------------|----------------------|
| 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 | ■ ¹ | □ | □ |
| North Carolina | ■ | □ | □ |
| North Dakota | □ | ■ | □ |
| Ohio | □ | ■ | □ |
| Oklahoma | □ | ■ | □ |
| Oregon | □ | ■ | □ |
| Pennsylvania | □ | ■ | □ |
| Rhode Island | ■ ¹ | □ | □ |
| South Carolina | □ | ■ | ■ |
| South Dakota | □ | ■ | ■ |
| Tennessee | □ | ■ | □ |
| Texas | ■ | □ | □ |
| Utah | □ | ■ | □ |
| Vermont | □ | ■ | □ |
| Virginia | □ | ■ | □ |
| Washington | ■ ² | □ | □ |
| West Virginia | ■ | □ | □ |
| Wisconsin | □ | ■ | ■ |
| Wyoming | ■ ¹ | □ | □ |
| | 9 | 41 | 12 |

Figure 65

Do states treat out-of-state teachers the same whether they were prepared in a traditional or an alternate route program?

| | STATE TREATS TEACHERS EQUALLY | State specifies different requirements for alternate route teachers | State has policies with the potential to create obstacles for alternate route teachers |
|----------------------|-------------------------------------|---|--|
| 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"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" 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"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 6 | 6 | 39 |

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should establish a longitudinal data system with at least the following key components:
 - a. A unique statewide student identifier number that connects student data across key databases across years;
 - b. A unique teacher identifier system that can match individual teacher records with individual student records; and
 - c. An assessment system that can match individual student test records from year to year in order to measure academic growth.
2. Value-added data provided through the state's longitudinal data system should be considered among the criteria used to determine teachers' effectiveness.
3. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 66

How States are Faring in the Development of Data Systems



Progress on this Goal Since 2009:

↑ : 17 ↔ : 33 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

Alabama has a data system with the capacity to provide evidence of teacher effectiveness.

Alabama has all three necessary elements of a student- and teacher-level longitudinal data system. The state has assigned unique student identifiers that connect student data across key databases across years and has assigned unique teacher identifiers that enable it to match individual teacher records with individual student records. It also has the capacity to match student test records from year to year in order to measure student academic growth.

Supporting Research

Data Quality Campaign

www.dataqualitycampaign.org

RECOMMENDATION

■ Develop a clear definition of “teacher of record.”

Alabama has not yet established a definition of teacher of record, which is essential in order to use the student-data link for the purpose of providing value-added evidence of teacher effectiveness. To ensure that data provided through the state data system are actionable and reliable, Alabama should articulate a definition of teacher of record and require its consistent use throughout the state.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis.

Figure 67

Do state data systems have the capacity to assess teacher effectiveness?

| | UNIQUE STUDENT IDENTIFIER | UNIQUE TEACHER IDENTIFIER SYSTEM THAT CAN MATCH STUDENT RECORDS TO | TEST RECORDS MATCH OVER TIME |
|----------------------|---------------------------|--|------------------------------|
| 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 | ■ | ■ | ■ |
| | 50 | 35 | 50 |

★ **EXAMPLES OF BEST PRACTICE**

Although NCTQ has not singled out one state's policies for "best practice" honors, it commends the 35 states that have a data system with the capacity to provide evidence of teacher effectiveness.

Key

◻ indicates that the state assigns teacher identification numbers, but it cannot match individual teacher records with individual student records.

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.
2. Evaluation instruments should require classroom observations that focus on and document the effectiveness of instruction.
3. Teacher evaluations should consider objective evidence of student learning, including not only standardized test scores but also classroom-based artifacts such as tests, quizzes and student work.
4. The state should require that evaluation instruments differentiate among various levels of teacher performance. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 68

How States are Faring in Evaluating Teacher Effectiveness



Progress on this Goal Since 2009:

↑ : 26 ↔ : 25 ↓ : 0



ANALYSIS

Alabama does not require that objective evidence of student learning be the preponderant criterion of its teacher evaluations.

As of August 2011, all teachers in Alabama are required to be evaluated under the state's new EDUCATEAlabama system. Regrettably, objective evidence of student learning is not the preponderant criterion of these teacher evaluations.

The state requires at least two observations and provides "a compilation of observable definition items, indicators and standards," which is available to both teachers and evaluators and details the behaviors and practices the observer will be looking for.

In May 2010, Alabama voted to begin a study that could eventually lead to the use of student test scores and other objective measures of student achievement as the main ways to evaluate teacher effectiveness. The resolution asked three education groups to define teacher effectiveness and determine how to measure it fairly and effectively, perhaps by using student test scores. However, there is no indication from the state whether the results of this study are available or if Alabama plans to move forward with incorporating objective measures of student achievement into its teacher evaluations.

Supporting Research

EDUCATEAlabama

<http://www.educatealabama.net/>

Alabama Teacher Evaluation System

AQTS: Observation

<http://www.educatealabama.net/resources/AQTSObservation100109.pdf>

RECOMMENDATION

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

Alabama should require that evidence of student learning be the most significant criterion in its new teacher evaluation system. Further, a teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom.

- **Utilize rating categories that meaningfully differentiate among various levels of teacher performance.**

To ensure that the evaluation instrument accurately differentiates among levels of teacher performance, Alabama should require districts to utilize multiple rating categories, such as highly effective, effective, needs improvement and ineffective. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate. Further, if the state intends its four indicator rating levels—emerging, applying, integrating and innovating—to also represent the overall ratings, these categories are inadequate due to their inability to differentiate teacher performance, especially for a veteran teacher that objective and/or subjective data suggest is ineffective.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis.

Figure 69

Do states consider classroom effectiveness as part of teacher evaluations?

| | REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS THE PREPONDERANT CRITERION | Teacher evaluations are to be significantly informed by student achievement/growth | Teacher evaluations must include objective evidence of student learning | Student achievement data not required |
|-----------------------------------|--|--|---|---------------------------------------|
| 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 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 12 | 5 | 7 | 27 |

★ EXAMPLES OF BEST PRACTICE

NCTQ has not singled out any one state for “best practice” honors. Many states have made significant strides in the area of teacher evaluation by requiring that objective evidence of student learning be the preponderant criterion. Because there are many different approaches that result in student learning being the preponderant criterion, all 10 states that meet this goal are commended for their efforts.

Figure 70

Using state data in teacher evaluations

States with Requirements for Student Achievement Data but Lacking Data System Capacity

Arizona, Colorado, Connecticut, Michigan, Nevada

States with Data System Capacity but No Student Achievement Requirements

ALABAMA, Hawaii, Iowa, Kansas, Kentucky, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Dakota, Pennsylvania, South Carolina, Washington, West Virginia, Wisconsin

Figure 69

1. District of Columbia Public Schools requires that student learning be the preponderant criterion of its teacher evaluations.

Figure 71

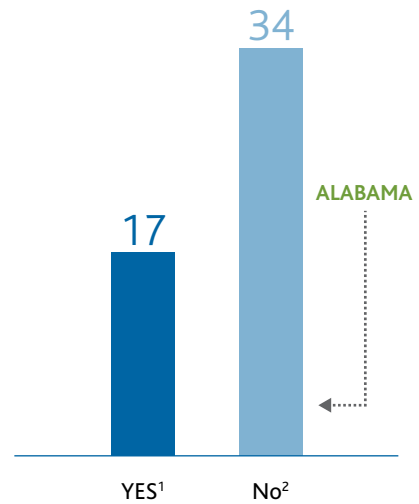
Sources of objective evidence of student learning

Many educators struggle to identify possible sources of objective student data. Here are some examples:

- Standardized test scores
- Periodic diagnostic assessments
- Benchmark assessments that show student growth
- Artifacts of student work connected to specific student learning standards that are randomly selected for review by the principal or senior faculty, scored using rubrics and descriptors
- Examples of typical assignments, assessed for their quality and rigor
- Periodic checks on progress with the curriculum coupled with evidence of student mastery of the curriculum from quizzes, tests and exams

Figure 72

Do states require more than two categories for teacher evaluation ratings?



1. **Strong Practice:** Arkansas, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Maryland, Massachusetts, Michigan, Nevada, New York, Ohio, Oklahoma, Rhode Island, Tennessee, Washington

2. Alabama, Alaska, Arizona, California, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Figure 73

Do states direct how teachers should be evaluated?

| | Single statewide teacher evaluation system | State-designed teacher evaluation with district opt-in | District-designed system consistent with state framework/criteria | District-designed system with minimal input from state | No state policy |
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| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 9 | 10 | 24 | 5 | 3 |

1. State approval required.

2. The state model is presumptive; districts need state approval to opt out.

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers receive a formal evaluation rating each year.
2. While all teachers should have multiple observations that contribute to their formal evaluation rating, the state should ensure that new teachers are observed and receive feedback early in the school year.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 74

How States are Faring in Frequency of Evaluations



Progress on this Goal Since 2009:

↑ : 13 ↔ : 37 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

Commendably, all teachers in Alabama must be evaluated at least annually.

The state's newly implemented evaluation system, EDUCATEAlabama, requires that every teacher is observed at least twice, with both observations being unannounced. One observation must occur in the fall (October-mid December), and the other must occur in the spring (late January-March). A post-observation conference follows each formal classroom observation.

Supporting Research

EDUCATEAlabama

www.educatealabama.net

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis.

Figure 75

Do states require districts to evaluate all teachers each year?

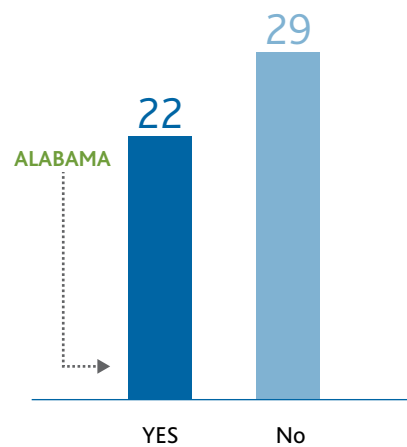
| | ANNUAL EVALUATION OF ALL VETERAN TEACHERS | ANNUAL EVALUATION OF ALL NEW TEACHERS |
|-----------------------------------|---|---------------------------------------|
| ALABAMA | ■ | ■ |
| Alaska | □ | ■ |
| Arizona | ■ | ■ |
| Arkansas | □ | ■ |
| California | □ | ■ |
| Colorado | ■ | ■ |
| Connecticut | ■ | ■ |
| Delaware ¹ | ■ | ■ |
| District of Columbia ² | □ | □ |
| Florida | ■ | ■ |
| Georgia | ■ | ■ |
| Hawaii | □ | ■ |
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| Ohio | □ | ■ |
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| Virginia | □ | ■ |
| Washington | ■ | ■ |
| West Virginia | □ | ■ |
| Wisconsin | □ | □ |
| Wyoming | ■ | ■ |
| | 22 | 43 |

★ **EXAMPLES OF BEST PRACTICE**

Although not awarding “best practice” honors for frequency of evaluations, NCTQ commends all nine states that meet this goal not only by requiring annual evaluations for all teachers, but also for ensuring that new teachers are observed and receive feedback during the first half of the school year.

Figure 76

Do states require districts to evaluate all teachers each year?

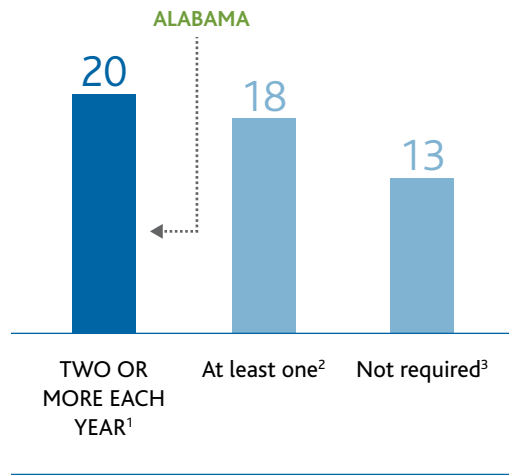


Figures 75 and 76

1. Although highly effective teachers are only required to receive a summative evaluation once every two years, the student improvement component is evaluated annually.
2. All District of Columbia Public Schools teachers are evaluated at least annually.

Figure 77

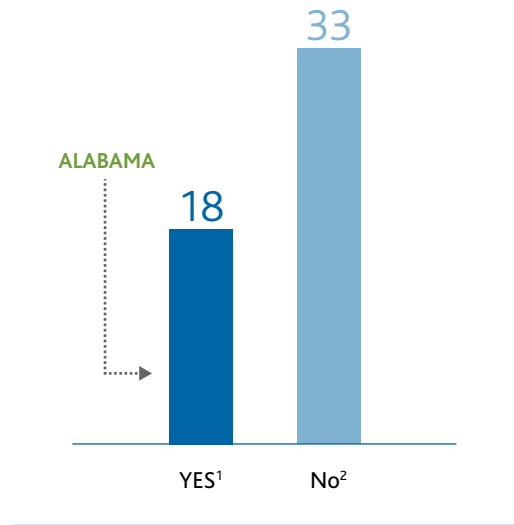
Do states require classroom observations?



1. **Strong Practice:** Alabama, Alaska⁴, Arkansas, Colorado⁴, Delaware, Florida⁴, Georgia, Kentucky⁴, Maryland, Michigan, Missouri⁴, Nevada⁴, New York, North Carolina, Ohio, Oregon⁴, Rhode Island, Tennessee, Washington, West Virginia⁴
2. Arizona, California, Connecticut, Hawaii, Idaho, Illinois, Indiana, Louisiana, Massachusetts, Mississippi, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Wisconsin
3. District of Columbia, Iowa, Kansas, Maine, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wyoming
4. For new teachers.

Figure 78

Do states require that new teachers are observed early in the year?



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

Area 3: Identifying Effective Teachers

Goal D – Tenure

The state should require that tenure decisions are based on evidence of teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The state should articulate a process, such as a hearing, that local districts must administer in considering the evidence and deciding whether a teacher should receive tenure.
4. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; five years is the ideal minimum.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 79

How States are Faring on Tenure



Progress on this Goal Since 2009:

↑ : 15 ↔ : 36 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Alabama does not connect tenure decisions to evidence of teacher effectiveness.

Teachers in Alabama are awarded tenure automatically after a three-year probationary period, absent an additional process that evaluates cumulative evidence of teacher effectiveness.

Supporting Research

Alabama Code 16-24-2

RECOMMENDATION

■ **End the automatic awarding of tenure.**

The decision to grant tenure should be a deliberate one, based on consideration of a teacher's commitment and actual evidence of classroom effectiveness.

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

Alabama should make evidence of effectiveness, rather than the 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.**

Alabama 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.**

Alabama should extend its probationary period, ideally to five years. This would allow for an adequate collection of sufficient data that reflect teacher performance.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that the awarding of teacher tenure is not the responsibility of the Department of Education; rather, it is under the purview of the Alabama Tenure Commission.

Figure 80

How long before a teacher earns tenure?

| | No policy | 1 year | 2 years | 3 years | 4 YEARS | 5 YEARS | STATE ONLY AWARDS ANNUAL CONTRACTS |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 1 | 5 | 32 | 4 | 5 | 3 |

1. 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.

2. Teachers who receive two years of ineffective evaluations are dismissed.

Figure 81

How are tenure decisions made?

| | EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION | Some evidence of student learning is considered | Virtually automatically |
|----------------------|--|---|--|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 8 | 4 | 39 |

★ EXAMPLES OF BEST PRACTICE

Michigan has increased its probationary period to five years and requires that evidence of effectiveness be the primary criterion in awarding tenure.

Figure 82

How are tenure decisions made?

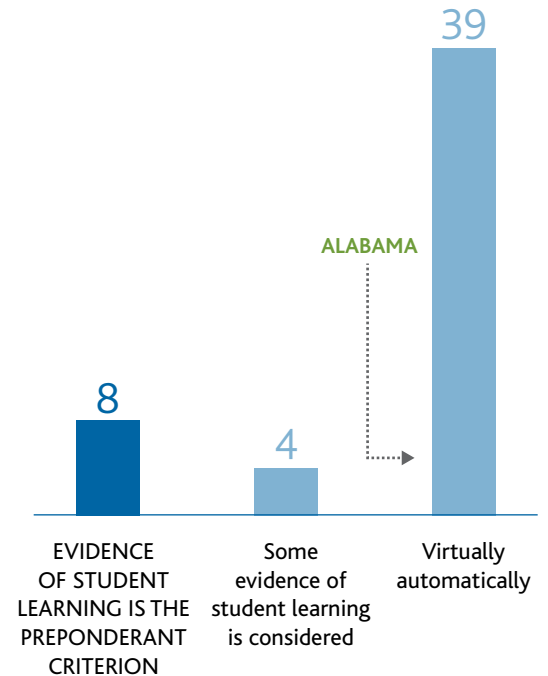


Figure 81

1. No state-level policy; however, the contract between DCPS and the teachers' union represents significant advancement in the area of teacher tenure.
2. The state has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should base advancement from a probationary to a nonprobationary license on evidence of teacher effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require teachers to have an advanced degree as a condition of professional licensure.
4. Evidence of effectiveness should be a factor in the renewal of a professional license.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 83

How States are Faring on Licensure Advancement



Progress on this Goal Since 2009:

↑ : 4 ↔ : 45 ↓ : 2



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Alabama's requirements for licensure advancement and renewal are not based on evidence of teacher effectiveness.

The state provides three levels of licenses: Bachelor's Professional Educator Certificate (Class B), Master's Professional Teacher license (Class A), and Sixth Year Professional Teacher license (Class AA). While it is not required that a teacher advance beyond the Class B license, to advance to a Class A license a teacher must earn a master's degree. To advance to a Class AA license, a teacher must meet the requirements of the Class A license as well as complete an additional approved sixth-year teacher education program with 30 semester hours of graduate credit.

Alabama also does not require that teachers demonstrate effectiveness in order to renew a professional license. All three levels of teaching licenses in Alabama are valid for five years and can be renewed based on the following requirements: three years of "satisfactory" educational experience and either five continuing education units or three semester hours of credit, or six semester hours of credit.

Supporting Research

Alabama Administrative Code 290-3-2-.01; 290-3-2-.03(1); 290-3-2-.04; 290-3-3-.42

<http://www.alsde.edu/html/sections/documents.asp?section=66&sort=7&footer=sections>

RECOMMENDATION

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

Alabama 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. Alabama's requirement of satisfactory educational experience does not accomplish this purpose, since the state's requirements do not ensure that classroom effectiveness is considered in teachers' evaluations (see Goal 3-B).

■ **Discontinue licensure requirements with no direct connection to classroom effectiveness.**

While some targeted requirements may potentially expand teacher knowledge and improve teacher practice, Alabama's general, nonspecific coursework requirements for license advancement and renewal merely call for teachers to complete a certain amount of seat time. These requirements do not correlate with teacher effectiveness.

■ **End requirement tying teacher advancement to master's degrees.**

Alabama should remove its mandate that teachers obtain a master's degree for license advancement. Research is conclusive and emphatic that master's degrees do not have any significant correlation to classroom performance. Rather, advancement should be based on evidence of teacher effectiveness.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that in 1996, its legislature decided to pay teachers with valid certificates for the highest degree earned from a regionally accredited college or university, regardless of whether the higher degree leads to an advanced certificate. Thus, the pay increase that used to be based on advanced degrees in the area of assignment is no longer a factor. Further, the legislature mandated that no link to improved student performance would be a criterion for advancement. A Teacher Quality Commission appointed by the former governor recommended alternative pathways for teacher advancement. Those recommendations have yet to be implemented.

Alabama also noted that by September 2011, the state will report impact on student achievement in reading and mathematics. The measure will be students' scores for the 2009-2010 and 2010-2011 school years. However, that information will only be available to an individual teacher and the teacher's principal. With legal counsel, the state plans to consider ways to utilize that information as a basis for licensure advancement.

Figure 84

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

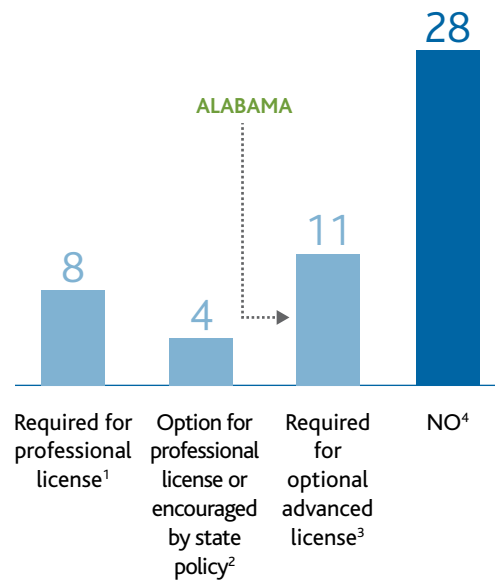
| | OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED | Some objective evidence of effectiveness is considered | Consideration given to teacher performance, but performance is not tied to classroom effectiveness | Performance not considered |
|-----------------------|---|--|--|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> |
| | 3 | 3 | 11 | 34 |

★ EXAMPLES OF BEST PRACTICE

Rhode Island is integrating certification, certification renewal and educator evaluation. Teachers who receive poor evaluations for five consecutive years are not eligible to renew their certification. In addition, teachers who consistently receive 'highly effective' ratings will be eligible for a special license designation.

Figure 85

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



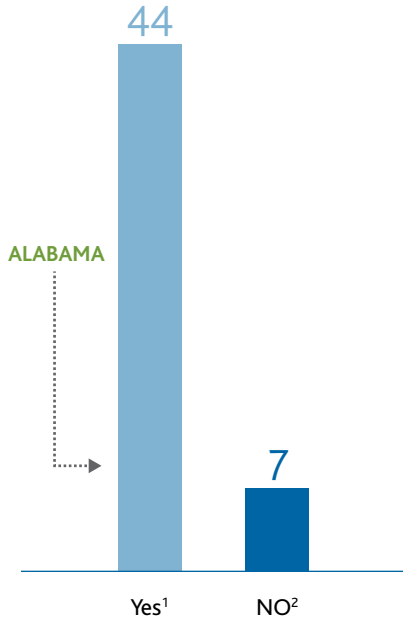
- Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree
- Illinois, Massachusetts, Missouri, Tennessee
- Alabama, Hawaii, Indiana, Iowa, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia
- Strong Practice:** Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Kansas, Louisiana, Maine, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Washington, Wisconsin, Wyoming

Figure 84

- Illinois allows revocation of licenses based on ineffectiveness.
- Maryland uses some objective evidence through their evaluation system for renewal, but advancement to professional license is still based on earning an advanced degree.

Figure 86

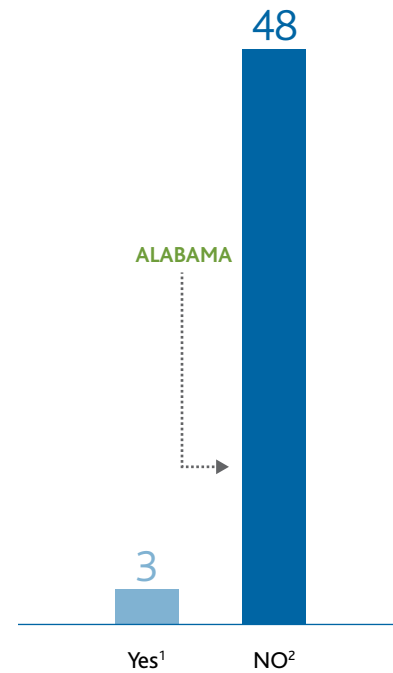
Do states require teachers to take additional, nonspecific coursework before conferring or renewing professional licenses?



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

Figure 87

Do states award lifetime professional licenses?



1. New Jersey, Pennsylvania, West Virginia
2. **Strong Practice:** 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 Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

Goal Components

(The factors considered in determining the states' rating for the goal.)

The state should make the following data publicly available:

1. An "Academic Quality" index for each school that includes factors research has found to be associated with teacher effectiveness, such as:
 - a. percentage of new teachers;
 - b. percentage of teachers failing basic skills licensure tests at least once;
 - c. percentage of teachers on emergency credentials;
 - d. average selectivity of teachers' undergraduate institutions; and
 - e. teachers' average ACT or SAT scores;
2. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area;
3. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school;
4. The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 88

How States are Faring on Equitable Distribution



Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0



ANALYSIS

Providing comprehensive reporting may be the state's most important role for ensuring the equitable distribution of teachers among schools. Alabama does not report school-level data that can help support the equitable distribution of teacher talent among schools within districts.

Alabama does not collect or publicly report any of the data recommended by NCTQ. The state lacks a school-level teacher quality index that indicates the academic backgrounds of a school's teachers as well as the ratio of new to veteran teachers. Alabama also does not report on teacher absenteeism or turnover rates.

Alabama does report on the percentage of highly qualified teachers. However, these data are reported by district rather than at the school-level. Alabama also reports on the percentage of teachers on alternative or emergency credentials. However, these data are reported statewide rather than at the school level. The state is commended for comparing the average percentage of highly qualified teachers at high- and low-poverty schools.

Supporting Research

Alabama's Education Report Card 2009-2010

<http://www.alsde.edu/general/AlabamaEducationReportCard.pdf>

Alabama's School Profile Report Cards 2008-2009

<http://www.alsde.edu/html/reports.asp?menu=reports&footer=general&sort=all>

RECOMMENDATION

■ Use a teacher quality index to report publicly about each school.

A teacher quality index, such as the one developed by the Illinois Education Research Council, with data including teachers' average SAT or ACT scores, the percentage of teachers failing basic skills licensure tests at least once, the selectivity of teachers' undergraduate colleges and the percentage of new teachers, can shine a light on how equitably teachers are distributed both across and within districts. Alabama should ensure that individual school report cards include such data in a manner that translates these factors into something easily understood by the public, such as a color-coded matrix indicating a school's high or low score.

■ Publish other data that facilitate comparisons across schools.

Alabama 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.

As Alabama does with highly qualified teachers, the state should provide comparative data for schools with similar poverty and minority populations. This would yield a more comprehensive picture of gaps in the equitable distribution of teachers.

■ Report data at the school level.

Alabama should ensure that it is reporting all currently collected data at the school-level, rather than aggregated by district.

■ Ensure that data are current.

It is important to keep data updated and current in order to provide the public with an accurate picture of teacher distribution across schools in districts. Alabama should update the data it reports on the percentage of highly qualified teachers at the school level, as the state has not done so since 2006-2007.

ALABAMA RESPONSE TO ANALYSIS

Alabama noted that the state collects and reports what it is required to report. To the U.S. Department of Education's Education Data Exchange Network (EDEN), the state reports school data on highly qualified teachers. More publicly, every Alabama teacher's highly qualified status is available for viewing via the Teach Alabama / Teach in Alabama portal.

Alabama pointed out that school report cards are published on the Alabama Department of Education website. The school report cards reflect the percentage of teachers by level of certificate and the percentage of teachers holding an Emergency Certificate. The report also includes the percentage of classes taught by non-HQ teachers by school system. Alabama does not currently collect data on teacher absenteeism.

The state commented that it is building a teacher effectiveness reporting tool, as required under the U.S. Department of Education State Fiscal Stabilization Fund (SFSF) grant. This will be expanded to include components such as: student performance measures, percentage of new teachers, teacher turn-over rates, the institutions from which teachers graduated and whether teachers completed traditional or alternative approaches to earning a certificate. However, Alabama will delay making a decision about what items to report publicly until ESEA is reauthorized.

Alabama added that although NCTQ suggests that it publish the percentage of teachers failing basic skills licensure tests at least once, only teachers employed on the basis of holding a one-year, non-renewable Emergency Certificate are not required to meet test requirements before receiving a certificate.

Supporting Research

Teach Alabama / Teach in Alabama

<http://tcert.alsde.edu/Portal/Public/Pages/Services/Certification.aspx>

LAST WORD

NCTQ encourages Alabama to consider additional ways to provide the public with meaningful data about teacher distribution. While it is no doubt helpful to the public to be able to see the HQT status of individual teachers, the public—and policymakers—cannot see whether high-needs schools have a disproportionate share of such teachers.

Figure 89

Do states publicly report school-level data about teachers?

| | AN INDEX FOR EACH SCHOOL ASSOCIATED WITH TEACHER QUALITY | PERCENTAGE OF TEACHERS ON EMERGENCY CREDENTIALS ¹ | PERCENTAGE OF NEW TEACHERS ¹ | PERCENTAGE OF HIGHLY QUALIFIED TEACHERS | ANNUAL TURNOVER RATE | TEACHER ABSENTEEISM RATE |
|----------------------|--|--|---|---|-------------------------------------|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 0 | 18 | 10 | 41 | 6 | 5 |

★ EXAMPLES OF BEST PRACTICE

No state has an outstanding record when it comes to public reporting of teacher data that can help to ameliorate inequities in teacher quality. However, **Connecticut, New Jersey, New York, North Carolina, Rhode Island** and **South Carolina** report more school-level data than other states.

1. Ideally, percentage of new teachers and percentage of teachers on emergency credentials would be incorporated into a teacher quality index.

Area 4: Retaining Effective Teachers

Goal A – Induction

The state should require effective induction for all new teachers, with special emphasis on teachers in high-needs schools.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, and their performance as mentors should be evaluated.
3. Induction programs should include only strategies that can be successfully implemented, even in a poorly managed school. Such strategies include intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 90

How States are Faring on Induction

- ★ 1 **Best Practice State**
South Carolina
- 7 **States Meet Goal**
ALABAMA, Arkansas, Kentucky, Massachusetts, New Jersey, North Carolina, West Virginia
- 17 **States Nearly Meet Goal**
California, Colorado, Connecticut↑, Delaware, Iowa, Kansas, Maine, Maryland↑, Michigan, Mississippi, Missouri, Nebraska, New York, Oklahoma, Rhode Island, Utah, Virginia
- 11 **States Partly Meet Goal**
Alaska, Arizona, Illinois, New Mexico, North Dakota↑, Ohio, Oregon, Pennsylvania, Tennessee, Washington, Wisconsin
- 6 **States Meet a Small Part of Goal**
Florida, Hawaii, Idaho, Minnesota↑, Montana, Texas
- 9 **States Do Not Meet Goal**
District of Columbia, Georgia, Indiana↓, Louisiana↓, Nevada, New Hampshire, South Dakota↓, Vermont, Wyoming

Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Meets Goal



Progress Since 2009

ANALYSIS

Alabama requires that all new teachers receive mentoring through the Alabama Teacher Mentoring (ATM) program. The state requires that each new teacher receive mentoring for a minimum of two years with the option of a third year based on mastery of competencies. Mentors for new teachers must be in place within the first month of school, and the goal is an average of 2.5 hours of contact time during each week of the school year. Mentor teachers must have a minimum of three years' successful teaching experience and subject-area expertise. Mentors are chosen by a committee comprised of teachers and administrators, must complete a training course and receive a stipend of \$1,000 per year for each new teacher they mentor. Each new teacher must complete regularly scheduled assessments of the mentor program effectiveness.

Supporting Research

Guidelines for Development Year ATM Program

http://ti_sp.alsde.edu/qt/Alabama%20Teacher%20Mentoring%20Program/Forms/AllItems1.aspx

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis.

Figure 91

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

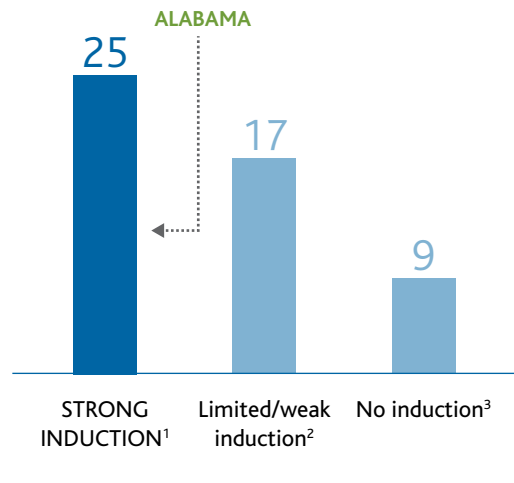
| | MENTORING FOR ALL NEW TEACHERS | MENTORING OF SUFFICIENT FREQUENCY AND DURATION | MENTORING PROVIDED AT THE BEGINNING OF THE SCHOOL YEAR | CAREFUL SELECTION OF MENTORS | MENTORS MUST BE TRAINED | MENTORS/PROGRAM MUST BE EVALUATED | MENTOR IS COMPENSATED | USE OF A VARIETY OF EFFECTIVE INDUCTION STRATEGIES |
|----------------------|-------------------------------------|--|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| ALABAMA | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| California | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Maine | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| | 30 | 18 | 9 | 17 | 28 | 12 | 21 | 17 |

★ **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.

Figure 92

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



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

Area 4: Retaining Effective Teachers

Goal B – Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should direct districts to align professional development activities with findings from teachers' evaluations.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 93

How States are Faring on Professional Development



Progress on this Goal Since 2009:

New Goal



ANALYSIS

It is unclear whether Alabama's new teacher evaluation system—EDUCATE Alabama—will require that teachers receive feedback about their performance.

As part of Alabama's new teacher evaluation system, the state does require each educator to develop a professional learning plan, which is created via a dialogue between the teacher and instructional leader and must be based on the "Educator Self Assessment." The state does not specify that professional development activities must be aligned with findings from teacher evaluations.

Supporting Research

Educate Alabama

<http://alex.state.al.us/leadership/evaluations.html>

Alabama Administrative Code 290-4-3-.01

RECOMMENDATION

■ **Require that evaluation systems provide teachers with feedback about their performance.**

In order to increase their effectiveness in the classroom, teachers need to receive feedback on strengths and areas that need improvement identified in their evaluations. As such, Alabama should require that evaluation systems provide teachers with feedback about their classroom performance.

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

Professional development that is not informed by evaluation results may be of little value to teachers' professional growth and aim of increasing their effectiveness in the classroom. While Alabama has taken steps in the right direction by requiring that all teachers develop professional learning plans, the state should ensure that districts utilize teacher evaluation results in determining professional development needs and activities.

ALABAMA RESPONSE TO ANALYSIS

Alabama asserted that information available in the Evaluator Guide for EDUCATE Alabama specifies that professional learning plans (PLP) are the product of individual educator self-assessments and school-system-level professional learning goals. "Educators cannot proceed with the PLP process, assigning evidence, etc., prior to a sign off by both the instructional leader and the teacher. This process ensures that the professional development is tied to individual need to a far greater extent than would a memorandum or letter from the State Department of Education." The state added that the following statement, which can be found on page ii of the Evaluator Guide, reinforces the requirement that teacher professional development is aligned with findings from teachers' evaluations: "For currently employed Alabama educators, the activities chosen to improve practice must be supported by data from local schools. Professional learning plans (PLPs) must be approved by the employing superintendent." Finally, Alabama asserted that EDUCATE Alabama has multiple online professional learning modules tied to each indicator under each of the five Alabama Quality Teaching Standards. The modules are available to every instructional leader and teacher to support teacher-based best practice, based on the needs identified.

Supporting Research

<http://alex.state.al.us/leadership/>

LAST WORD

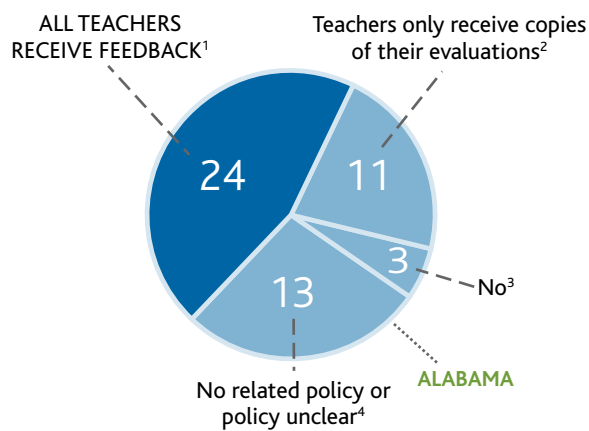
Self-assessment is important, but professional development linked to areas of development identified through formal evaluation will be more valuable than if based primarily on teachers' own perceptions of what those areas are. Although it seems that Alabama intends for teachers to receive feedback about their performance and to have meaningful professional development, the state should consider codifying policy that requires teachers' evaluations to inform professional development activities and ensures that teachers are given feedback on their strengths as well as weaknesses.

★ EXAMPLES OF BEST PRACTICE

Ten states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, **Louisiana** is commended for clearly articulating that the feedback provided to a teacher in a post-observation conference must include a discussion of a teacher's strengths and weaknesses.

Figure 94

Do teachers receive feedback on their evaluations?



- Strong Practice:** Arkansas, Connecticut, Delaware, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Washington, West Virginia, Wyoming
- Alaska, Arizona, California, Colorado, Florida, Indiana, Kansas, Maryland, Nevada, Ohio, Oklahoma
- Minnesota, Pennsylvania, Utah
- Alabama, District of Columbia, Idaho, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wisconsin

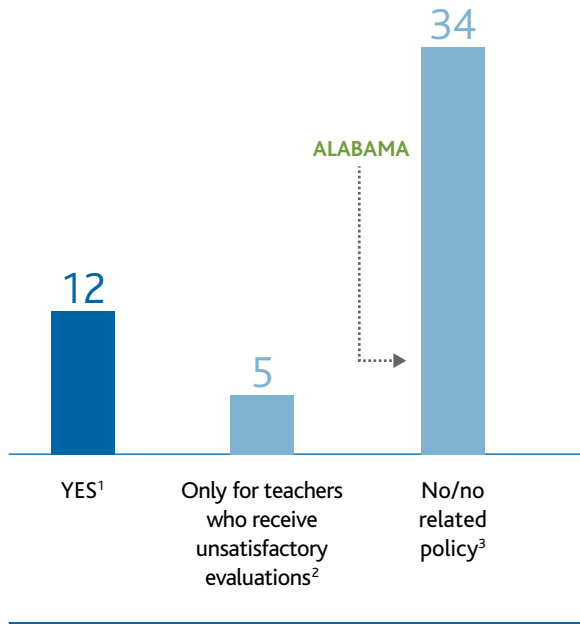
Figure 95

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

| | ALL TEACHERS RECEIVE FEEDBACK | EVALUATION INFORMS PROFESSIONAL DEVELOPMENT |
|----------------------|-------------------------------------|---|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input 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 checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <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 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 checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input 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 type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 24 | 12 |

Figure 96

Do states require that teacher evaluations inform professional development?



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Florida, Louisiana, Michigan, Minnesota, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming

2. Colorado, Georgia, Illinois, Indiana, Texas

3. Alabama, Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Mississippi⁴, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

4. Mississippi requires professional development based on evaluation results only for teachers in need of improvement in school identified as at-risk.

Area 4: Retaining Effective Teachers

Goal C – Pay Scales

The state should give local districts authority over pay scales.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. While the state may find it appropriate to articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets minimum pay at each level.
2. The state should discourage districts from tying additional compensation to advanced degrees. The state should eliminate salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees.
3. The state should discourage salary schedules that imply that teachers with the most experience are the most effective. The state should eliminate salary schedules that require that the highest steps on the pay scale be determined solely by seniority.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 97

How States are Faring in Pay Scales



Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



ANALYSIS

To determine teachers' salaries, Alabama provides local districts with a Minimum Salary Schedule. Because the salary schedule provided by the state is based on teachers' years of experience and earned advanced degrees, the state in effect mandates how districts will pay teachers.

Supporting Research

Salary Schedule 2012

<http://www.alsde.edu/html/sections/documents.asp?section=68&footer=sections>

RECOMMENDATION

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

While Alabama 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.**

The inclusion of advanced degrees in the state schedule is particularly problematic, as this sends a clear message to both districts and teachers that attaining such degrees is desirable and should be rewarded; exhaustive research has shown unequivocally that advanced degrees do not have an impact on teacher effectiveness. Further, by establishing a guideline for teacher salaries that includes advanced degrees, the state limits the ability of districts to structure their pay scale in ways that do emphasize teacher effectiveness.

■ **Discourage salary schedules that imply that teachers with the most experience are the most effective.**

Similarly, Alabama's salary schedule sends a message to districts that the highest step on the pay scale should be determined solely by seniority.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state noted that in 1996 the Alabama legislature decided to pay teachers with valid certifications for the highest degree earned from a regionally accredited college or university, regardless of whether the higher degree leads to an advanced certificate. Thus, the pay increase that used to be based on advanced degrees in the teacher's area of assignment is no longer a factor. The state added that the Minimum Salary Schedule for Teachers is adopted by the Alabama legislature as a component of the annual budget for education.

★ **EXAMPLES OF BEST PRACTICE**

Florida and **Indiana** allow local districts to develop their own salary schedules while preventing districts from focusing on elements not associated with teacher effectiveness. In Florida, local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest annual salary adjustment available. Indiana requires local salary scales to be based on a combination of factors and limits the years of teacher experience and content-area degrees to account for no more than one-third of this calculation.

Figure 98

What role does the state play in deciding teacher pay rates?

| | Sets minimum salary schedule | Sets minimum salary | DISTRICTS SET SALARY SCHEDULE |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 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"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island ² | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 16 | 8 | 27 |

1. Colorado gives districts the option of a salary schedule, a performance pay policy or a combination of both.

2. Rhode Island requires that local district salary schedules are based on years of service, experience and training.

Figure 99

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

| | REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES | Leaves pay to district discretion | Requires compensation for advanced degrees |
|----------------------|--|--|--|
| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 3 | 32 | 16 |

1. Rhode Island requires local district salary schedules to include teacher "training".

2. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.

Area 4: Retaining Effective Teachers

Goal D – Compensation for Prior Work Experience

The state should encourage districts to provide compensation for related prior subject-area work experience.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 100

How States are Faring in Compensation for Prior Work Experience



Progress on this Goal Since 2009:

↑ : 0 ↔ : 51 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Alabama does not encourage local districts to provide compensation for related prior subject-area work experience. However, the state does not seem to have regulatory language blocking such strategies.

RECOMMENDATION

■ **Encourage local districts to compensate new teachers with relevant prior work experience.**

While still leaving districts with the flexibility to determine their own pay scales, Alabama should encourage districts to incorporate mechanisms such as starting these teachers at a higher salary than other new teachers. Such policies would be attractive to career changers with related work experience, such as in the STEM subjects.

ALABAMA RESPONSE TO ANALYSIS

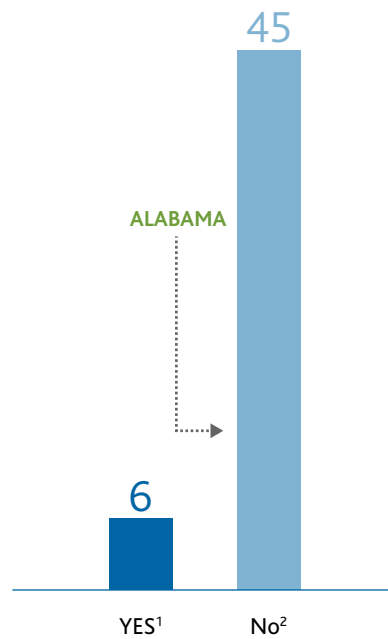
Alabama recognized the factual accuracy of this analysis. Alabama noted that the Minimum Salary Schedule for Teachers that is adopted by the Alabama legislature as a component of the annual budget for education is based on highest degree earned from a regionally accredited college or university and the years of public school experience. Although local school systems may exceed the state minimums, the current financial situation tends to preclude doing so.

★ EXAMPLES OF BEST PRACTICE

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. One year of credit is awarded for every two years of work experience completed prior to earning a bachelor's degree.

Figure 101

Do states direct districts to compensate teachers for related prior work experience?



1. *Strong Practice*: California, Delaware, Georgia, North Carolina, Texas, Washington

2. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, 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 Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Area 4: Retaining Effective Teachers

Goal E – Differential Pay

The state should support differential pay for effective teaching in shortage and high-need areas.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 102

How States are Faring on Differential Pay



Progress on this Goal Since 2009:

↑ : 2 ↔ : 45 ↓ : 4



ANALYSIS

Alabama neither supports differential pay by which a teacher can earn additional compensation by teaching certain subjects nor offers incentives to teach in high-needs schools. However, the state has no regulatory language that would directly block districts from providing differential pay.

Teachers who are National Board Certified are eligible to receive a \$4,450 annual supplement. However, this type of differential pay is not tied to high-needs schools or subject-area shortages.

Supporting Research

Alabama Dept. of Education National Board for Professional Teaching Standards

http://www.alsde.edu/html/sections/section_detail.asp?section=74&menu=sections&footer=sections

RECOMMENDATION

- **Support differential pay initiatives for effective teachers in both subject shortage areas and high-needs schools.**

Alabama should encourage districts to link compensation to district needs. Such policies can help districts achieve a more equitable distribution of teachers.

- **Consider tying National Board supplements to teaching in high-needs schools.**

This differential pay could be an incentive to attract some of the state's most effective teachers to its low-performing schools.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. Alabama noted that the State Minimum Salary Schedule for Teachers that is adopted by the Alabama legislature as a component of the annual budget for education is based on highest degree earned from a regionally accredited college or university and the years of public school experience. Although local school systems may exceed the state minimums, the current financial situation tends to preclude doing so.

Figure 103

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"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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"/> |
| Idaho | <input type="checkbox"/> | <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"/> | <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"/> |
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| 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"/> ⁴ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" 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 type="checkbox"/> | <input checked="" 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"/> |
| | 21 | 7 | 17 | 11 | 17 |

1. Connecticut offers mortgage assistance and incentives to retired teachers working in shortage subject areas.

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 signing bonuses and scholarships to fill shortages in high-need schools.

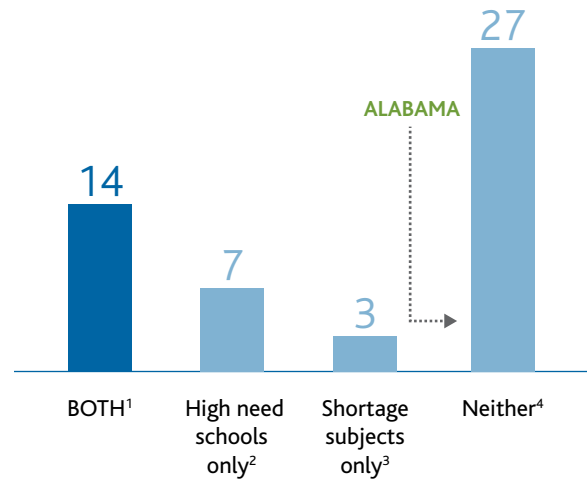
4. Shortage subject area differential pay is limited to the Middle School Teacher Corps program.

★ **EXAMPLES OF BEST PRACTICE**

Georgia supports differential pay by which teachers can earn additional compensation by teaching certain subjects. The state is especially commended for its new compensation strategy for math and science teachers, which moves teachers along the salary schedule rather than just providing a bonus or stipend. The state also supports differential pay initiatives to link compensation more closely with district needs and to achieve a more equitable distribution of teachers. Georgia's efforts to provide incentives for National Board Certification teachers to work in high-need schools are also noteworthy.

Figure 104

Do states support differential pay for teaching in high need schools and shortage subjects?



1. **Strong Practice:** Arkansas, California, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia

2. Colorado, Hawaii, Maryland, North Carolina, Washington, Wisconsin, Wyoming

3. Idaho, Pennsylvania, Utah

4. Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia

Area 4: Retaining Effective Teachers

Goal F – Performance Pay

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support performance pay efforts, rewarding teachers for their effectiveness in the classroom.
2. The state should allow districts flexibility to define the criteria for performance pay provided that such criteria connect to evidence of student achievement.
3. Any performance pay plan should allow for the participation of all teachers, not just those in tested subjects and grades.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 105

How States are Faring on Performance Pay



Progress on this Goal Since 2009:

↑ : 11 ↔ : 37 ↓ : 3



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Alabama does not support performance pay. The state does not have any policies in place that offer teachers additional compensation based on evidence of effectiveness.

RECOMMENDATION

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

Whether it implements the plan at the state or local level, Alabama should ensure that performance pay structures thoughtfully measure classroom performance and connect student achievement to teacher effectiveness. The plan must be developed with careful consideration of available data and subsequent issues of fairness.

■ **Consider piloting performance pay in a select number of school districts.**

This would provide an opportunity to discover and correct any limitations in available data or methodology before implementing the plan on a wider scale.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. Alabama also pointed out that for the 2006-2007 and 2007-2008 school years, the state offered schools the opportunity to participate in a pilot program awarding teachers additional compensation for their effectiveness by supporting a performance pay plan. School systems did not take advantage of that opportunity. No new initiatives have been undertaken since then.

★ EXAMPLES OF BEST PRACTICE

An increasing number of states are supporting performance pay initiatives. **Florida** and **Indiana** are particularly noteworthy for their efforts to build performance into the salary schedule. Rather than award bonuses, teachers' salaries will be based in part on their performance in the classroom.

Figure 106

Do states support performance pay?

| | PERFORMANCE FACTORED INTO SALARY FOR ALL TEACHERS | PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS | Performance pay permitted / encouraged by the state | State-sponsored performance pay initiatives offered in select districts | Does not support performance pay |
|-----------------------|---|---|---|---|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| | 3 | 4 | 12 | 5 | 27 |

1. Nebraska's initiative does not go into effect until 2016.

Area 4: Retaining Effective Teachers

Goal G – Pension Flexibility

The state should ensure that pension systems are portable, flexible and fair to all teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Participants in the state's pension system should have the option of a fully portable pension system as their primary pension plan by means of a defined contribution plan or a defined benefit plan that is formatted similar to a cash balance plan.
2. Participants in the state's pension system should be vested no later than the third year of employment.
3. Defined benefit plans should offer teachers the option of a lump-sum rollover to a personal retirement account upon termination of employment that includes, at minimum, the teacher's contributions and accrued interest at a fair interest rate. In addition, withdrawal options from either defined benefit or defined contribution plans should include funds contributed by the employer.
4. Defined benefit plans should allow teachers to purchase time for unlimited previous teaching experience at the time of employment. Teachers should also be allowed to purchase time for all official leaves of absence, such as maternity or paternity leave.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 107

How States are Faring on Pension Flexibility



Progress on this Goal Since 2009:

↑ : 2 ← : 39 ↓ : 10



ANALYSIS

Alabama only offers a defined benefit pension plan to its teachers as their mandatory pension plan. This plan is not fully portable, does not vest until year 10, and does not provide any employer contribution for teachers who choose to withdraw their account balances when leaving the system. It also limits flexibility by restricting the ability to purchase years of service. However, the state is commended for offering a fully portable supplemental savings plan.

Teachers in Alabama also participate in Social Security, so they must contribute to the state's defined benefit plan in addition to Social Security. Although retirement savings in addition to Social Security are good and necessary for most individuals, the state's policy results in mandated contributions to two inflexible plans, rather than permitting teachers options for their state-provided savings plans.

Vesting in a defined benefit plan guarantees a teacher's eligibility to receive lifetime monthly benefit payments at retirement age. Nonvested teachers do not have a right to later retirement benefits; they may only withdraw the portion of their funds allowed by the plan. Alabama's vesting at 10 years of service is very late and limits the options of teachers who leave the system prior to that point.

Many teachers will leave the system before they reach 10 years of service. Teachers in Alabama with less than three years of experience who choose to withdraw their contributions upon leaving only receive their own contributions without any interest. Teachers with more than three years of experience receive a portion of earned interest that gradually increases from 50 percent for teachers with 3-15 years of service to a maximum of 80 percent for those with at least 26 years of experience. This means that those who withdraw their funds accrue fewer benefits than what they might have earned contributing to basic savings accounts. Furthermore, teachers who remain in the field of education but enter another pension plan (such as in another state) will find it difficult to purchase the time equivalent to their prior employment in the new system because they are not entitled to any employer contribution.

Alabama also limits teachers' flexibility to purchase years of service. The ability to purchase time is important because defined benefit plans' retirement eligibility and benefit payments are often tied to the number of years a teacher has worked. Alabama's plan allows teachers to purchase time for previous teaching experience, up to 10 years. While better than not allowing any purchase at all, this provision disadvantages teachers who move to Alabama with more teaching experience. In addition, this purchase is not allowed until teachers have 10 years of service in Alabama, which makes the purchase cost much more expensive than if calculated earlier in a teacher's career. The state's plan also allows for the purchase of up to one year for each maternity and paternity leave taken without pay, and this may be purchased in the year after the leave.

Alabama is commended for offering an optional supplementary defined contribution plan, known as RSA-1, which is a deferred compensation plan. Teachers pay federal and state income taxes on contributions and their earnings only when they withdraw the money from their accounts. Because of the low mandatory employee contribution rate to the defined benefit plan of 5 percent (see Goal 4-H), teachers should be able to also contribute meaningfully to the state's optional defined contribution plan. However, there is no employer contribution to these accounts.

Supporting Research

Teachers' Retirement System of Alabama, Member Handbook

<http://www.rsa-al.gov/TRS/Pubs%20and%20forms/TRS%20Pubs/TRS%20Member%20Handbook%202011.pdf>

RECOMMENDATION

- **Offer teachers a pension plan that is fully portable, flexible and fair.**

Alabama should offer teachers for their mandatory pension plan the option of either a defined contribution plan or a fully portable defined benefit plan, such as a cash balance plan. A well-structured defined benefit plan could be a suitable option among multiple plans. However, as the sole option, defined benefit plans severely disadvantage mobile teachers and those who enter the profession later in life. Because teachers in Alabama participate in Social Security, they are required to contribute to two defined benefit-style plans.

- **Increase the portability of its defined benefit plan.**

If Alabama maintains its defined benefit plan, it should allow teachers that leave the system to withdraw the full interest earned by their contributions, as well as an employer match. The state should also allow teachers to purchase their full amount of previous teaching experience upon the first day of employment and decrease the vesting requirement to year three. A lack of portability is a disincentive to an increasingly mobile teaching force.

- **Offer an employer contribution to the supplemental retirement savings plan.**

While Alabama at least offers teachers the option of a supplemental defined contribution savings plan, this option would be more meaningful if the state required employers also to contribute.

ALABAMA RESPONSE TO ANALYSIS

Alabama noted that teachers purchasing previous teaching experience may roll funds from tax deferred savings plans, such as tax shelter annuities (IRC 403(b)), governmental deferred compensation plans (IRC 457), IRAs (IRC 408) or other qualified plans (IRC 401).

Accrued Liability: The value of a pension plan's promised benefits calculated by an actuary (actuarial valuation), taking into account a set of investment and benefit assumptions to a certain date.

Actuarial Valuation: In a pension plan, this is the total amount needed to meet promised benefits. A set of mathematical procedures is used to calculate the value of benefits to be paid, the funds available and the annual contribution required.

Amortization Period: The gradual elimination of a liability, such as a mortgage, in regular payments over a specified period of time.

Benefit Formula: Formula used to calculate the amount teachers will receive each month after retirement. The most common formula used is (years of service x final average salary x benefit multiplier). This amount is divided by 12 to calculate monthly benefits.

Benefit Multiplier: Multiplier used in the benefit formula. It, along with years of service, determines the total percentage of final average salary that a teacher will receive in retirement benefits. In some plans, the multiplier is not constant, but changes depending upon retirement age and/or years of service.

Defined Benefit Plan: Pension plan that promises to pay a specified amount to each person who retires after a set number of years of service. Employees contribute to them in some cases; in others, all contributions are made by the employer.

Defined Contribution Plan: Pension plan in which the level of contributions is fixed at a certain level, while benefits vary depending on the return from investments. Employees make contributions into a tax-deferred account, and employers may or may not make contributions. Defined contribution pension plans, unlike defined benefit pension plans, give the employee options of where to invest the account, usually among stock, bond and money market accounts.

Lump-sum Withdrawal: Large payment of money received at one time instead of in periodic payments. Teachers leaving a pension plan may receive a lump-sum distribution of the value of their pension.

Normal Cost: The amount necessary to fund retirement benefits for one plan year for an individual or a whole pension plan.

Pension Wealth: The net present value of a teacher's expected lifetime retirement benefits.

Purchasing Time: A teacher may make additional contributions to a pension system to increase service credit. Time may be purchased for a number of reasons, such as professional development leave, previous out-of-state teaching experience, medical leaves of absence or military service.

Service Credit/Years of Service: Accumulated period of time in years or partial years for which a teacher earned compensation subject to contributions.

Supplemental Retirement Plan: An optional plan to which teachers may voluntarily make tax-deferred contributions in addition to their mandatory pension plans. Employees are usually able to choose their rate of contribution up to a maximum set by the IRS; some employers also make contributions. These plans are generally in the form of 457 or 403(b) programs.

Vesting: Right an employee gradually acquires by length of service to receive employer-contributed benefits, such as payments from a pension fund.

Sources: Barron's Dictionary of Finance and Investment Terms, Seventh Edition; California State Teachers' Retirement System <http://www.calstrs.com/Members/Defined%20Benefit%20Program/glossary.aspx>; Economic Research Institute, <http://www.eridlc.com/resources/index.cfm?fuseaction=resource.glossary>

Figure 109

What type of pension systems do states offer teachers?

| | Defined benefit plan only | Defined benefit plan with defined contribution supplemental plan | Hybrid plan ¹ | CHOICE OF DEFINED BENEFIT OR DEFINED CONTRIBUTION PLAN | DEFINED CONTRIBUTION PLAN ONLY |
|-----------------------------|-------------------------------------|--|-------------------------------------|--|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Oregon ⁵ | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Utah ⁷ | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
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| Washington ⁸ | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 25 | 17 | 4 | 4 | 1 |

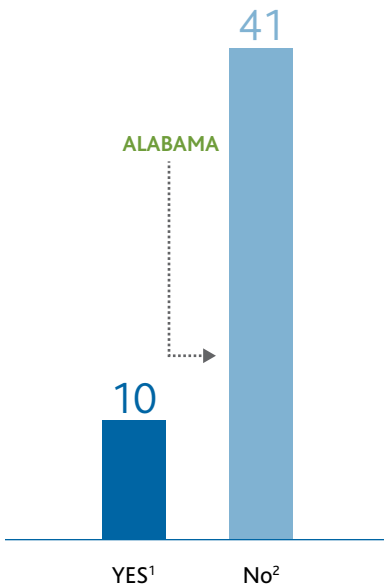
★ EXAMPLES OF BEST PRACTICE

Alaska provides a fair and flexible defined contribution pension plan for all teachers. This plan is also highly portable, as teachers are entitled to 100 percent of employer contributions after five years of service. **South Dakota's** defined benefit plan has some creative provisions, which makes it more like a defined contribution plan. Most notably, teachers are able to withdraw 85 percent of their employer contributions after three years of service. In addition, **Florida, Ohio, South Carolina** and **Utah** are noteworthy for offering teachers a choice between a defined benefit or hybrid plan and a defined contribution plan.

1. A hybrid plan has components of both a defined benefit plan and a defined contribution plan.
2. California offers a small cash balance component but ended most of the funding to this portion as of January 1, 2011.
3. Indiana also offers a supplemental defined contribution plan.
4. Ohio also offers the option of a hybrid plan and offers a supplemental defined contribution plan.
5. Oregon also offers a supplemental defined contribution plan.
6. South Carolina also offers a supplemental defined contribution plan.
7. Utah offers a choice between a defined contribution or a hybrid plan.
8. Washington offers a choice between a defined benefit or a hybrid plan.

Figure 110

Do states offer teachers an option other than a nonportable defined benefit plan?



1. **Strong Practice:** Alaska, Florida, Indiana, Michigan, Ohio, Oregon, South Carolina, South Dakota, Utah, Washington
2. Alabama, Arizona, Arkansas, California, Colorado³, Connecticut, Delaware, District of Columbia, Georgia, Hawaii³, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming
3. Although not fully portable, the state's defined benefit plan has some notable portability provisions.

Figure 111

1. For teachers who join the system on or after January 1, 2012.
2. Florida's defined benefit plan does not vest until year eight; teachers vest in the state's defined contribution plan after one year.
3. For teachers who join the system on or after July 1, 2012.
4. Ohio's defined benefit plan does not vest until year five; teachers vest in the state's defined contribution plan after one year.
5. Oregon offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after five years.
6. South Carolina's defined benefit plan does not vest until year five; teachers vest immediately in the state's defined contribution plan.
7. Based on Washington's Plan 2. The state also offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after 10 years.

Figure 111

How many years before teachers vest?

| | 3 YEARS OR LESS | 4 to 5 years | 6 to 9 years | 10 years |
|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida ² | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii ³ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa ³ | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Oregon ⁵ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington ⁷ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 3 | 29 | 3 | 16 |

Figure 112

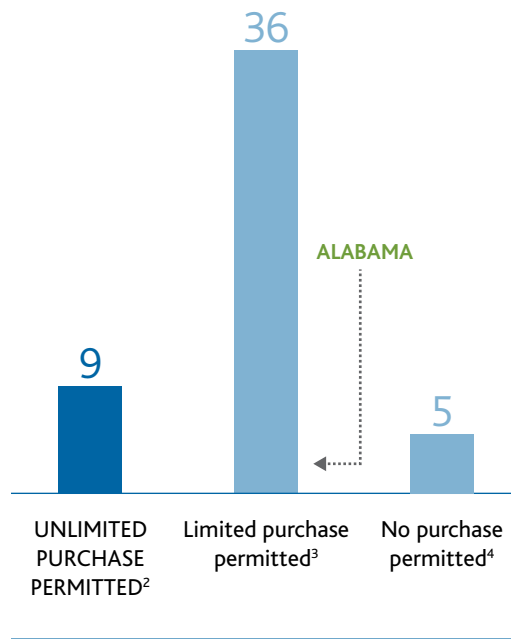
What funds do states permit teachers to withdraw from their defined benefit plans if they leave after five years?¹

| | Less than their own contribution | Only their own contribution | Their own contribution plus interest | Their own contribution and part of the employer contribution plus interest | THEIR OWN CONTRIBUTION AND FULL EMPLOYER CONTRIBUTION PLUS INTEREST |
|-----------------------------|-------------------------------------|-------------------------------------|--------------------------------------|--|---|
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| Alaska ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| California ³ | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Utah ¹⁰ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington ¹¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 4 | 5 | 34 | 6 | 1 |

- States' withdrawal policies may vary depending on a teacher's years of service. Year five is used as a common point of comparison.
- As of July 1, 2006, Alaska only offers a defined contribution plan to new members, which allows teachers leaving the system after five years to withdraw 100 percent of the employer contribution.
- California has a defined benefit plan with a small cash balance component, which allows exiting teachers to withdraw their contributions and any employer contributions plus earnings from their cash balance component, regardless of their actions regarding their defined benefit account.
- Once vested, Iowa teachers may withdraw an employer match equal to one-thirtieth of their years of service. Effective July 1, 2012 teachers vest at seven years of service, so a teacher leaving at year five would not be entitled to any employer contribution.
- Michigan only offers a hybrid plan. Exiting teachers may withdraw their own contributions and accrued earnings immediately and the employer contributions to the defined contribution component once vested at year four. Michigan teachers may withdraw their own contributions and accrued interest from the defined benefit component but may not withdraw the employer contribution.
- Most teachers in Nevada fund the system by salary reductions or forgoing pay raises and thus do not have direct contributions to withdraw. The small minority that are in a contributory system may withdraw their contributions plus interest.
- Ohio has two other pension plans. Ohio's defined contribution plan allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution. Exiting teachers with at least five years of experience in Ohio's combination plan may withdraw their employee-funded defined contribution component and the present value of the benefits offered in the defined benefit component.
- Oregon only has a hybrid retirement plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.
- South Carolina also has a defined contribution plan, which allows exiting teachers to withdraw 100 percent of their contributions and employer contributions, plus earnings.
- Utah offers a hybrid pension plan, which only has employee contributions when the costs exceed the guaranteed employer contribution. When costs are less than the employer contribution, the excess is contributed to the employee account and refundable after vesting.
- Washington also has a hybrid plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

Figure 113

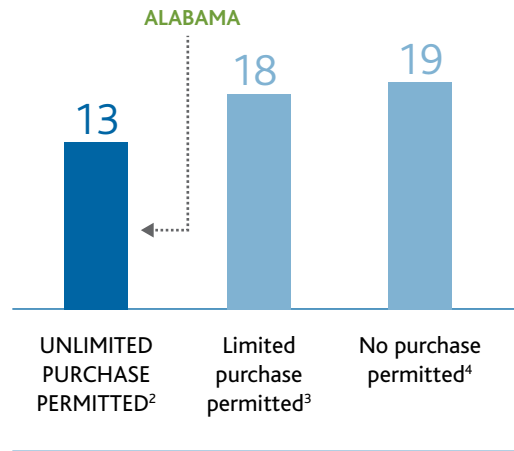
Do states permit teachers to purchase time for previous teaching experience?¹



- Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.
- Strong Practice:** California, Iowa, Kansas, Louisiana, New Hampshire, North Dakota, South Carolina, South Dakota, Utah
- Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
- Hawaii, Michigan, Minnesota, New York, Oregon

Figure 114

Do states permit teachers to purchase time for leaves of absence?¹



- Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.
- Strong Practice:** Alabama, California, Delaware, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Carolina, South Dakota
- Arizona, Connecticut, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Massachusetts, Montana, New Jersey, North Carolina, Oklahoma, Rhode Island, Vermont, Virginia, Washington, Wyoming
- Arkansas, Colorado, Georgia, Hawaii, Kansas, Maine, Michigan, Mississippi, Nevada, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Texas, Utah, West Virginia, Wisconsin

Area 4: Retaining Effective Teachers

Goal H – Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that its pension system is financially sustainable, without excessive unfunded liabilities or an inappropriately long amortization period.
2. Mandatory employer and employee contribution rates should not be unreasonably high, as they reduce teachers' paychecks and commit district resources that could otherwise be spent on salaries or incentives.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 115

How States are Faring on Pension Sustainability



Progress on this Goal Since 2009:

↑ : 2 ↔ : 20 ↓ : 29



ANALYSIS

As of September 30, 2009, the most recent date for which an actuarial valuation is available, Alabama's pension system for teachers is 74.7 percent funded and has an amortization period of over 30 years. This means that if the plan earns its assumed rate of return and maintains current contribution rates, it would take the state over 30 years to pay off its unfunded liabilities. Neither Alabama's funding ratio nor its amortization period meets conventional standards, and the state's system is not financially sustainable according to actuarial benchmarks.

In addition, Alabama commits excessive resources toward its teachers' retirement system. The current employer contribution rate of 10 percent is too high, in light of the fact that local districts and teachers must also contribute 6.2 percent to Social Security. While this rate helps the state to pay off liabilities, it does so at great cost, precluding Alabama from spending those funds on other, more immediate means to retain talented teachers. The mandatory employee contribution rate to the defined benefit plan of 7.25 percent, up from 5 percent as of October 1, 2011, is reasonable, although close to excessive considering that teachers must also contribute to Social Security. The rate is set to increase further to 7.5 percent on October 1, 2012.

The rate is determined according to statutory requirements, which mandate that the employer contribution rate must be equal to an actuarially determined rate that accumulates sufficient assets to pay benefits when due. The rate was determined to be 12.75 percent to meet a 30-year amortization period; however, recent legislation lowered the employer contribution rate from 12.5 percent to 10 percent and raised the employee rate by 2.25 percent.

Supporting Research

Retirement Systems of Alabama, Comprehensive Annual Financial Report for the Fiscal Year Ending Sept 30, 2010

<http://www.rsa-al.gov/TRS/active-members.html>

HB123

<http://www.rsa-al.gov/Legislation/house%20bills/HB123-enr.pdf>

RECOMMENDATION

■ Ensure that the pension system is financially sustainable.

The state would be better off if its system was over 95 percent funded and had an amortization period of less than 30 years to allow more protection during financial downturns. However, Alabama should consider ways to improve its funding level without raising the contributions of school districts and teachers. In fact, the state should work to decrease employer contributions. Committing excessive resources to pension benefits can negatively affect teacher recruitment and retention. Improving funding levels necessitates, in part, systemic changes in the state's pension system. Goals 4-G and 4-I provide suggestions for pension system structures that are both sustainable and fair.

ALABAMA RESPONSE TO ANALYSIS

Alabama was helpful in providing NCTQ with facts that enhanced this analysis.

Figure 116

Do state pension systems meet standard benchmarks for financial health?

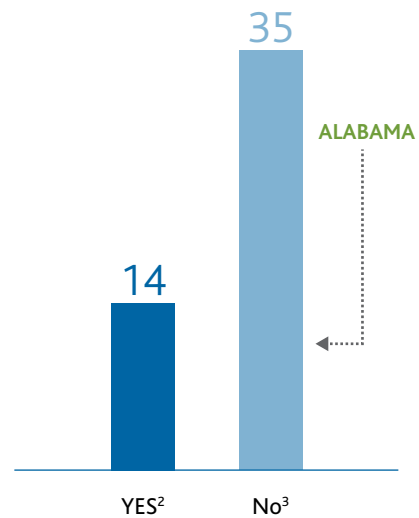
| | AT LEAST 80 PERCENT FUNDED | MAXIMUM 30 YEAR AMORTIZATION PERIOD |
|-----------------------|-------------------------------------|---|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> |
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| Illinois | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
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| Maryland | <input type="checkbox"/> | <input style="border: 1px solid black;" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> |
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| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 16 | 26 |

★ EXAMPLES OF BEST PRACTICE

South Dakota, Tennessee and Wisconsin provide financially sustainable pension systems without committing excessive resources. The systems in these states are fully funded without requiring excessive contributions from teachers or school districts.

Figure 117

Are state pension systems financially sustainable?¹



1. Cannot be determined for Michigan or Utah, which recently opened new systems.
2. **Strong Practice:** Alaska, Delaware, District of Columbia, Florida, Georgia, Indiana⁴, Nebraska, New York, North Carolina, Oregon, South Dakota, Tennessee, Washington, Wisconsin
3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, West Virginia, Wyoming
4. Based on Indiana's current plan only.

Figure 116

1. The amortization period is set to be under 30 years; however, the amortization period is not determined because the state is not meeting its annual required contribution.
2. Michigan opened a new system in July 2010.
3. Utah opened a new system in July 2011.

Figure 118

Real Rate of Return

The pension system funding levels reported here are based on each state's individual actuarial valuation, which use a series of varying assumptions. One of these assumptions concerns rate of return, which greatly affects a system's funding level. If investment returns fall short of assumptions, the fund will have a deficit; if returns are greater than expected, the fund will have a surplus. Higher assumed rates involve more risk, while rates closer to inflation (typically in the 3-5 percent range) are safer.

Most state pension funds assume a rate between 7.5 percent and 8.25 percent. A state using a 7.5 percent rate will report a lower funding level than if it had used 8.25 percent, even though its liabilities remain the same. Many states report that they do meet or exceed an eight percent rate of return over the life of the plan.

However, some economists argue that states' assumed rates of return are too high, and should instead be closer to four percent. They caution that the risk associated with states' higher rates is borne by taxpayers, with the result that tax rates rise to fund pension deficits. A rate closer to four percent would make the vast majority of the nation's pension systems less than 50 percent funded. In light of the current market situation, the debate over the rate of return is particularly timely. With no current consensus by experts or policymakers, NCTQ used states' self-reported numbers rather than recalculate all funding levels based on a standard rate of return. Considering how many states' systems NCTQ found in questionable financial health without using the lower rates some economists prefer, it is clear this is an issue that demands policymakers' attention.

Figure 119

How well funded are state pension systems?

| | Funding Level |
|----------------------|---------------|
| Alaska ¹ | N/A |
| District of Columbia | 118.3% |
| Washington | 116% |
| New York | 103.2% |
| Wisconsin | 99.8% |
| South Dakota | 96.3% |
| Delaware | 96% |
| North Carolina | 95.9% |
| Indiana ² | 94.7% |
| Tennessee | 90.6% |
| Wyoming | 87.5% |
| Georgia | 87.2% |
| Florida | 86.6% |
| Utah | 85.7% |
| Oregon | 83.2% |
| Texas | 82.9% |
| Nebraska | 82.4% |
| Iowa | 80.8% |
| Virginia | 80.2% |
| Arizona | 79% |
| Idaho | 78.9% |
| Michigan | 78.9% |
| Minnesota | 78.5% |
| California | 78% |
| Missouri | 77.7% |
| Pennsylvania | 75.1% |
| ALABAMA | 74.7% |
| Arkansas | 73.8% |
| Nevada | 71.2% |
| North Dakota | 69.8% |
| South Carolina | 67.8% |
| Vermont | 66.5% |
| Maine | 65.9% |
| New Mexico | 65.7% |
| Maryland | 65.4% |
| Montana | 65.4% |
| Colorado | 64.8% |
| Mississippi | 64.2% |
| Massachusetts | 63% |
| Connecticut | 61.4% |
| Hawaii | 61.4% |
| Kentucky | 61% |
| Ohio | 59.1% |
| New Hampshire | 58.5% |
| New Jersey | 57.6% |
| Oklahoma | 56.7% |
| Kansas | 56% |
| Louisiana | 54.4% |
| Illinois | 48.4% |
| Rhode Island | 48.4% |
| West Virginia | 46.5% |

Figure 119

1. Alaska has only a defined contribution pension system.
2. Indiana's current plan is 94.7 percent funded. However, when the current plan is combined with its closed plan, the funding level drops to 44.3 percent.

Figure 120

What is a reasonable rate for pension contributions?

- 4-7 percent each for teachers and districts in states participating in Social Security
- 10-13 percent each for teachers and districts in states not participating in Social Security

Analysts generally agree that workers in their 20's with no previous retirement savings should save, in addition to Social Security contributions, about 10-15 percent of their gross income in order to be able to live during retirement on 80 percent of the salary they were earning when they retired. While the recommended savings rate varies with age and existing retirement savings, NCTQ has used this 10-15 percent benchmark as a reasonable rate for its analyses. To achieve a total savings of 10-15 percent, teacher and employer contributions should each be in the range of 4-7 percent. In states where teachers do not participate in Social Security, the total recommended retirement savings (teacher plus employer contributions) is about 12 percent higher to compensate for the fact that these teachers will not have Social Security income when they retire. In order to achieve the appropriate level of total savings, teacher and employer contributions in these states should each be in the range of 10-13 percent.

Sources:

- http://www.schwab.com/public/schwab/resource_center/expert_insight/retirement_strategies/planning/how_much_should_you_save_for_retirement_play_the_percentages.html
- <https://personal.vanguard.com/us/insights/retirement/saving/set-retirement-goals>

Figure 121

1. The employer contribution rate includes the contributions of both school districts and state governments, where appropriate.
2. The contribution rate is set to increase in future years. Some school districts in Georgia do not contribute to Social Security.
3. The contribution rate is set to increase in future years.
4. Michigan opened a new system in July 2010 and employer contributions are not yet reported.
5. New Jersey reports its contributions as a flat dollar amount, and a percentage could not be calculated.
6. The contribution rate is set to increase in future years. Most, but not all, school districts in Rhode Island contribute to Social Security.
7. The contribution rate is set to decrease in 2012.

Figure 121

What are the current employer¹ contribution rates to state pension systems?

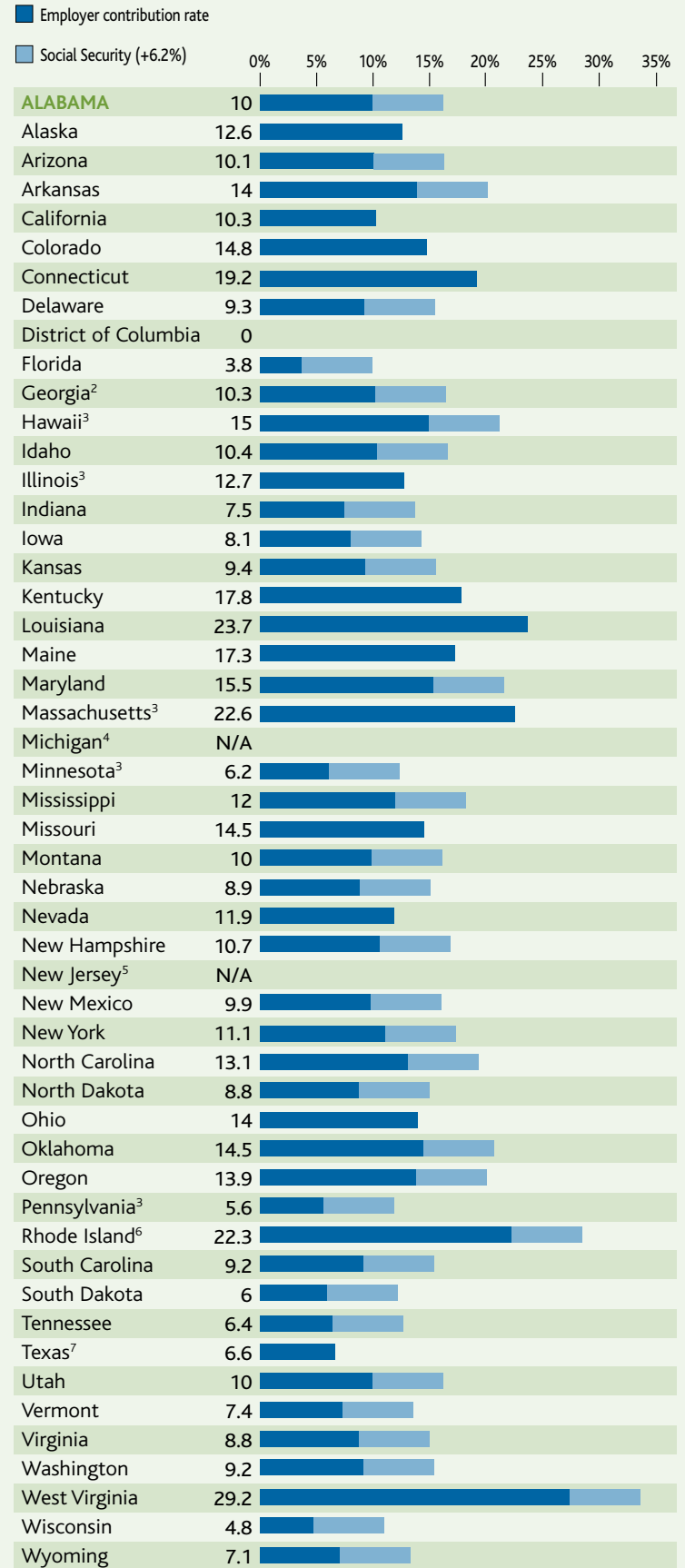
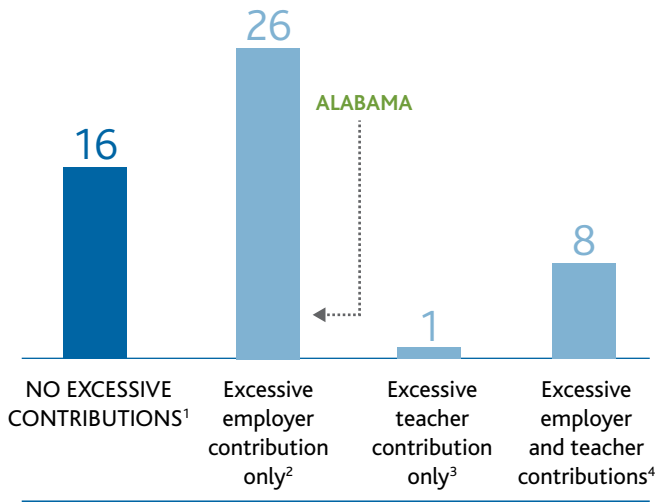


Figure 122

Do states require excessive contributions to their pension systems?



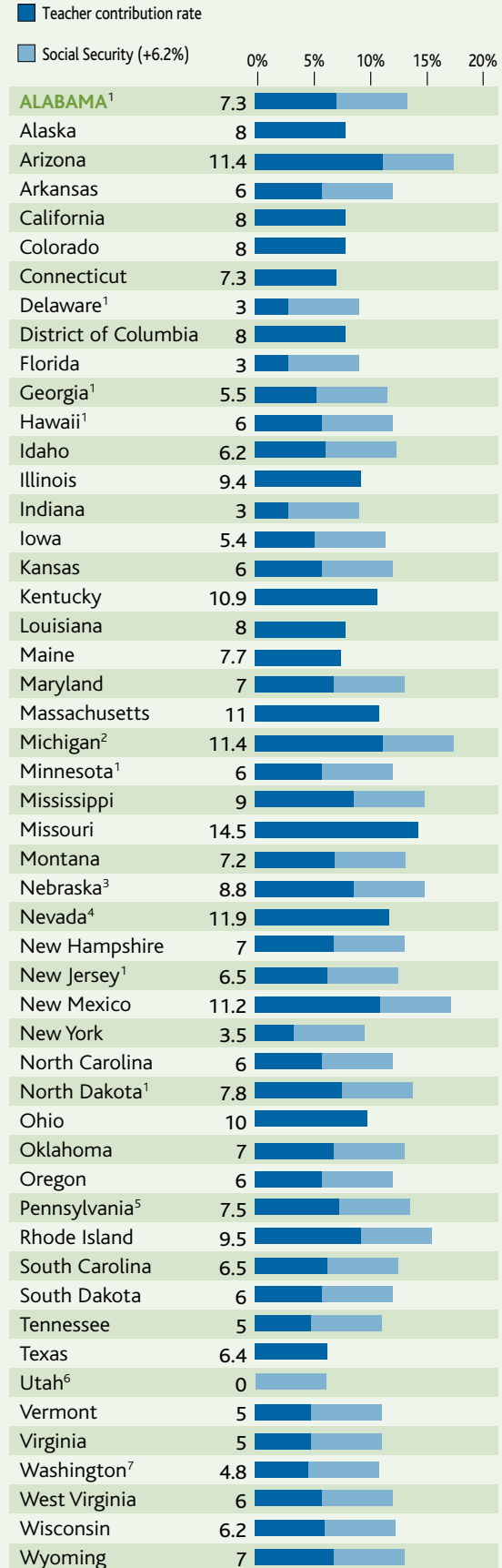
1. **Strong Practice:** Alaska, California, Colorado, District of Columbia, Florida, Illinois, Indiana, Minnesota, Nevada, New Jersey⁵, South Dakota, Tennessee, Texas, Vermont, Wisconsin, Wyoming
2. Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Montana, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Utah, Virginia, Washington, West Virginia
3. Michigan⁶
4. Arizona, Hawaii, Mississippi, Missouri, Nebraska, New Mexico, Pennsylvania, Rhode Island
5. While not excessive, the employer and state contribution are quite low. The most recent total employer contribution was only 5.4 percent of the actuarially-determined annual required contribution.
6. Employer contribution rates to Michigan's new system have not yet been reported.

Figure 123

1. The contribution rate is set to increase in future years.
2. Teachers contribute 9.4 percent to the defined benefit component and are automatically enrolled to contribute 2 percent to the defined contribution component; teachers may change the latter rate.
3. The contribution rate is set to increase in 2012 and decrease in 2014.
4. Teachers share in the employer contribution through salary reductions or foregoing equivalent pay raises.
5. For teachers hired after July 1, 2011, the contribution ranges from 7.5-12.3 based on a variety of factors.
6. Teachers in the hybrid plan must make a mandatory contribution if the employer contribution does not cover system costs.
7. For the defined benefit plan; the rate varies for the defined contribution plan from a minimum of 5 percent.

Figure 123

How much do state pension systems require teachers to contribute?



Area 4: Delivering Well-Prepared Teachers

Goal I – Pension Neutrality

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The formula that determines pension benefits should be neutral to the number of years worked. It should not have a multiplier that increases with years of service or longevity bonuses.
2. The formula for determining benefits should preserve incentives for teachers to continue working until conventional retirement ages. Eligibility for retirement benefits should be based on age and not years of service.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 124

How States are Faring on Pension Neutrality



Progress on this Goal Since 2009:

↑ : 10 ↔ : 40 ↓ : 1



ANALYSIS

Alabama's pension system is based on a benefit formula that is not neutral, meaning that each year of work does not accrue pension wealth in a uniform way until teachers reach conventional retirement age, such as that associated with Social Security.

Teachers' retirement wealth is determined by their monthly payments and the length of time they expect to receive those payments. Monthly payments are usually calculated as final average salary multiplied by years of service multiplied by a set multiplier (such as 1.5). Higher salary, more years of service or a greater multiplier increases monthly payments and results in greater pension wealth. Earlier retirement eligibility with unreduced benefits also increases pension wealth, because more payments will be received.

To qualify as neutral, a pension formula must utilize a constant benefit multiplier and an eligibility timetable based solely on age, rather than years of service. Basing eligibility for retirement on years of service creates unnecessary and often unfair peaks in pension wealth, while allowing unreduced retirement at a young age creates incentives to retire early. Plans that change their multipliers for various years of service do not value each year of teaching equally. Therefore, plans with a constant multiplier and that base retirement on an age in line with Social Security are likely to create the most uniform accrual of wealth.

Alabama's pension plan is commended for utilizing a constant benefit multiplier of 2.0125 percent; however, teachers may retire before standard retirement age based on years of service without a reduction in benefits. The state allows teachers with 25 years of service to retire at any age, while other vested teachers with less than 25 years of service may not retire until age 60. Therefore, teachers who begin their careers at age 22 can reach 25 years of service by age 47, entitling them to 13 years of additional retirement benefits beyond what other teachers would receive who may not retire until age 60. Not only are teachers being paid benefits by the state well before Social Security's retirement age, but these provisions also may encourage effective teachers to retire early, and they fail to treat equally those teachers who enter the system at a later age and give the same amount of service.

Supporting Research

Teachers' Retirement System of Alabama, Member Handbook

<http://www.rsa-al.gov/TRS/Pubs%20and%20forms/TRS%20Pubs/TRS%20Member%20Handbook%202011.pdf>

RECOMMENDATION

■ **End retirement eligibility based on years of service.**

Alabama should change its practice of allowing teachers with 25 years of service to retire at any age with full benefits. If retirement at an earlier age is offered to some teachers, benefits should be reduced accordingly to compensate for the longer duration they will be awarded.

■ **Align eligibility for retirement with unreduced benefits with Social Security retirement age.**

Alabama allows all teachers to retire before conventional retirement age, some as young as 47. As life expectancies continue to increase, teachers may draw out of the system for many more years than they contributed. This is not compatible with a financially sustainable system (see Goal 4-H).

ALABAMA RESPONSE TO ANALYSIS

Alabama stated that it provides an incentive for teachers to continue to work after 25 years of service (Service Premium Component) and until age 65 (Age Premium Component and Subsidy Premium Component) by reducing the teacher retiree health insurance premium through the Public Employee Health Insurance Plan.

Supporting Research

ACT No. 2011-704

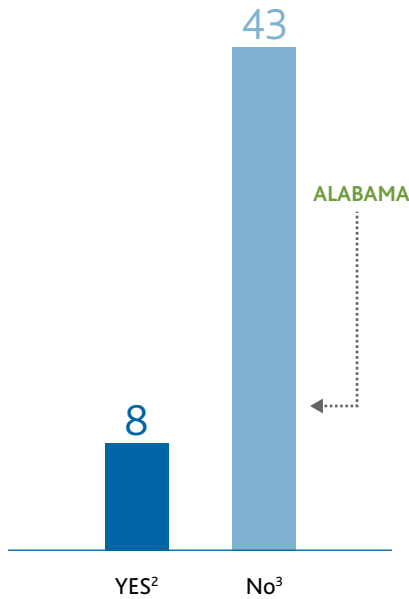
<http://arc-sos.state.al.us/PAC/SOSACPDF.001/A0009004.PDF>

LAST WORD

The legislation cited by Alabama states that the employer contribution to retiree health insurance premium will be decreased by 4 percent for each year of service less than 25 years and increased by 2 percent for each year past 25 years of service. In addition, the contribution will decrease by 1 percent for each year that a teacher retires before Medicare eligibility age. While this may encourage longer employment, it does not negate or compensate for the early retirement eligibility provided in the pension plan.

Figure 125

Do states base retirement eligibility on age, which is fair to all teachers?¹



- This only refers to determining retirement eligibility, not retirement benefits.
- Strong Practice:** Alaska, Illinois, Louisiana, Maine, Michigan, Minnesota, New Hampshire, New Jersey
- Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Washington, Wisconsin, Wyoming

Figure 126

- All calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age s/he is first eligible for unreduced benefits. The calculations use states' current benefit formulas and do not include cost of living increases. The final average salary was calculated as the average of the highest three years of salary, even though a few states may vary from that standard. Age 65 was used as a point of comparison because it is the minimum eligibility for unreduced Social Security benefits.
- Does not apply to Alaska's defined contribution plan.
- Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.
- California's formula has many options for retirement. A teacher with 40 years of experience at age 62 would reach California's maximum allowable multiplier of 2.4 percent.
- Age 60 is the earlier teachers hired on or after July 1, 2012 may retire. Teachers hired prior to this point may retire at age 55.
- Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach Massachusetts's maximum allowable benefit of 80 percent.

Figure 126

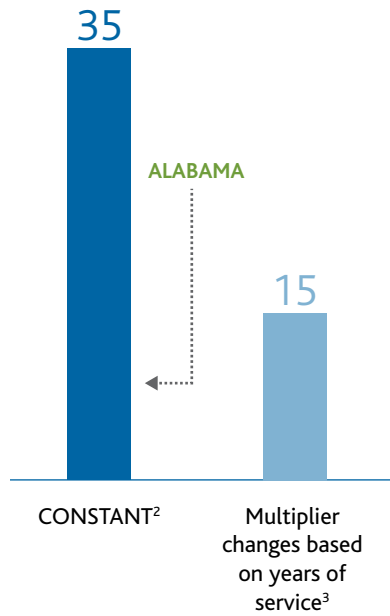
How much do states pay for each teacher that retires with unreduced benefits at an early age?¹

Total amount in benefits paid per teacher from the time of retirement until age 65
 Earliest retirement age that a teacher who started teaching at age 22 may receive unreduced benefits

| | | |
|----------------------------|-----------|----|
| Alaska ² | | |
| Illinois | \$0 | 67 |
| Maine | \$0 | 65 |
| Minnesota ³ | \$0 | 66 |
| New Hampshire | \$0 | 65 |
| New Jersey | \$0 | 65 |
| Washington | \$0 | 65 |
| Tennessee | \$238,654 | 52 |
| Michigan | \$289,187 | 60 |
| California ⁴ | \$310,028 | 62 |
| Indiana | \$317,728 | 55 |
| Hawaii ⁵ | \$337,385 | 60 |
| Kansas | \$337,385 | 60 |
| Oregon | \$361,536 | 58 |
| North Dakota | \$385,583 | 60 |
| Oklahoma | \$385,583 | 60 |
| Maryland | \$413,808 | 56 |
| Wisconsin | \$416,007 | 57 |
| Rhode Island | \$430,013 | 59 |
| New York | \$440,819 | 57 |
| Texas | \$443,421 | 60 |
| South Dakota | \$447,707 | 55 |
| Virginia | \$468,982 | 56 |
| Louisiana | \$481,979 | 60 |
| Florida | \$485,257 | 55 |
| Vermont | \$486,832 | 56 |
| Montana | \$518,228 | 47 |
| Connecticut | \$520,009 | 57 |
| Utah | \$520,009 | 57 |
| Iowa | \$551,428 | 55 |
| Idaho | \$551,743 | 56 |
| North Carolina | \$568,555 | 52 |
| South Carolina | \$577,142 | 50 |
| Nebraska | \$577,687 | 55 |
| West Virginia | \$577,687 | 55 |
| Delaware | \$577,927 | 52 |
| District of Columbia | \$585,737 | 52 |
| Massachusetts ⁶ | \$594,296 | 57 |
| Georgia | \$624,786 | 52 |
| Mississippi | \$624,786 | 52 |
| ALABAMA | \$625,747 | 47 |
| Colorado | \$650,011 | 57 |
| Pennsylvania | \$650,011 | 57 |
| Wyoming | \$655,506 | 54 |
| Arizona | \$664,340 | 55 |
| Arkansas | \$681,789 | 50 |
| Ohio | \$687,265 | 52 |
| New Mexico | \$734,124 | 52 |
| Nevada | \$780,983 | 52 |
| Missouri | \$789,343 | 51 |
| Kentucky | \$791,679 | 49 |

Figure 127

What kind of multiplier do states use to calculate retirement benefits?¹



★ EXAMPLES OF BEST PRACTICE

Alaska offers a defined contribution pension plan that is neutral, with pension wealth accumulating in an equal way for all teachers for each year of work. In addition, **Illinois**, **Minnesota** and **New Jersey** offer a defined benefit plan with a formula multiplier that does not change relative to years of service and does not allow unreduced benefits for retirees below age 65. Illinois and New Jersey are further commended for ending their previous practices of allowing teachers to retire well before Social Security age without a reduction in benefits.

1. Alaska has a defined contribution plan, which does not have a benefit multiplier.

2. **Strong Practice:** Alabama, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Michigan, Minnesota, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin

3. Arizona, California, Connecticut, Florida, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New Hampshire, New York, Ohio, Rhode Island, Vermont, Wyoming

Figure 128

Double-Dipping: Cure the Disease, Not the Symptom

Benefit recipients in teacher pension plans have recently been under scrutiny for “double-dipping,” when individuals receive a pension and salary at the same time. This can occur when teachers reach retirement eligibility, yet wish to keep working without losing pension wealth. Teachers can retire, start receiving their monthly benefits and then return to teaching. The restrictions on a teacher’s ability to return to work vary from state to state. Policies can include waiting periods, limitations on earnings or restrictions to working in difficult-to-fill positions.

Some descriptions portray teachers working while collecting their pensions as greedy or somehow taking advantage, when in fact they are just following the system that is in place. When a teacher reaches retirement eligibility in a defined benefit system, her pension wealth peaks and, after that, wealth accrual slows or even decreases because every year a teacher delays retirement, she loses a year of pension benefits. For example, if a teacher could retire with 60 percent of her salary at age 56, then every year she teaches past that point she is, in effect, working for only 40 percent of her pay because she is not receiving her pension. This puts relatively young teachers and the districts who wish to retain them in a difficult position. Districts want to keep effective teachers in schools, but the financial reality for teachers is hard to pass up.

Retirees returning to work are also an issue for defined benefit pension system funding because contributions are not being made to the system that would be made if those positions were held by non-retirees. This adds to the funding imbalances that many states’ defined benefit systems face.

Some states have created Deferred Retirement Option Plans (DROP) in which retirees can have their benefits placed in a savings account while they return to work and, once they retire again, they can receive the lump sum in their DROP accounts and resume their monthly benefits.

Returning to work would not be a large policy issue if systems did not allow teachers to retire with unreduced benefits at such relatively young ages and if pension wealth accrual were more neutral. An effective teacher should be able to keep teaching and at the same time know that her pension wealth will not erode. More systemic fixes—like the ones outlined in the *Yearbook*—are needed. Calls to prohibit double-dipping are not addressing the real problem.

Area 5: Exiting Ineffective Teachers

Goal A – Licensure Loopholes

The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the required tests, the state should ensure that requirements are met within one year.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 129

How States are Faring on Closing Licensure Loopholes



Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0



ANALYSIS

Alabama allows new teachers who have not passed required state licensing tests to teach up to one year on an emergency certificate. These certificates are issued at the request of the employing superintendent or headmaster to candidates who hold at least a bachelor's degree, when no certified teachers are available. Emergency certificates may not be extended or renewed.

Supporting Research

Alabama Administrative Code 290-3-2-.03

RECOMMENDATION

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

While Alabama's policy minimizes the risks brought about by having teachers in classrooms who lack sufficient or appropriate subject-matter knowledge by offering its provisional license for one year only, the state could take its policy a step further and require all teachers to meet subject-matter licensure requirements prior to entering the classroom.

ALABAMA RESPONSE TO ANALYSIS

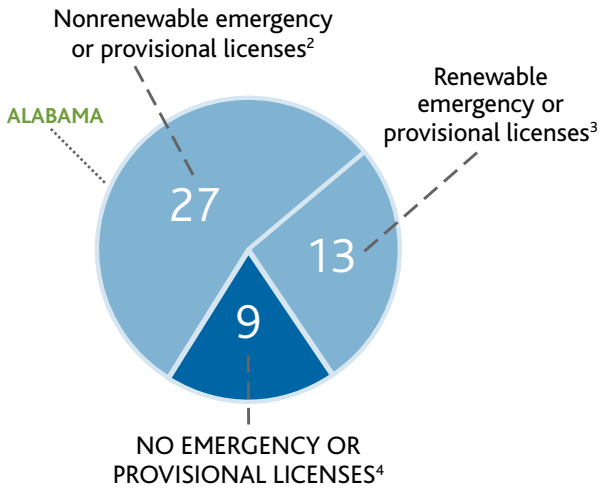
Alabama recognized the factual accuracy of this analysis. The state noted that the Emergency Certificate is not considered an alternative certificate. Teachers employed on the basis of holding an Emergency Certificate cannot be deemed highly qualified. The Emergency Certificate is requested at the last minute before the opening of the school year, when no qualified applicant is available for employment, or when a vacancy occurs during the school year and no qualified applicant is available. All Alabama teachers employed on the basis of holding an alternative certificate must meet basic skills and Praxis II requirements prior to the issuance of the first in a series of one-year certificates. The only exception is a certificate requested for a teaching field for which there is no Praxis II content test, such as dance, Chinese and Japanese.

The state noted that Alabama law requires teachers to hold certificates and added that the recently increased availability of online testing may allow Alabama to require testing prior to issuance of an Emergency Certificate.

★ EXAMPLES OF BEST PRACTICE

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

Figure 130
Do states still award emergency licenses?¹



1. Not applicable to Montana and Nebraska, which do not require subject matter testing.
2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota⁵, Ohio⁵, Oklahoma, Oregon, Rhode Island, Vermont, Washington, West Virginia, Wyoming
3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin
4. **Strong Practice:** Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico, South Carolina, Utah, Virginia
5. License is renewable, but only if licensure tests are passed.

- Figure 131
1. Iowa only requires subject-matter testing for elementary teachers.
 2. Montana does not require subject-matter testing.
 3. Nebraska does not require subject-matter testing.
 4. There is a potential loophole in Utah, as alternate route teachers appear able to delay passage of subject-matter tests.
 5. Wyoming only requires subject-matter testing for elementary and social studies teachers.

Figure 131

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"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <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"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa ¹ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska ³ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Tennessee | <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"/> |
| Utah ⁴ | <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 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming ⁵ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 9 | 14 | 8 | 18 |

Area 5: Exiting Ineffective Teachers

Goal B – Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers who receive a single unsatisfactory evaluation be placed on an improvement plan, whether or not they have tenure.
2. The state should require that all teachers who receive two consecutive unsatisfactory evaluations or two unsatisfactory evaluations within five years be formally eligible for dismissal, whether or not they have tenure.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 132

How States are Faring on Consequences for Unsatisfactory Evaluations



Progress on this Goal Since 2009:

↑ : 15 ↔ : 35 ↓ : 1



ANALYSIS

Alabama does not have a policy regarding teachers who receive unsatisfactory evaluations.

The state had such requirements under its old PEPE evaluation system, but none have been articulated for the EDUCATEAlabama system.

Supporting Research

EDUCATEAlabama

<http://alex.state.al.us/leadership/evaluations.html>

Alabama Continuum for Teacher Development

<http://alex.state.al.us/leadership/Alabama%20Continuum%20for%20Teacher%20Development.pdf>

RECOMMENDATION

- **Require that all teachers who receive unsatisfactory evaluations be placed on improvement plans.**

Alabama should adopt a policy requiring that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans. These plans should focus on performance areas that directly connect to student learning and should list noted deficiencies, define specific action steps necessary to address these deficiencies and describe how and when progress will be measured.

- **Make eligibility for dismissal a consequence of unsatisfactory evaluations.**

Teachers who receive two consecutive unsatisfactory evaluations or have two unsatisfactory evaluations within five years should be formally eligible for dismissal, regardless of whether they have tenure. Alabama should adopt a policy that ensures that teachers who receive such unsatisfactory evaluations are eligible for dismissal.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that "EDUCATEAlabama is a formative rather than a summative process. Employment decisions are made by local boards of education based on the recommendations of local superintendents of education. School system personnel are advised to use progressive discipline procedures when a teacher's performance is less than acceptable and does not improve."

LAST WORD

While hiring and firing of teachers is a local issue, the state can and should send an important message to local districts that there should be meaningful consequences for unsatisfactory evaluations. Teachers should be given the opportunity and support to improve, but those who cannot do so should not be allowed to remain in the classroom.

Figure 133

What are the consequences for teachers who receive unsatisfactory evaluations?

| | IMPROVEMENT PLAN AFTER A SINGLE UNSATISFACTORY RATING | ELIGIBLE FOR DISMISSAL AFTER MULTIPLE UNSATISFACTORY RATINGS | Other consequences | No articulated consequences |
|----------------------|---|--|--|--|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" 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 checked="" 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"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| 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"/> ⁴ | <input type="checkbox"/> |
| New Hampshire | <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 checked="" type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> ⁵ | <input 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 checked="" type="checkbox"/> ⁶ | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 27 | 17 | 8 | 17 |

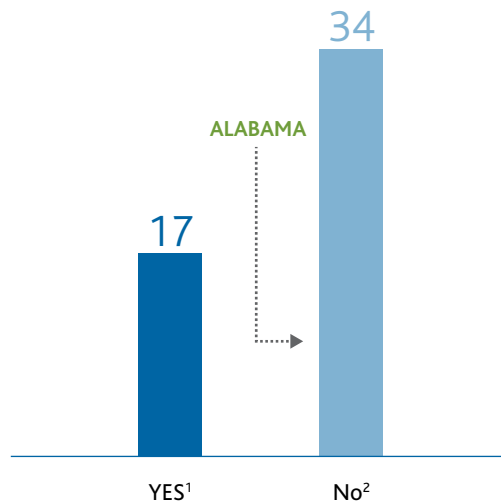
1. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.
2. While results of evaluations may be used in dismissal decisions, there are no specific criteria for a teacher's eligibility for dismissal.
3. Improvement plans are only used for teachers in identified "Schools At Risk." Those same teachers are also eligible for dismissal for multiple unsatisfactory evaluations.
4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.
5. Teachers in low performing schools can be dismissed after one negative rating.
6. Local school boards must include procedures for using evaluation results for the removal of poorly performing teachers.

★ EXAMPLES OF BEST PRACTICE

Illinois and **Oklahoma** both require that teachers who receive unsatisfactory evaluations be placed on improvement plans. Teachers in Illinois are then evaluated three times during a 90-day remediation period and are eligible for dismissal if performance remains unsatisfactory. In addition, new legislation in Illinois allows districts to dismiss a teacher without going through the remediation process if that teacher has already completed a remediation plan but then receives an unsatisfactory rating within the next three years. Oklahoma's improvement plan may not exceed two months, and if performance does not improve during that time, teachers are eligible for dismissal.

Figure 134

Do states specify that all teachers with multiple unsatisfactory evaluations are eligible for dismissal?



1. **Strong Practice:** Alaska, Arkansas, Colorado, Delaware, Florida, Hawaii, Illinois, Indiana, Louisiana, Michigan, New Mexico, New York, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington

2. Alabama, Arizona, California, Connecticut, District of Columbia, Georgia, Idaho³, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada⁴, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

Area 5: Exiting Ineffective Teachers

Goal C – Dismissal for Poor Performance

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should articulate that teachers may be dismissed for ineffective classroom performance.
2. A teacher who is terminated for poor performance should have an opportunity to appeal. In the interest of both the teacher and the school district, the state should ensure that this appeal occurs within a reasonable time frame.
3. There should be a clear distinction between the process and accompanying due process rights for teachers dismissed for classroom ineffectiveness and the process and accompanying due process rights for teachers dismissed or facing license revocation for felony or morality violations or dereliction of duties.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 135

How States are Faring in Dismissal for Poor Performance



Progress on this Goal Since 2009:

↑ : 16 ↔ : 35 ↓ : 0

**ANALYSIS**

In Alabama, tenured teachers who are terminated have multiple opportunities to appeal. After receiving written notice of dismissal, the teacher has 15 days to file the first appeal, which is scheduled up to 60 days after the teacher receives notice. The teacher then has another 21 days to file an additional appeal with the Alabama Court of Civil Appeals.

Alabama does not explicitly make teacher ineffectiveness grounds for dismissal, nor does the state distinguish the due process rights of teachers dismissed for ineffective performance from those facing other charges commonly associated with license revocation, such as a felony and/or morality violations. The process is the same regardless of the grounds for cancellation, which include "incompetency, insubordination, neglect of duty, immorality, failure to perform duties in a satisfactory manner, justifiable decrease in the number of teaching positions, or other good and just cause."

Supporting Research

Alabama Code 16-24-8, 9, 10

RECOMMENDATION

- **Specify that classroom ineffectiveness is grounds for dismissal.**

Euphemistic terms such as "incompetency" are ambiguous at best and may be interpreted as concerning dereliction of duty rather than ineffectiveness. Alabama should explicitly make teacher ineffectiveness grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.

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

Nonprobationary teachers who are dismissed for any grounds, including ineffectiveness, are entitled to due process. However, cases that drag on for years drain resources from school districts and create a disincentive for districts to attempt to terminate poor performers. Therefore, the state must ensure that the opportunity to appeal occurs only once and only at the district level. It is in the best interest of both the teacher and the district that a conclusion be 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, it is important to differentiate between loss of employment and issues with far-reaching consequences that could permanently impact a teacher's right to practice. Alabama should ensure that appeals related to classroom effectiveness are only decided by those with educational expertise.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that, "as noted in response to Goal 5-B, EDUCATEAlabama is a formative rather than a summative process. Employment decisions are made by local boards of education based on the recommendations of local superintendents of education. School system personnel are advised to use progressive discipline procedures when a teacher's performance is less than acceptable and does not improve."

LAST WORD

While hiring and firing of teachers is a local issue, the state can and should establish for local districts that ineffectiveness is grounds for dismissal so that districts have the legal authority to dismiss poor performers.

Figure 136

Do states articulate that ineffectiveness is grounds for dismissal?

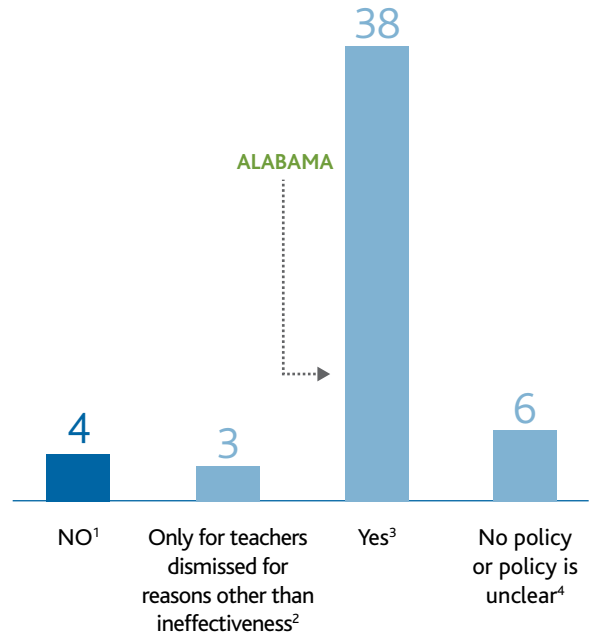
| | YES, THROUGH DISMISSAL POLICY | YES, THROUGH EVALUATION POLICY | No |
|----------------------|-------------------------------------|-------------------------------------|--|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Massachusetts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
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| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 9 | 13 | 38 |

★ EXAMPLES OF BEST PRACTICE

Oklahoma clearly articulates that teacher ineffectiveness in the classroom is grounds for dismissal and has taken steps to ensure that the dismissal process for teachers deemed to be ineffective is expedited. Teachers facing dismissal have only one opportunity to appeal.

Figure 137

Do states allow multiple appeals of teacher dismissals?



1. Strong Practice: Florida, Louisiana, Oklahoma, Wisconsin

2. Teachers in these states revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals: Colorado, Indiana, Tennessee

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois⁵, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia, Wyoming

4. District of Columbia, Maine, Nebraska, Nevada⁶, Utah, Vermont

5. The teacher is responsible for the cost of the second appeal.

6. Though a teacher returns to probationary status after two consecutive unsatisfactory ratings, the state does not articulate clear policy about its appeals process.

Figure 136

- It is left to districts to define "inadequacy of classroom performance."
- A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.
- Dismissal policy includes dismissal for unsatisfactory evaluations, but the state's evaluation system does not measure teacher effectiveness (see Goal 3-B).

Area 5: Exiting Ineffective Teachers

Goal D – Reductions in Force

The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 138

How States are Faring in Reductions in Force



Progress on this Goal Since 2009:

New Goal



ANALYSIS

In Alabama, the factors used by districts to determine which teachers are laid off during a reduction in force are decided at the district level and must be based on “objective criteria.”

Supporting Research

Code of Alabama 16-1-33

RECOMMENDATION

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

Alabama can still leave districts flexibility in determining layoff policies, but it should do so within a framework that ensures that classroom performance is considered.

- **Ensure that seniority is not the only factor used to determine which teachers are laid off.**

Unlike some states, Alabama does not require that districts consider seniority; however, the state should do more to prevent districts from making decisions solely on this basis.

ALABAMA RESPONSE TO ANALYSIS

Alabama recognized the factual accuracy of this analysis. The state added that “as noted in response to Goals 5-B and 5-C, EDUCATE Alabama is a formative rather than a summative process. Employment decisions are made by local boards of education based on the recommendations of local superintendents of education. School system personnel are advised to use progressive discipline procedures when teachers’ performance is less than acceptable and does not improve.”

LAST WORD

This issue in this goal is not whether districts use “progressive discipline procedures” with low-performing teachers but whether districts will consider performance in deciding which teachers to lay off in a reduction in force. While still allowing local flexibility, the state should send a clear message that the “last in, first out” policies that predominate are not in the best interest of students.

Figure 139

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

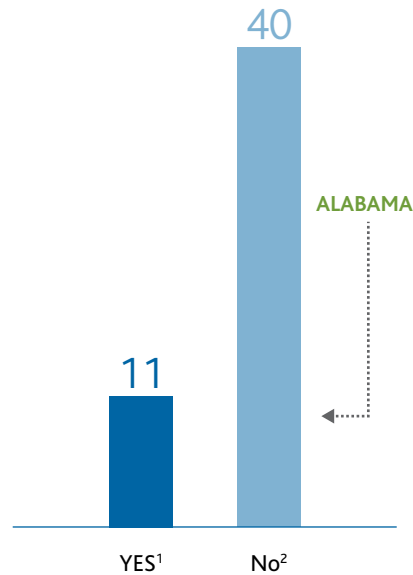
| | PERFORMANCE MUST BE CONSIDERED | SENIORITY CANNOT BE THE DECIDING FACTOR |
|----------------------|-------------------------------------|---|
| ALABAMA | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <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 type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> |
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| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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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| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 11 | 17 |

★ EXAMPLES OF BEST PRACTICE

Colorado, Florida and Indiana all 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.

Figure 140

Do districts have to consider performance in determining which teachers are laid off?



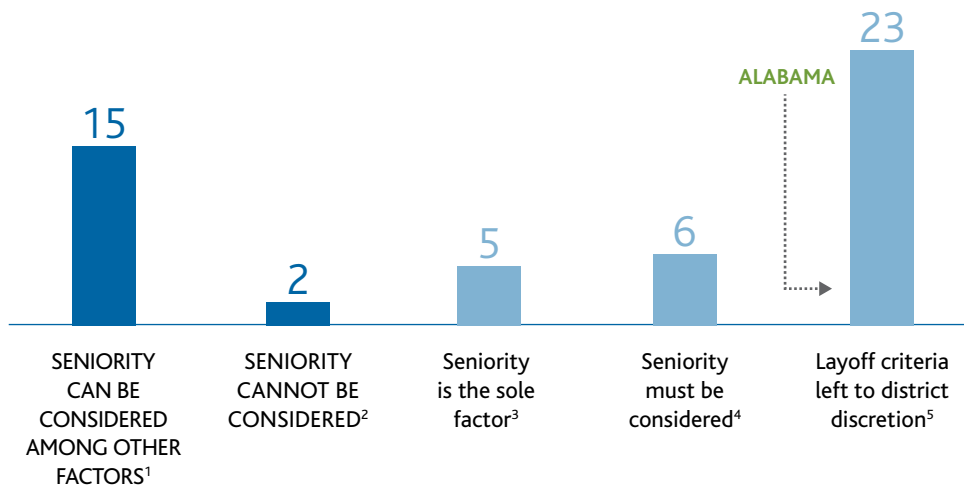
1. Strong Practice: Colorado, Florida, Illinois, Indiana, Michigan, Missouri, Oklahoma, Rhode Island, Tennessee, Texas, Utah

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio³, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.

Figure 141

Do states prevent districts from overemphasizing seniority in layoff decisions?



1. *Strong Practice:* Arizona, Colorado, Florida, Illinois, Indiana, Maine, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas

2. *Strong Practice:* Idaho, Utah

3. Hawaii, New York, Pennsylvania, West Virginia, Wisconsin⁷

4. California, Kentucky, Louisiana, Minnesota, New Jersey, Oregon

5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Georgia⁶, Iowa, Kansas, Maryland, Massachusetts⁶, Mississippi, Montana, Nebraska⁶, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Virginia, Washington, Wyoming

6. Nontenured teachers are laid off first.

7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

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