

January 2014

2013 State Teacher Policy Yearbook

New Jersey

OVERALL GRADE

B-

D+
2009

D+
2011



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 2013 for comment and correction; states also received a final draft of their reports a month prior to release. All but two states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue and often acknowledge the imperfections of their teacher policies is an important step forward.

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Executive Summary

The 2013 *State Teacher Policy Yearbook* includes the National Council on Teacher Quality's (NCTQ) full review of the state laws, rules and regulations that govern the teaching profession. This year's report measures state progress against a set of 31 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers.

New Jersey at a Glance



Overall 2013 Yearbook Grade

Overall 2011 Yearbook Grade: D+

| Area Grades | 2013 | 2011 |
|--|------|-----------------|
| Area 1 <i>Delivering Well-Prepared Teachers</i> | B- | D+ |
| Area 2 <i>Expanding the Teaching Pool</i> | B- | C |
| Area 3 <i>Identifying Effective Teachers</i> | B- | D+ |
| Area 4 <i>Retaining Effective Teachers</i> | C | C ⁻¹ |
| Area 5 <i>Exiting Ineffective Teachers</i> | C | D |












| Goal Breakdown | 2013 |
|---------------------------|------|
| ★ Best Practice | 3 |
| ● Fully Meets | 4 |
| ◐ Nearly Meets | 8 |
| ◑ Partially Meets | 6 |
| ◒ Meets Only a Small Part | 1 |
| ○ Does Not Meet | 9 |

| Progress on Goals Since 2011 | |
|------------------------------|----|
| ↑ Progress has increased | 8 |
| ↔ No change in progress | 23 |
| ↓ Progress has decreased | 0 |

¹ State teacher pension policy is no longer included in the State Teacher Policy Yearbook. So that Area 4 grades can be compared, 2011 grades have been recalculated to exclude the pension goals. Overall 2011 grades were not recalculated, as the impact was negligible.

Area 1: Delivering Well-Prepared Teachers

Page 5

| | | | |
|--|---|--|---|
| Admission into Teacher Preparation |  | Secondary Teacher Preparation in Science |  |
| Elementary Teacher Preparation |  | Special Education Teacher Preparation |  |
| Teacher Preparation in Reading Instruction |  | Assessing Professional Knowledge |  |
| Teacher Preparation in Mathematics |  | Student Teaching |  |
| Middle School Teacher Preparation |  | Teacher Preparation Program Accountability |  |
| Secondary Teacher Preparation |  | | |

Policy Strengths

- Teacher preparation programs are required to have a cohort GPA of 3.0 for admission.
- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- Although the state offers a K-12 special education endorsement, it must be added to a general education license that restricts the grade level or subject matter that can be taught.

Policy Weaknesses

- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Some secondary social studies teachers are not required to pass content tests for each discipline they are licensed 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.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

Page 51

| | | | |
|-------------------------------------|---|-----------------------------|---|
| Alternate Route Eligibility |  | Part-Time Teaching Licenses |  |
| Alternate Route Preparation |  | Licensure Reciprocity |  |
| Alternate Route Usage and Providers |  | | |

Policy Strengths

- Admission criteria for the alternate route to certification are selective, although they lack flexibility for nontraditional candidates.
- Alternate route preparation is efficient and relevant and supports the immediate needs of new teachers.
- There are no limits on the usage of the alternate route, although there are some restrictions on providers.


Policy Weaknesses


- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers

Page 71

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Strengths

- Although objective evidence of student learning is not the preponderant criterion of teacher evaluations, it is a significant component, and the state has articulated other important evaluation requirements.
- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness, and the state's probationary period allows sufficient time to collect data that reflect teacher performance.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

Page 101

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- 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.

Area 5: Exiting Ineffective Teachers

Page 125

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.

Policy Weaknesses

- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Performance is not considered in determining which teachers to lay off during reductions in force.







Figure A

| | Overall State Grade 2013 | Overall State Grade 2011 | Overall State Grade 2009 |
|----------------------|--------------------------|--------------------------|--------------------------|
| Florida | B+ | B | C |
| Louisiana | B | C- | C- |
| Rhode Island | B | B- | D |
| Tennessee | B | B- | C- |
| Arkansas | B- | C | C- |
| Connecticut | B- | C- | D+ |
| Georgia | B- | C | C- |
| Indiana | B- | C+ | D |
| Massachusetts | B- | C | D+ |
| Michigan | B- | C+ | D- |
| NEW JERSEY | B- | D+ | D+ |
| New York | B- | C | D+ |
| Ohio | B- | C+ | D+ |
| Oklahoma | B- | B- | D+ |
| Colorado | C+ | C | D+ |
| Delaware | C+ | C | D |
| Illinois | C+ | C | D+ |
| Virginia | C+ | D+ | D+ |
| Kentucky | C | D+ | D+ |
| Mississippi | C | D+ | D+ |
| North Carolina | C | D+ | D+ |
| Utah | C | C- | D |
| Alabama | C- | C- | C- |
| Arizona | C- | D+ | D+ |
| Maine | C- | D- | F |
| Minnesota | C- | C- | D- |
| Missouri | C- | D | D |
| Nevada | C- | C- | D- |
| Pennsylvania | C- | D+ | D |
| South Carolina | C- | C- | C- |
| Texas | C- | C- | C- |
| Washington | C- | C- | D+ |
| West Virginia | C- | D+ | D+ |
| California | D+ | D+ | D+ |
| District of Columbia | D+ | D | D- |
| Hawaii | D+ | D- | D- |
| Idaho | D+ | D+ | D- |
| Maryland | D+ | D+ | D |
| New Mexico | D+ | D+ | D+ |
| Wisconsin | D+ | D | D |
| Alaska | D | D | D |
| Iowa | D | D | D |
| Kansas | D | D | D- |
| New Hampshire | D | D- | D- |
| North Dakota | D | D | D- |
| Oregon | D | D- | D- |
| Wyoming | D | D | D- |
| Nebraska | D- | D- | D- |
| South Dakota | D- | D | D |
| Vermont | D- | D- | F |
| Montana | F | F | F |

How to Read the Yearbook




GOAL SCORE

The extent to which each goal has been met:

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

PROGRESS INDICATOR

Whether the state has advanced on the goal, policy has remained unchanged or the state has lost ground on that topic:

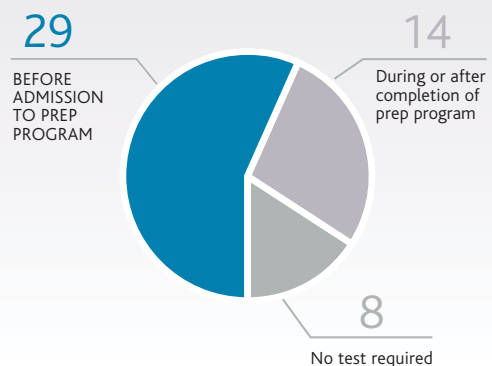
-  Goal progress has increased since 2011
-  Goal progress has decreased since 2011
-  Goal progress has remained the same since 2011

BAR RAISED FOR THIS GOAL

Indicates the criteria to meet the goal have been raised since the 2011 Yearbook.

READING CHARTS AND TABLES:

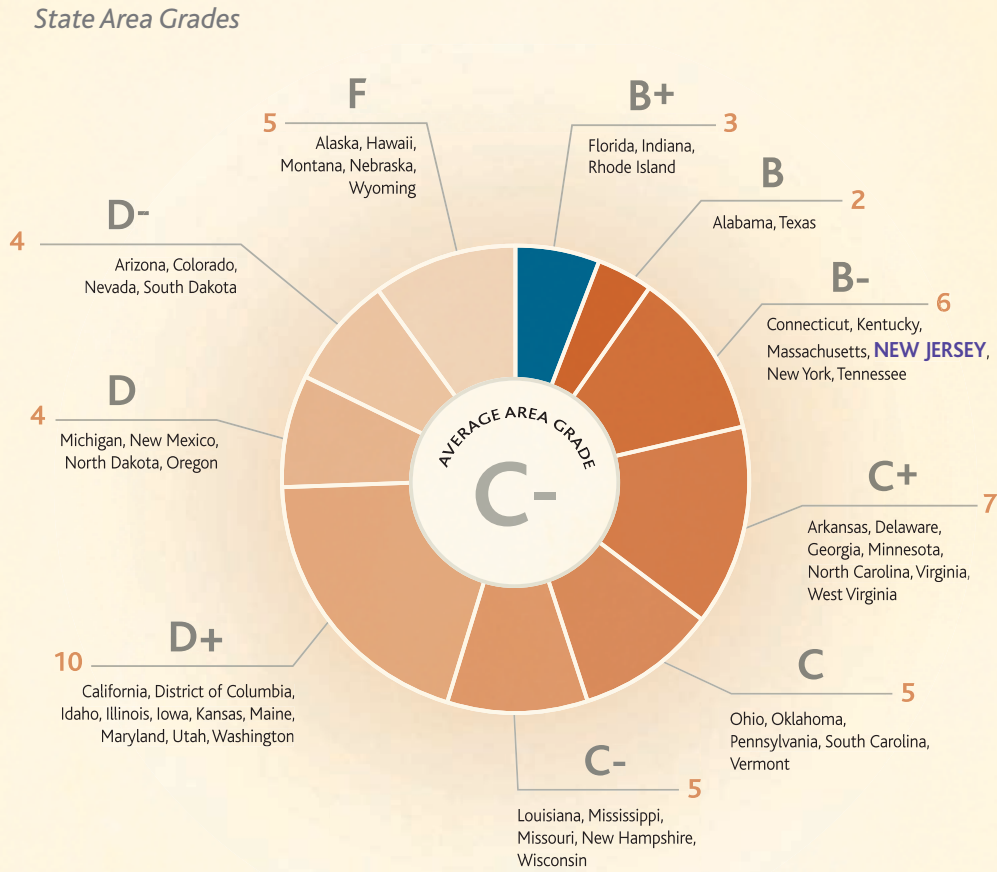
Strong practices or the ideal policy positions for the states are capitalized:



Area 1 Summary



How States are Faring on Delivering Well-Prepared Teachers



Topics Included In This Area

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

Area 1: Delivering Well-Prepared Teachers

› Goal A – Admission into Teacher Preparation

The state should require teacher preparation programs to admit only candidates with strong 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. The selection of applicants should be limited to the top half of that population.



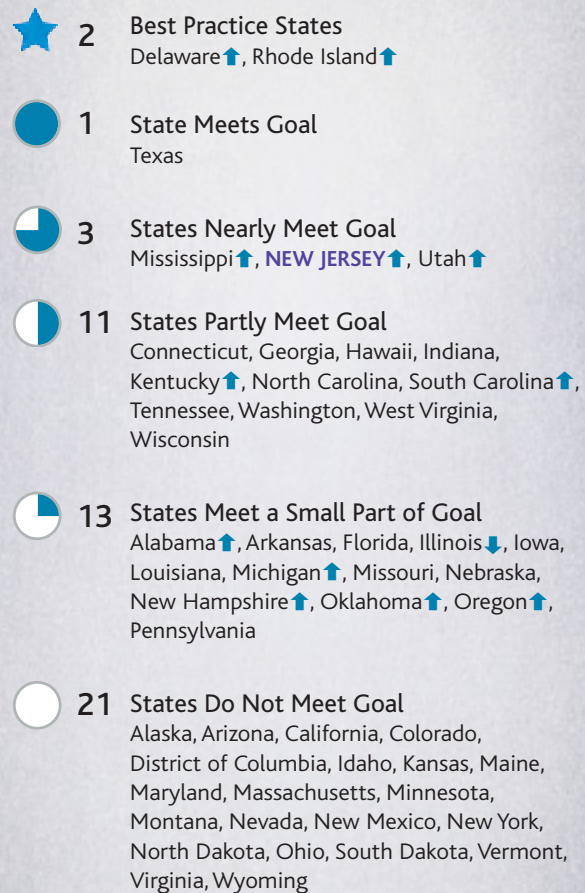
The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

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

Figure 1

How States are Faring in Admission Requirements



Progress on this Goal Since 2011:

↑ : 12 ↔ : 38 ↓ : 1

1-A Analysis: **New Jersey**



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

New Jersey requires prospective teachers to pass a test of academic proficiency as a criterion for admission to teacher preparation programs. However, this test is not normed to the general college population. The state now also requires a 2.75 GPA, and programs are required to have "an average cumulative GPA of the accepted cohort of candidates" of at least a 3.00.

Supporting Research

New Jersey Administrative Code 6A:9-10.1

RECOMMENDATION

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

New Jersey should require programs to use 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 while also facilitating program comparison.

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

In addition to ensuring that programs require a measure of academic performance for admission, New Jersey might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion. Program candidates are likely to have completed coursework that covers related subject-matter content in the prerequisite classes required for program admission. Thus, it would be sensible to have candidates take content tests while this knowledge is fresh rather than wait two years to fulfill the requirement, and candidates lacking sufficient expertise would be able to remedy deficits prior to entering formal preparation.

NEW JERSEY RESPONSE TO ANALYSIS

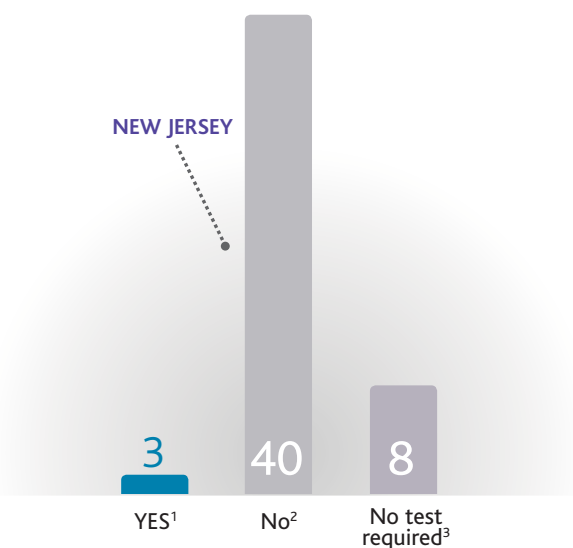
New Jersey was helpful in providing NCTQ with the facts necessary for this analysis.

★ EXAMPLES OF BEST PRACTICE

For admission to teacher preparation programs, **Rhode Island** and **Delaware** require a test of academic proficiency normed to the general college-bound population rather than a test that is normed just to prospective teachers. Delaware also requires teacher candidates to have a 3.0 GPA or be in the top 50th percentile for general education coursework completed. Rhode Island also requires an average cohort GPA of 3.0, and beginning in 2016, the cohort mean score on nationally-normed tests such as the ACT, SAT or GRE must be in the top 50th percentile. In 2020, the requirement for the mean test score will increase from the top half to the top third.

Figure 2

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



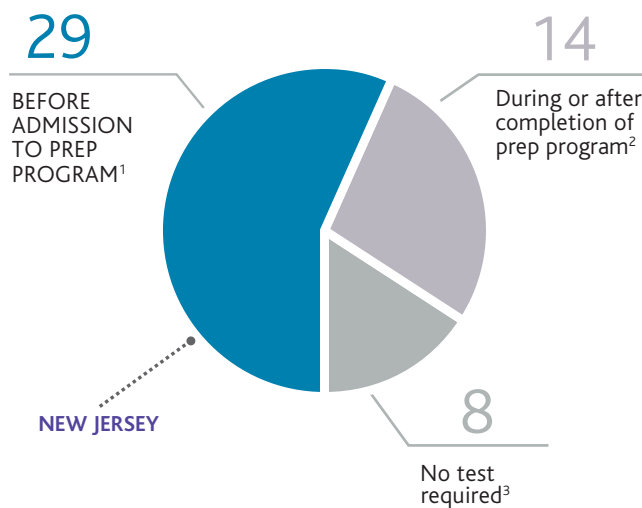
1. **Strong Practice:** Delaware, Rhode Island, Texas

2. Alabama, Alaska, Arkansas, California, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kentucky, 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, South Carolina, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

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

Figure 3

When do states test teacher candidates' academic proficiency?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Indiana, Iowa, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin

2. Alaska, California, District of Columbia, Illinois, Maine, Maryland, Massachusetts, Minnesota, Nevada, New Mexico, New York, North Dakota, Pennsylvania, Vermont

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

Figure 4

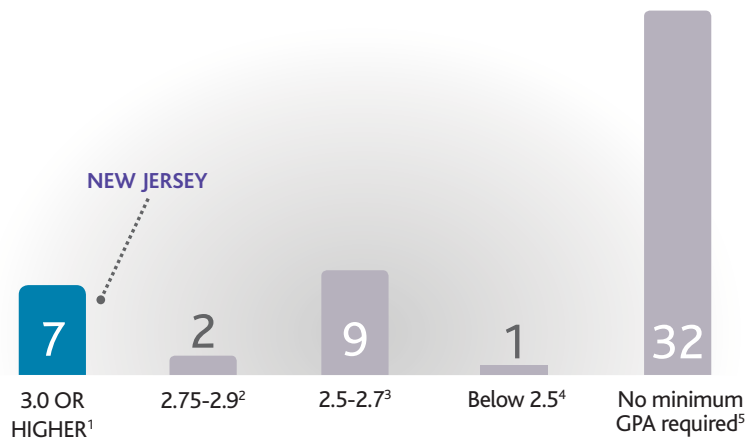
Do states measure the academic proficiency of teacher candidates?

| | TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM | Test normed to teacher candidates only before admission to prep program | Test normed to teacher candidates only during or after completion of prep program | No test required |
|----------------------|--|---|---|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input 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"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 3 | 26 | 14 | 8 |

1. Candidates in Oklahoma also have the option of gaining admission with a 3.0 GPA.

Figure 5

Do states require a minimum GPA for admission to teacher prep?



1. **Strong Practice:** Delaware, Mississippi⁶, New Jersey⁶, Oklahoma⁷, Pennsylvania⁸, Rhode Island⁶, Utah
2. Kentucky, Texas
3. Alabama, Arkansas, Connecticut⁹, Florida, Georgia, Michigan, South Carolina, South Dakota, Wisconsin¹⁰
4. Louisiana
5. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Tennessee, Vermont, Virginia, Washington, West Virginia, Wyoming
6. The 3.0 GPA requirement is a cohort average; individual candidates must have a 2.75 GPA.
7. Candidates in Oklahoma also have the option of gaining admission by passing a basic skills test.
8. Students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.
9. Connecticut requires a B- grade point average for all undergraduate courses.
10. The GPA admission requirement is 2.5 for undergraduate and 2.75 for graduate programs.

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, providing the necessary foundation for teaching to the Common Core or similar state standards.

Goal Components

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

1. The state should require all elementary teacher candidates, including those who can teach elementary grades on an early childhood license, to pass a subject-matter test designed to ensure sufficient content knowledge of all core subjects.
2. 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.*)
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 ensures that prospective teachers have taken higher level academic coursework.



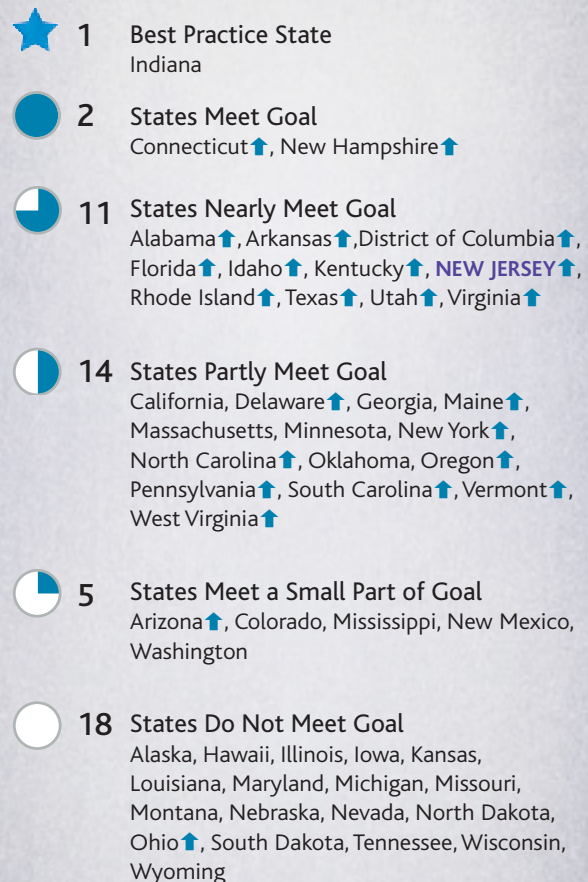
The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

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

Figure 6

How States are Faring in Elementary Teacher Preparation



Progress on this Goal Since 2011:

↑ : 24 ↔ : 27 ↓ : 0

1-B Analysis: New Jersey



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

New Jersey has adopted the Common Core State Standards, which represent an effort to significantly raise the standards for the knowledge and skills American students will need for college readiness and global competitiveness. The state is on the right track in ensuring that its elementary teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

New Jersey now requires all elementary teacher candidates to pass the Praxis II Elementary Education: Multiple Subjects test, which is comprised of four subtests with individual scores in math, reading and language arts, science and social studies. Candidates must pass each subtest to be eligible for licensure.

Early childhood education (P-3) candidates are required to pass the Praxis II Early Childhood: Content Knowledge test.

New Jersey also requires that all teacher candidates complete the following: a minimum of 60 credit hours of general education, including electives, with "some study" in the areas of the arts, humanities, mathematics, science, technology and the social sciences; a major in one of these areas; a minimum of 90 credits distributed among general education and the academic major; and a sequence of courses "devoted to professional preparation."

Supporting Research

Praxis Test Requirement

www.ets.org

New Jersey Administrative Code 6A:9-3.3, -10.2

RECOMMENDATION

■ Ensure that content test adequately measures sufficient knowledge in all subjects.

New Jersey should ensure that its new subject-matter test for elementary teacher candidates is well aligned with the Common Core State Standards, which represent an effort to significantly raise the standards for the knowledge and skills American students will need for college readiness and global competitiveness. To make the test meaningful, New Jersey should also ensure that the passing scores on each subtest reflect high levels of performance.

Further, although requiring content testing for early childhood education teacher candidates is a sound requirement, New Jersey should strengthen its policy and require separate, meaningful passing scores for each area on the test.

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

New Jersey should ensure that elementary teacher candidates who major in technology are required to choose an area related to instruction in the elementary classroom.

■ Ensure that teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework.

New Jersey should either articulate a more specific set of standards or establish more comprehensive coursework requirements for elementary teacher candidates that align with the Common Core State Standards to ensure that 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. New Jersey's coursework requirements are

sensible, but they are too ambiguous to guarantee that the courses used to meet them will be relevant to PK-6 teaching. Further, New Jersey only articulates a broad set of standards for programs to apply in preparing elementary candidates. The testing framework for New Jersey's newly adopted Praxis II elementary content test is also far from complete, leaving gaps in a number of important areas such as American, world, British and children's literature; and art history.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 7

Do states ensure that elementary teachers know core content?

| | ELEMENTARY CONTENT TEST WITH SEPARATE PASSING SCORE FOR EACH SUBJECT | Elementary content test with separate passing score for some subjects | Elementary content test with composite score | No test required |
|----------------------|--|---|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| New Hampshire | <input checked="" 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"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 19 | 9 | 19 | 4 |

★ EXAMPLE OF BEST PRACTICE

Indiana ensures that all candidates licensed to teach the elementary grades possess the requisite subject-matter knowledge before entering the classroom. Not only are elementary teacher candidates required to pass a content test comprised of independently scored subtests, but the state also requires its early childhood education teachers—who are licensed to teach up through grade 3—to pass a content test comprised of four subtests. Elementary teacher candidates in Indiana must also earn either a major or minor in an academic content area.

1. Alaska does not require testing for initial licensure.
2. The required test is a questionable assessment of content knowledge, instead emphasizing methods and instructional strategies.
3. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.
4. Only teachers of grades 4 and 5 are required to pass content test.

Figure 8
Do states require early childhood teachers who teach elementary grades to pass a content knowledge test?

| | CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT | Content test with composite score | Test with little to no content | No test required | Not applicable ¹ |
|----------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Alabama | <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"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> ² | <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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <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 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"/> |
| | 6 | 12 | 16 | 4 | 13 |

1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
 2. May pass either multiple subjects (subscores) or content knowledge (no subscores) test.

Figure 9

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

| | ENGLISH | | | | SCIENCE | | | | SOCIAL STUDIES | | | | | | FINE ARTS | | | |
|----------------------|--------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| | 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) | World History (Non-Western) | Geography | Art History | Music |
| Alabama | <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"/> |
| Alaska | <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"/> | <input type="checkbox"/> |
| Arizona | <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"/> | ★ |
| Arkansas | <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"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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"/> |
| Connecticut | <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"/> |
| Delaware | <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"/> |
| District of Columbia | <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"/> |
| Florida | <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"/> |
| Georgia | <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"/> |
| 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"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <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"/> |
| Indiana | <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"/> | ★ |
| Iowa | <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"/> | <input type="checkbox"/> |
| Kansas | <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"/> |
| Kentucky | <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"/> | <input type="checkbox"/> |
| Louisiana | <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"/> | <input type="checkbox"/> |
| Maine | <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"/> | <input type="checkbox"/> |
| Maryland | <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"/> | <input type="checkbox"/> |
| Massachusetts | <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"/> | <input type="checkbox"/> |
| Michigan | <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"/> |
| Minnesota | <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"/> |
| Mississippi | <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"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | <input 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 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"/> |
| Nebraska | <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"/> |
| Nevada | <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"/> | <input 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 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"/> |
| NEW JERSEY | <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"/> | <input type="checkbox"/> |
| New Mexico | <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"/> | ★ |
| New York | <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"/> | <input type="checkbox"/> |
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| Oklahoma | <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"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <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"/> |
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| Tennessee | <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"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | ★ |
| Utah | <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"/> |
| Vermont | <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"/> |
| Virginia | <input type="checkbox"/> | <input 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 type="checkbox"/> | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input 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"/> | <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 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"/> |
| Wyoming | <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"/> | <input type="checkbox"/> |

☐ Subject mentioned ★ Subject covered in depth

Figure 10

What subjects does *New Jersey* expect elementary teachers to know?

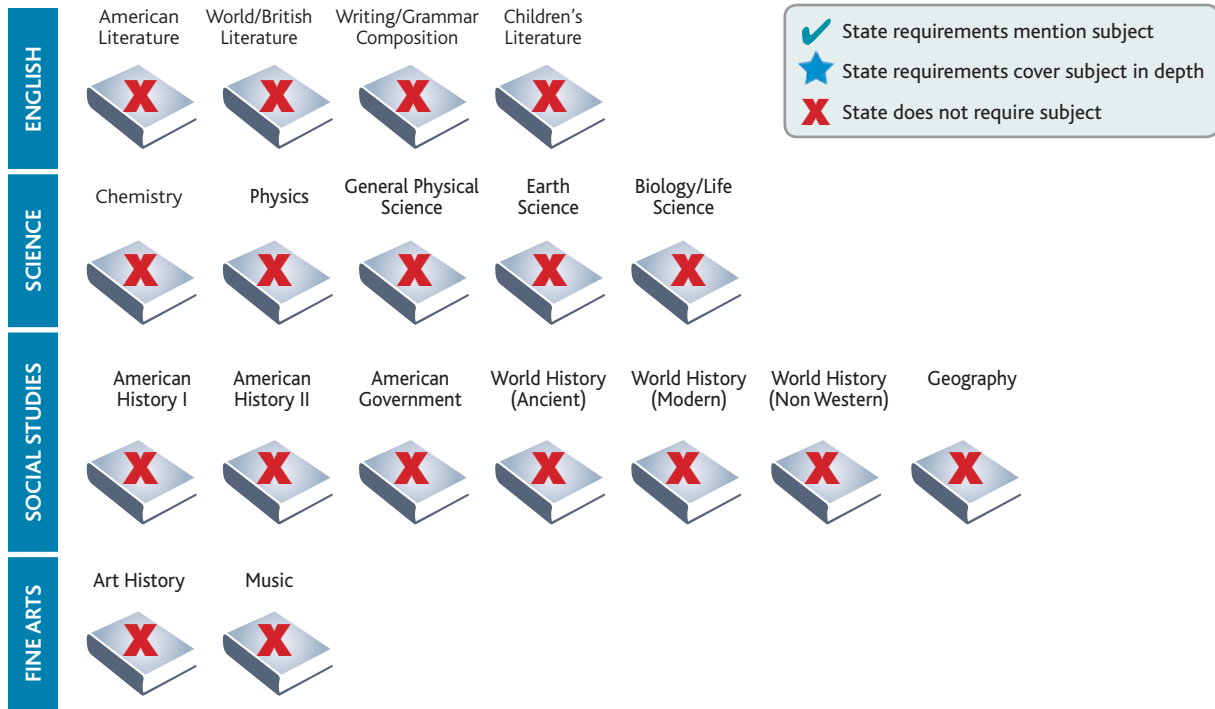
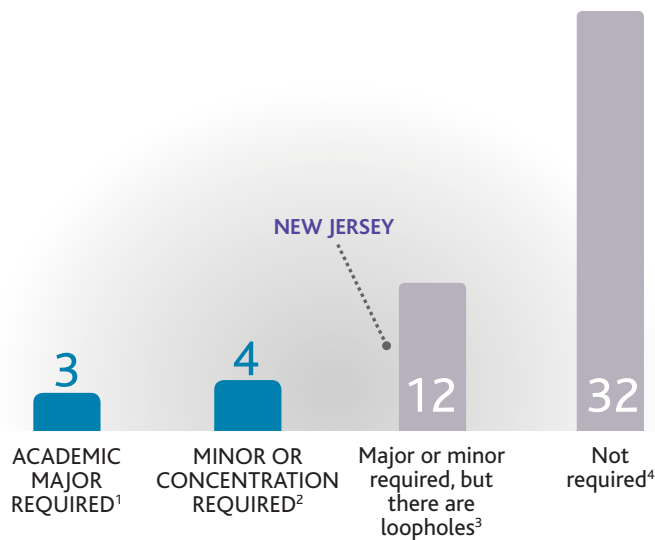


Figure 11

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, Maryland, 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, 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. The state should require that new elementary teachers, including those who can teach elementary grades on an early childhood license, 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 five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that teacher preparation programs prepare candidates in the science of reading instruction.



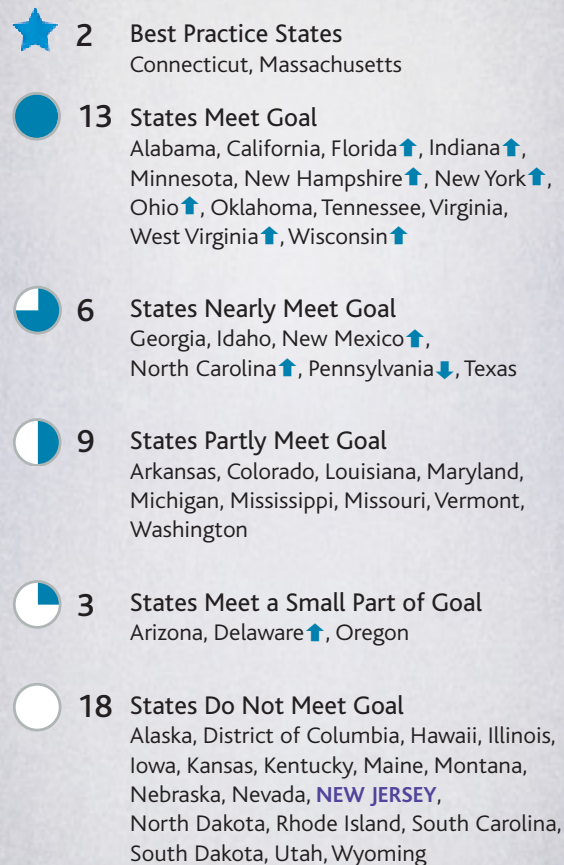
The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

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

Figure 12

How States are Faring in Elementary Teacher Preparation in Reading Instruction



Progress on this Goal Since 2011:

↑ : 10 ↔ : 40 ↓ : 1

1-C Analysis: New Jersey



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

Although New Jersey requires elementary teacher candidates to pass the Praxis II Multiple Subjects test, which includes reading as a topic, this assessment does not generate a separate reading score and, therefore, does not amount to an adequate stand-alone reading test. Further, although better than previous Praxis tests, the Multiple Subjects test does not appear to be fully aligned with scientifically based reading instruction.

New Jersey also does not require that teacher preparation programs for elementary teacher candidates address the science of reading. The state has neither coursework requirements nor standards related to this critical area.

RECOMMENDATION

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

New Jersey should require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading, and address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

New Jersey should also require all early childhood education teacher candidates who teach elementary grades to pass a rigorous assessment to ensure that they are adequately prepared in the science of reading instruction before entering the classroom.

- **Ensure that teacher preparation programs prepare elementary teaching candidates in the science of reading instruction.**

New Jersey should require teacher preparation programs in the state to train candidates in scientifically based reading instruction.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 13

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"/> ¹ | <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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 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"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <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 checked="" type="checkbox"/> | <input 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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" 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"/> | <input checked="" type="checkbox"/> |
| | 25 | 26 | 17 | 16 | 18 |

★ **EXAMPLES OF BEST PRACTICE**

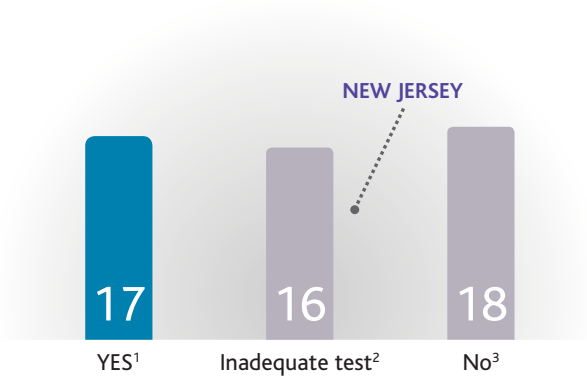
Fifteen states meet this goal by requiring that all candidates licensed to teach the elementary grades pass comprehensive assessments that specifically test the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut** and **Massachusetts**, confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

1. Alabama's reading test spans the K-12 spectrum.

2. Teachers have until their second year to pass the reading test.

Figure 14

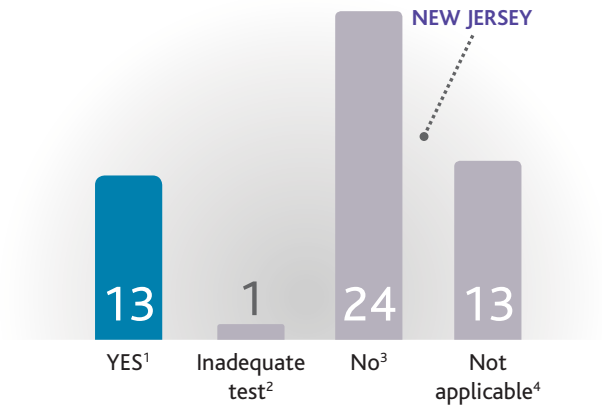
Do states measure new elementary teachers' knowledge of the science of reading?



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

Figure 15

Do states measure knowledge of the science of reading for early childhood teachers who can teach elementary grades?



- Strong Practice:** Alabama⁵, Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New York, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
- Idaho
- Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maine, Maryland, Missouri, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, Wyoming
- Alaska, Arkansas, California, Georgia, Kentucky, Michigan, Mississippi, Montana, North Carolina, Ohio, Oregon, Pennsylvania, Texas
These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
- Alabama's reading test spans the K-12 spectrum

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, including those who can teach elementary grades on an early childhood license, 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.



The components for this goal have changed since 2011. 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: nctq.org/statepolicy

Figure 16

How States are Faring in Teacher Preparation in Mathematics



Progress on this Goal Since 2011:

↑ : 20 ↔ : 30 ↓ : 1

1-D Analysis: **New Jersey**



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

New Jersey requires all teacher candidates to pass the Praxis II Elementary Education: Multiple Subjects test, which includes a separately scored math subtest.

Regrettably, New Jersey's early childhood education teachers, who are allowed to teach through grade 3, are only required to pass the early childhood general content test, which does not report a math sub-score.

Supporting Research

Praxis Test Requirement
www.ets.org

RECOMMENDATION

- **Require early childhood education teacher candidates to pass a rigorous mathematics assessment as a condition of initial licensure.**

New Jersey should ensure that early childhood education teacher candidates who teach its elementary grades possess the requisite knowledge of mathematics before entering the classroom. Therefore, the state should require the candidates to earn a passing score on either the same test as other elementary teachers or a comparably rigorous one geared to early childhood mathematics content.

NEW JERSEY RESPONSE TO ANALYSIS

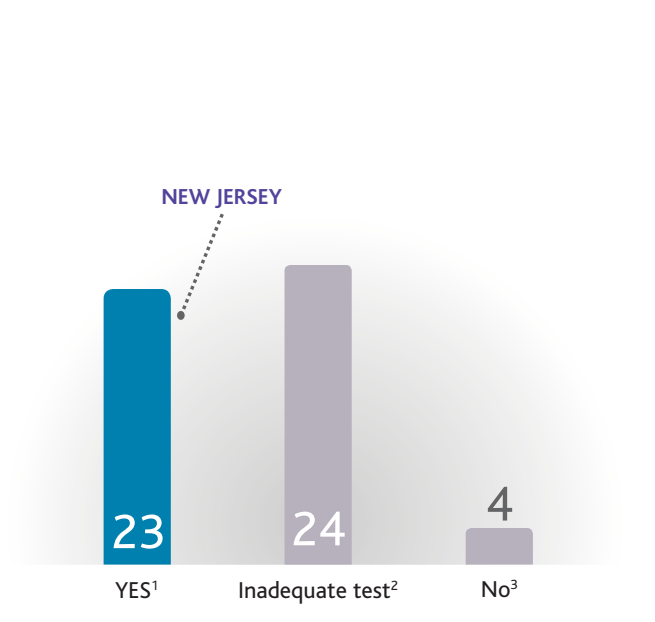
New Jersey recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that all candidates licensed to teach the elementary grades earn a passing score on an independently scored mathematics subtest. **Massachusetts's** MTEL mathematics subtest continues to set the standard in this area by evaluating mathematics knowledge beyond an elementary school level and challenging candidates' understanding of underlying mathematics concepts.

Figure 17

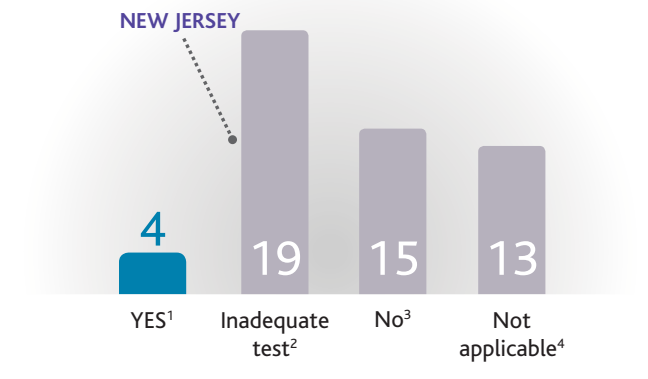
Do states measure new elementary teachers' knowledge of math?



- Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas⁴, Utah, Vermont, Virginia, West Virginia
- Arizona, California, Colorado, Georgia, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Missouri, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Washington, Wisconsin, Wyoming
- Alaska⁵, Hawaii, Montana, Ohio⁶
- Test is not yet available for review.
- Testing is not required for initial licensure.
- Only teachers of grades 4 and 5 are required to pass an adequate content test.

Figure 18

Do states measure knowledge of math of early childhood teachers who can teach elementary grades?



- Strong Practice:** Florida, Indiana, New York, Virginia
- Alabama, Colorado, Connecticut, District of Columbia, Idaho, Iowa, Louisiana, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New Jersey, North Dakota, Rhode Island, Tennessee, Utah, Washington, Wisconsin
- Arizona, Delaware, Hawaii, Illinois, Kansas, Maine, Missouri, Nebraska, New Mexico, Oklahoma, South Carolina, South Dakota, Vermont, West Virginia, Wyoming
- Alaska, Arkansas, California, Georgia, Kentucky, Michigan, Mississippi, Montana, North Carolina, Ohio, Oregon, Pennsylvania, Texas
These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.

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 require that new middle school teachers pass a licensing test in every core academic area that they are licensed to teach.
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 encourage middle school candidates who are licensed to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates licensed to teach a single subject area should earn a major in that area.

Background

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

Figure 19

How States are Faring in Middle School Teacher Preparation



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

1-E Analysis: New Jersey



Best Practice State



Progress Since 2011

ANALYSIS

New Jersey requires middle school teachers (grades 5-8) to teach on an “elementary school with subject matter specialization” endorsement. All candidates must earn an academic major. Those teaching more than one content area must be certified in each additional area, which requires 15 credit hours of study in that subject.

All new middle school teachers in New Jersey are also required to pass a Praxis II single-subject content test to attain licensure.

Commendably, New Jersey does not offer a K-8 generalist license.

Supporting Research

Praxis Test Requirement
www.ets.org

New Jersey Administrative Code 6A:9-10.2; 6A:9-11.11

Certificate Endorsements and Codes

<http://www.nj.gov/cgi-bin/education/license/endorsement.pl?string=999&maxhits=1000&field=1>

RECOMMENDATION

■ Ensure meaningful content tests.

To ensure meaningful middle school content tests, New Jersey should make certain that its passing scores reflect high levels of performance.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

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"/> ¹ |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input 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 type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEW JERSEY | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 31 | 5 | 15 |

★ EXAMPLES OF BEST PRACTICE

Georgia, Mississippi, New Jersey and South Carolina ensure that all middle school teacher candidates are adequately prepared to teach middle school-level content. None of these states offers a K-8 generalist license and all require passing scores on subject-specific content tests. Georgia, Mississippi and South Carolina explicitly require at least two content-area minors, and New Jersey requires a content major along with a minor for each additional area of certification.

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

Figure 21

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

| | YES | No, test does not report subscores for all core subjects | No, K-8 license requires only elementary test | No, testing of all subjects not required |
|----------------------|--|--|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ⁵ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> ⁶ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁷ | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 26 | 3 | 16 | 6 |

1. Alaska does not require content tests for initial licensure.
2. Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require test.
3. For K-8 license, Idaho also requires a single-subject test.
4. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary education grades.
5. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass new assessment with three subtests.
6. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.
7. Candidates opting for middle-level endorsement may either complete a major or pass a content test.

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.)

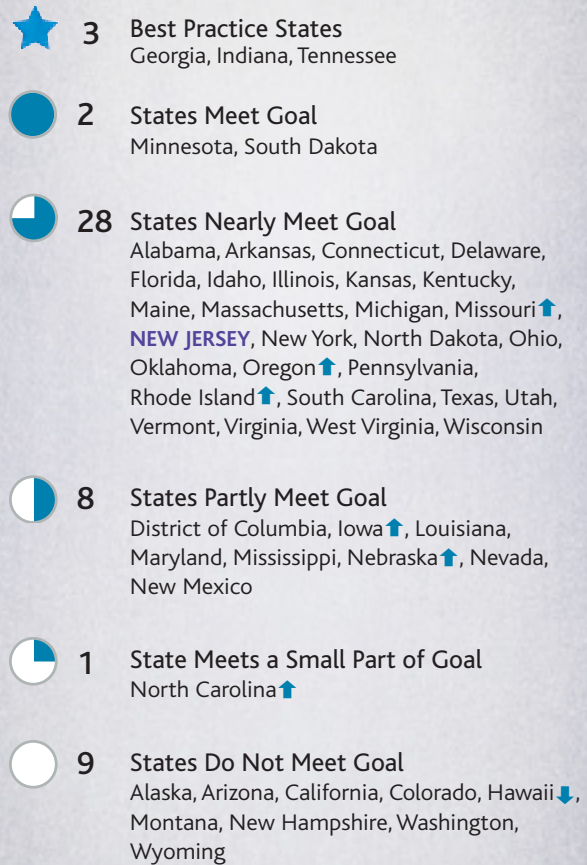
1. The state should require that secondary teachers pass a licensing test in every subject they are licensed to teach.
2. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they are licensed to teach.
3. The state should require 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: nctq.org/statepolicy

Figure 22

How States are Faring in Secondary Teacher Preparation



Progress on this Goal Since 2011:

↑ : 6 ← : 44 ↓ : 1

1-F Analysis: New Jersey



State Nearly Meets Goal



Progress Since 2011

ANALYSIS

New Jersey requires that its secondary teacher candidates pass a Praxis II content test to teach any core secondary subjects.

Unfortunately, New Jersey permits a significant loophole to this important policy by allowing a general social studies license, without requiring subject-matter testing for each subject area within the discipline. Candidates must pass the Praxis II Social Studies content test. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas.

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

Supporting Research

Praxis Testing Requirements

www.ets.org

New Jersey Administrative Code 6A:9-11.16

Teacher Certification

<http://www.state.nj.us/education/educators/license/teacher/>

RECOMMENDATION

- **Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach**

By allowing a general social studies certification—and only requiring a general knowledge social studies exam—New Jersey is not ensuring that its secondary teachers possess adequate subject-specific content knowledge. The state's required assessment combines all subject areas (e.g., history, geography, economics) and does not report separate scores for each subject area.

NEW JERSEY RESPONSE TO ANALYSIS

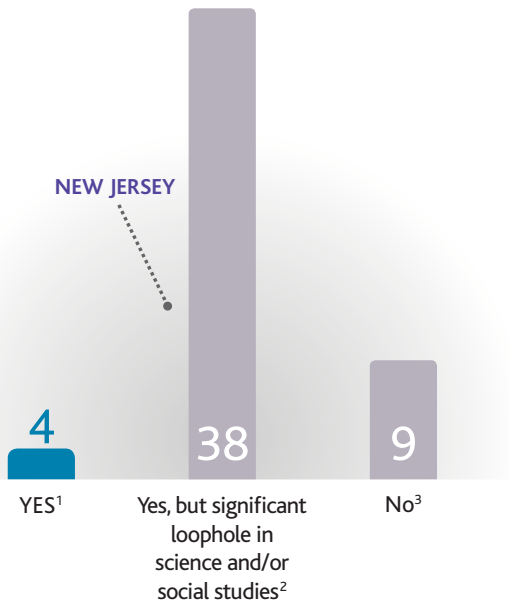
New Jersey recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Georgia, Indiana and Tennessee require that all secondary teacher candidates pass a content test to teach any core secondary subject—both as a condition of licensure and to add an additional field to a secondary license. Further, none of these states offers secondary certification in general social studies; all teachers must be certified in a specific discipline. Also worthy of mention is Missouri, which now requires its general social studies teachers to pass a multi-content test with six independently scored subtests.

Figure 23

Does a secondary teacher have to pass a content test in every subject area for licensure?



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

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina⁴, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin [For more on loopholes, see Goal 1-G (science) and Figure 25 (social studies).]

3. Alaska, Arizona⁵, California, Colorado, Hawaii, Montana, New Hampshire⁵, Washington, Wyoming⁶

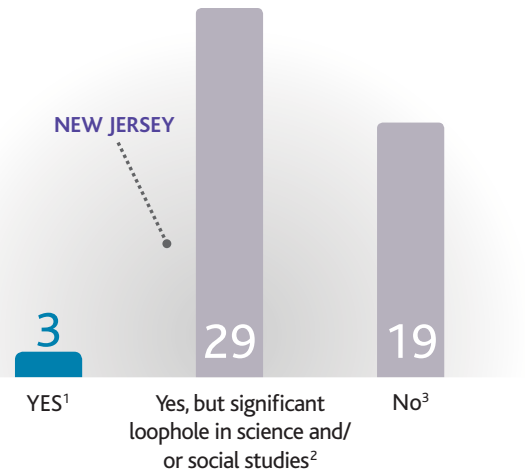
4. Teachers may also have until second year to pass tests, if they attempt to pass them during their first year.

5. Candidates with a master's degree in the subject area do not have to pass a content test.

6. Only secondary comprehensive social studies teachers must pass a content test.

Figure 24

Does a secondary teacher have to pass a content test in every subject area to add an endorsement?



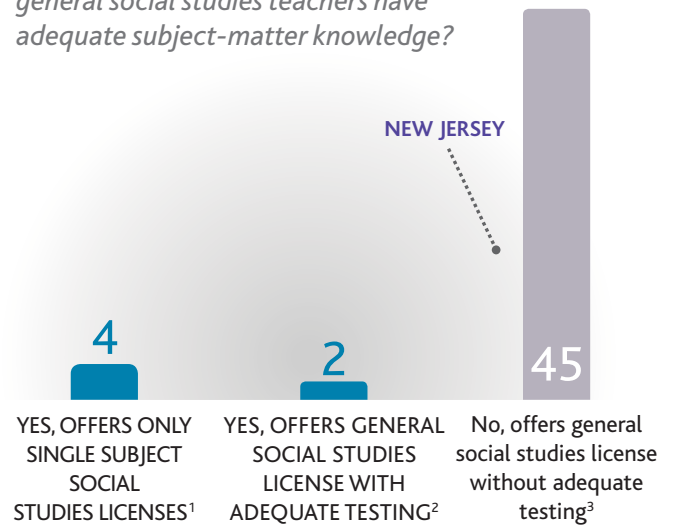
1. **Strong Practice:** Indiana, Minnesota, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin (Science is discussed in Goal 1-G.)

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

Figure 25

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



1. **Strong Practice:** Georgia, Indiana, South Dakota, Tennessee

2. **Strong Practice:** Minnesota⁴, Missouri

3. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma⁵, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

4. Minnesota's test for general social studies is divided into two individually scored subtests.

5. Oklahoma offers combination licenses.

Area 1: Delivering Well-Prepared Teachers

› Goal G – Secondary Teacher Preparation in Science

The state should ensure that secondary 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.)

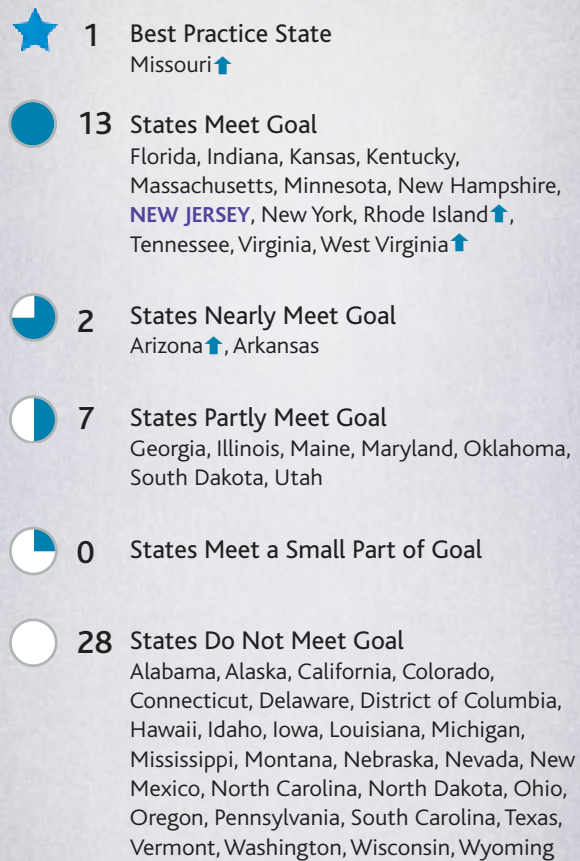
1. The state should require secondary science teachers to pass a subject-matter test in each science discipline they are licensed to teach.
2. If a general science or combination science certification is offered, the state should require teachers to pass a subject-matter test in each science discipline they are licensed to teach under those certifications.

Background

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

Figure 26

How States are Faring in Preparation to Teach Science



Progress on this Goal Since 2011:

↑ : 4 ↔ : 47 ↓ : 0

1-G Analysis: **New Jersey**



State Meets Goal



Progress Since 2011

ANALYSIS

Commendably, New Jersey does not offer certification in general science for secondary teachers.

Although the state offers a physical science certificate, candidates must pass the following three Praxis II tests: Chemistry, Physics and General Science. These requirements ensure adequate content knowledge in both chemistry and physics.

Supporting Research

Praxis Testing Requirements

www.ets.org

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 27

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

| | OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING | OFFERS GENERAL SCIENCE OR COMBINATION LICENSES WITH ADEQUATE TESTING | Offers only single-subject science licenses without adequate testing | Offers general science or combination licenses without adequate testing |
|----------------------|---|--|--|---|
| 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"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input 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 checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <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"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Virginia | <input checked="" 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"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <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"/> |
| | 10 | 5 | 1 | 35 |

★ EXAMPLE OF BEST PRACTICE

Missouri ensures that its secondary science teachers know the content they teach by taking a dual approach to general secondary science certification. The state offers general science certification but only allows these candidates to teach general science courses. Missouri also offers an umbrella certification—called unified science—that requires candidates to pass individual subtests in biology, chemistry, earth science and physics. These certifications are offered in addition to single-subject licenses.

1. Teachers with the general science license may only teach general science courses.
 2. Georgia's science test consists of two subtests.

Area 1: Delivering Well-Prepared Teachers

› Goal H – Special Education Teacher Preparation

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

Goal Components

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

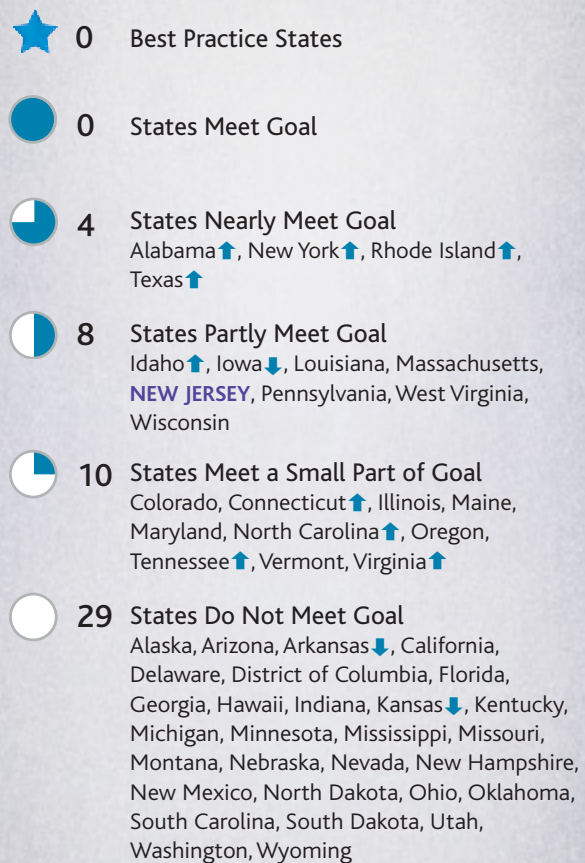
1. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
2. All elementary special education candidates should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
3. The state should ensure that secondary special education teachers possess adequate content knowledge.

Background

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

Figure 28

How States are Faring in Preparation to Teach Social Studies



Progress on this Goal Since 2011:

↑ : 9 ↔ : 39 ↓ : 3

1-H Analysis: New Jersey



State Partly Meets Goal



Progress Since 2011

ANALYSIS

Although New Jersey offers a K-12 endorsement, it must be added to a general education license that restricts the grade level or subject matter that can be taught.

The state also appropriately requires its elementary special education teacher candidates to pass the same subject-matter test as general education candidates.

In addition, New Jersey allows secondary special education teachers to teach single subjects on the K-12 secondary certifications. These teachers are required to pass a single-subject content test.

However, holders of this special education endorsement may provide “consultative services and supportive resource programs, including supplemental instruction, modification and adaptation of curriculum and instruction to students with disabilities in general education programs in grades preschool through 12.” Also, it is unclear whether the state requires preparation in or assesses special education pedagogy that spans the K-12 grade levels.

Supporting Research

New Jersey Administrative Code 6A:9-11.3

RECOMMENDATION

■ Consider elementary and secondary specific endorsements for special education teachers.

While special educators should be valued for their critical role in working with students with disabilities and special needs, they are identified by New Jersey 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.

Further, while New Jersey has taken steps to distinguish between elementary teachers and secondary levels in terms of content knowledge, the K-12 endorsement does not differentiate in pedagogy preparation. The broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, but it is problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

■ Ensure that secondary special education teachers possess adequate content knowledge.

Secondary special education teachers are frequently generalists who teach many core subject areas. Commendably, New Jersey ensures that these teachers will have subject-matter knowledge in at least one core content area. However, while it may be unreasonable to expect secondary special education teachers to meet the same requirements for each subject they teach as other teachers who teach only one subject, the state’s current policy will not help special education students to meet rigorous learning standards. New Jersey should consider a customized HOUSSE route for new secondary special education teachers and look to the flexibility offered by the Individuals with Disabilities Education Act (IDEA), which allows for a combination of testing and coursework to demonstrate requisite content knowledge in the classroom.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 29

Do states distinguish between elementary and secondary special education teachers?

| | DOES NOT OFFER A K-12 CERTIFICATION | Offers K-12 and grade-specific certification(s) | Offers only a K-12 certification |
|----------------------|-------------------------------------|---|----------------------------------|
| Alabama | ■ | □ | □ |
| Alaska | □ | □ | ■ |
| Arizona | □ | □ | ■ |
| Arkansas | □ | □ | ■ |
| California | □ | □ | ■ |
| Colorado | □ | □ | ■ |
| Connecticut | □ | □ | ■ |
| Delaware | □ | □ | ■ |
| District of Columbia | □ | □ | ■ |
| Florida | □ | □ | ■ |
| Georgia | □ | ■ | □ |
| Hawaii | □ | ■ | □ |
| Idaho | □ | □ | ■ |
| Illinois | □ | □ | ■ |
| Indiana | □ | ■ | □ |
| Iowa | ■ | □ | □ |
| Kansas | □ | ■ | □ |
| Kentucky | □ | □ | ■ |
| Louisiana | ■ | □ | □ |
| Maine | ■ | □ | □ |
| Maryland | ■ | □ | □ |
| Massachusetts | ■ | □ | □ |
| Michigan | □ | □ | ■ |
| Minnesota | □ | □ | ■ |
| Mississippi | □ | □ | ■ |
| Missouri | □ | □ | ■ |
| Montana | □ | □ | ■ |
| Nebraska | □ | ■ | □ |
| Nevada | □ | □ | ■ |
| New Hampshire | □ | □ | ■ |
| NEW JERSEY | ■ ¹ | □ | □ |
| 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 | □ | ■ | □ |
| | 16 | 7 | 28 |

★ **EXAMPLES OF BEST PRACTICE**

Unfortunately, NCTQ cannot award “best practice” honors to any state’s policy in the area of special education. However, two states—**New York** and **Rhode Island**—are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are required to teach. Both states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers. Secondary special education teachers in New York must pass a newly developed multisubject content test for special education teachers comprised of three separately scored sections. Rhode Island requires its secondary special education teachers to hold certification in another secondary area.

Figure 30

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

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

1. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education and as a reading specialist does not have to take a content test.
2. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.
3. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.

Figure 29:

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

Area 1: Delivering Well-Prepared Teachers

› Goal I – Assessing Professional Knowledge

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

Goal Component

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

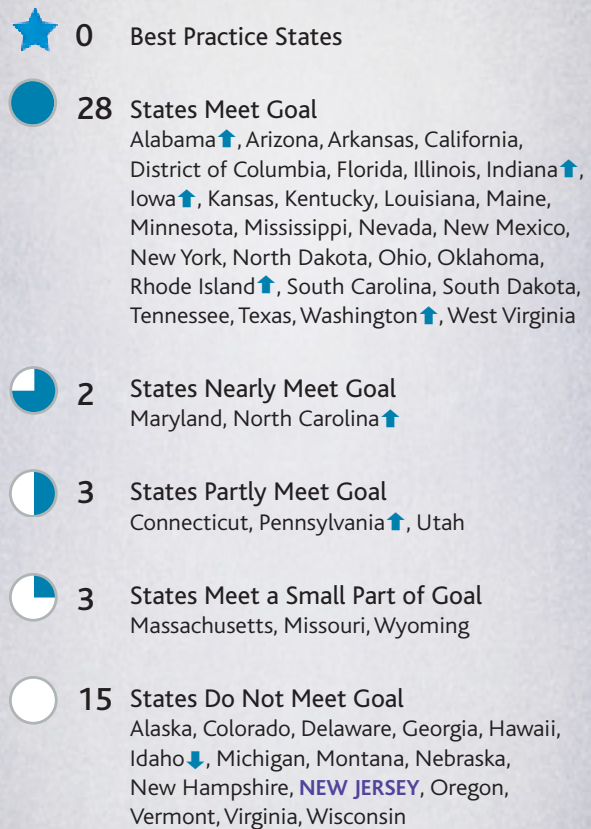
1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

Background

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

Figure 31

How States are Faring in Special Education Teacher Preparation



Progress on this Goal Since 2011:

↑ : 7 ↔ : 43 ↓ : 1

1-I Analysis: New Jersey



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

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

New Jersey is part of the Teacher Performance Assessment (edTPA) consortium and began a pilot program in Spring 2011.

Supporting Research

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

<http://aacte.org/index.php?/Programs/>

RECOMMENDATION

■ Require that all new teachers pass a pedagogy test.

New Jersey should verify that all new teachers meet professional standards through a test of professional standards.

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

While New Jersey is commended for considering the use of a performance-based assessment, the state should proceed with caution until additional data are available on the Teacher Performance Assessment. Additional research is needed to determine how the edTPA compares to other teacher tests as well as whether the test's scores are predictive of student achievement. The track record on similar assessments is mixed at best. The two states that currently require the Praxis III performance-based assessment report pass rates of about 99 percent. Given that it takes significant resources to administer a performance-based assessment, a test that nearly every teacher passes is of questionable value.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey noted that it did not formally join the edTPA, although some of its preparation programs have participated. Proposed regulations will require teachers completing a state preparation program to pass a performance-based assessment prior to being recommended for a Certificate of Eligibility with Advanced Standing. A request for qualifications will determine the list of approved performance assessments available to teacher candidates, and proposed regulations will allow programs to have a year of no-consequences capacity building and piloting to implement an approved performance assessment with its candidates.

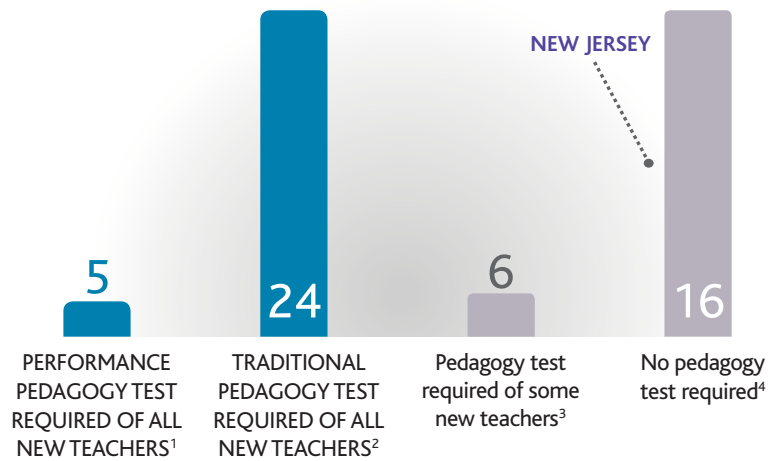
Supporting Research

N.J.A.C. 6A:9-10.1(g)3

★ **EXAMPLES OF BEST PRACTICE**

Although NCTQ has not singled out one state’s policies for “best practice” honors, it commends the many states that require a pedagogy assessment to verify that all new teachers meet professional standards.

Figure 32
Do states measure new teachers’ knowledge of teaching and learning?



1. **Strong Practice:** California, Illinois⁵, New York, Tennessee⁶, Washington
2. **Strong Practice:** Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, North Carolina⁷, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia
3. Connecticut, Maryland, Missouri, Pennsylvania, Utah⁸, Wyoming
4. Alaska, Colorado, Delaware, Georgia, Hawaii, Idaho, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Wisconsin
5. Beginning in 2015.
6. Teachers may pass either the edTPA or a Praxis pedagogy test.
7. Teachers have until their second year to pass if they attempt to pass during their first year.
8. Not required until teacher advances from a Level One to a Level Two license.

Area 1: Delivering Well-Prepared Teachers

› Goal J – 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: nctq.org/statepolicy

Figure 33

How States are Faring in Student Teaching



Progress on this Goal Since 2011:

↑ : 8 ↔ : 42 ↓ : 1

1-J Analysis: **New Jersey**



State Partly Meets Goal



Progress Since 2011

ANALYSIS

Commendably, New Jersey requires candidates to complete a full-time student teaching experience for at least one semester.

The state's only requirement for cooperating teachers is that they must be "appropriately certified."

Supporting Research

New Jersey Administrative Code 6A:9-10.2 (a)(5)

RECOMMENDATION

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

In addition to the ability to mentor an adult, cooperating teachers in New Jersey should also be carefully screened for their capacity to further student achievement. Research indicates that 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 by the student teacher or school district staff.

- **Use evidence from the state's teacher evaluation system to select cooperating teachers.**

New Jersey requires objective measures of student growth to be a significant criterion of its teacher evaluations. The state should therefore utilize its evaluation results, which provide evidence of effectiveness in the classroom, in the selection of effective cooperating teachers.

- **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.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis. New Jersey added that there are additional criteria for district faculty assigned to supervise teacher candidates, including principal and district approval with input from the preparation program; three years of teaching experience; standard certification that coincides with the area of instruction of the candidate; and demonstrated experience in the field of mentoring/supervising.

Supporting Research

NJAC 6A:10.3 (c)(1-5)

Figure 34

Do states ensure 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 checked="" 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 checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input 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 type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input 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"/> |
| | 5 | 32 |

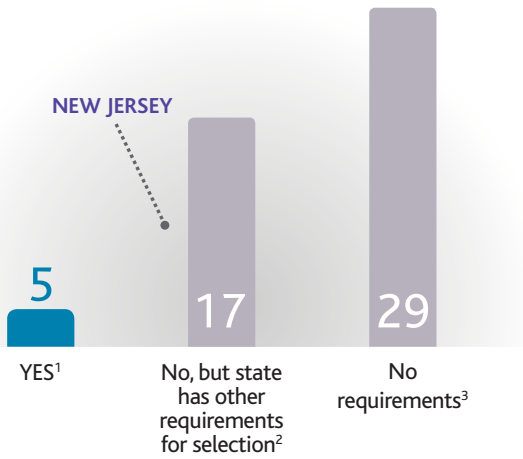
★ EXAMPLES OF BEST PRACTICE

Florida, Rhode Island and Tennessee not only require teacher candidates to complete at least 10 weeks of full-time student teaching, but they also all require that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

1. West Virginia allows candidates to student teach for less than 12 weeks if determined to be proficient.

Figure 35

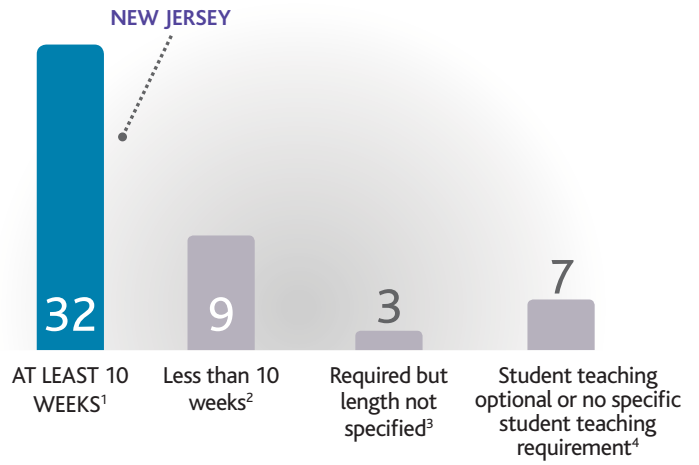
Is the selection of the cooperating teacher based on some measure of effectiveness?



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

Figure 36

Is the student teaching experience of sufficient length?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia⁵, Wisconsin
2. Idaho, Indiana, Louisiana, Nevada, New Mexico, New York, Oregon, Virginia, Wyoming
3. Illinois, New Hampshire, Utah
4. Alaska, Arizona, California, Colorado, District of Columbia, Maryland, Montana
5. West Virginia allows candidates to student teach for less than 12 weeks if determined to be proficient.

Area 1: Delivering Well-Prepared Teachers

› Goal K – 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 data that connects student achievement gains to teacher preparation programs. Such data can include value added or growth analyses conducted specifically for this purpose or evaluation ratings that incorporate objective measures of student learning to a significant extent.
2. The state should collect other meaningful data that reflect program performance, including some or all of the following:
 - a. Average raw scores of teacher candidates on licensing tests, including academic proficiency, 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 and
 - d. 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.
5. The state should retain full authority over its process for approving teacher preparation programs.

Background

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

Figure 37

How States are Faring in Teacher Preparation Program Accountability



Progress on this Goal Since 2011:

↑ : 13 ↔ : 38 ↓ : 0

1-K Analysis: New Jersey



State Meets a Small Part of Goal



Progress Since 2011

ANALYSIS

New Jersey'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.

For its university-based preparation-program approval process, New Jersey requires "where relevant, P-12 student achievement data." This vague reference makes it unclear how academic achievement gains of students taught by the programs' graduates are used during the program approval process.

The state also relies on some other objective, meaningful data to measure the performance of university-based teacher preparation programs, including the following documentation for its preparation program approval process:

- Data on candidates' performance on program-based assessments at program completion;
- Numbers of educator candidates prepared in critical shortage areas and from diverse backgrounds;
- Placement and retention rates;
- Data on candidates' performance at the end of the provisional period;
- Praxis scores and pass rates; and
- Follow-up survey of graduates and employers.

New Jersey also collects programs' annual summary licensure test pass rates (80 percent of program completers must pass their licensure exams). However, the 80 percent pass-rate standard, while common among many states, sets the bar quite low and is not a meaningful measure of program performance.

The state does not collect these data for its alternate routes, and there is no evidence that the state's standards for program approval are resulting in greater accountability. In the past three years, no program in New Jersey has been identified as low performing.

The state's website does not include a report card that allows the public to review and compare program performance.

In New Jersey, national accreditation is required for program approval..

Supporting Research

New Jersey Administrative Code 6A:9-10.1, 6A: 9-8.3

Title II State Reports

<https://title2.ed.gov>

www.ncate.org

RECOMMENDATION

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

As one way to measure whether programs are producing effective classroom teachers, New Jersey should consider the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching. Data that are aggregated to the institution (e.g., combining elementary and secondary programs) rather than disaggregated to the specific preparation program are not useful for accountability purposes. Such aggregation can mask significant differences in performance among programs.

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

Although measures of student growth are an important indicator of program effectiveness, they cannot be the sole measure of program quality for several reasons, including the fact that many programs may have graduates whose students do not take standardized tests. The accountability system must therefore include other objective measures that show how well all programs are preparing teachers for the classroom. New Jersey should expand its current reporting requirements to its alternate routes and also include such measures as evaluation results from the first and/or second year of teaching and the number of times, on average, it takes teacher candidates to pass licensing tests.

- **Establish the minimum standard of performance for each category of data.**

Merely collecting the types of data described above is insufficient for accountability purposes. The next and perhaps more critical step is for the state to establish precise minimum standards for teacher preparation program performance for each category of data. New Jersey should be mindful of setting rigorous standards for program performance, as its current requirement that 80 percent of program graduates pass the state's licensing tests is too low a bar. Programs should be held accountable for meeting rigorous standards, and there should be consequences for failing to do so, including loss of program approval.

- **Publish an annual report card on the state's website.**

New Jersey should produce an annual report card that shows all the data the state collects on individual teacher preparation programs, which should be published on the state's website at the program level for the sake of public transparency. Data should be presented in a manner that clearly conveys whether programs have met performance standards.

- **Maintain full authority over the process for approving teacher preparation programs.**

New Jersey should not cede its authority and must ensure that it is the state that considers the evidence of program performance and makes the decision about whether programs should continue to be authorized to prepare teachers.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey asserted that it plans to release an Educator Preparation Provider Annual Report beginning in 2014. Initial reports were released to preparation programs in August 2013 for review and feedback prior to full release. These reports will provide potential candidates, the K-12 community and providers with rich data on the placement, retention and effectiveness of their candidates and programs.

Figure 38

Do states hold teacher preparation programs accountable?

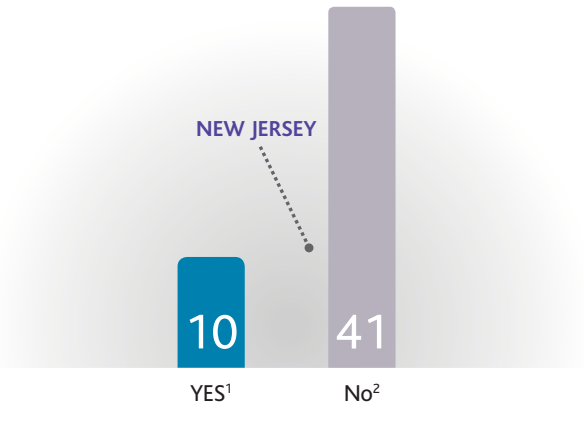
| | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE |
|-----------------------------|---|---------------------------------------|------------------------------------|
| Alabama | ■ | ■ ¹ | ■ |
| Alaska | □ | □ | □ |
| Arizona | ■ | □ | □ |
| Arkansas | □ | □ | □ |
| California | ■ | □ | □ |
| Colorado | ■ | □ | ■ |
| Connecticut | □ | □ | □ |
| Delaware | ■ | □ | ■ |
| District of Columbia | □ | □ | □ |
| Florida | ■ | □ | ■ ² |
| Georgia | ■ | □ | ■ |
| Hawaii | □ | □ | □ |
| Idaho | □ | □ | □ |
| Illinois | ■ | □ | □ |
| Indiana | ■ | □ | ■ |
| Iowa | ■ | □ | □ |
| Kansas | ■ | □ | □ |
| Kentucky | ■ | □ | ■ ² |
| Louisiana | ■ | ■ | ■ ² |
| Maine | ■ ¹ | □ | □ |
| Maryland | ■ ³ | □ | □ |
| Massachusetts | ■ | □ | ■ |
| Michigan | ■ | ■ ¹ | ■ |
| Minnesota | □ | □ | □ |
| Mississippi | ■ ¹ | □ | □ |
| Missouri | ■ | □ | □ |
| Montana | ■ ¹ | □ | □ |
| Nebraska | □ | □ | □ |
| Nevada ¹ | ■ | ■ | □ |
| New Hampshire | ■ | □ | □ |
| NEW JERSEY | ■ ¹ | □ | □ |
| New Mexico | □ | □ | □ |
| New York | □ | □ | □ |
| North Carolina | ■ | □ | ■ ² |
| North Dakota | □ | □ | □ |
| Ohio ¹ | ■ | □ | ■ |
| Oklahoma | □ | □ | ■ |
| Oregon | ■ | □ | □ |
| Pennsylvania | ■ ¹ | □ | □ |
| Rhode Island | ■ | □ | ■ |
| South Carolina ¹ | ■ | □ | ■ |
| South Dakota | □ | □ | □ |
| Tennessee | ■ | □ | ■ |
| Texas | ■ | □ | ■ |
| Utah | □ | □ | □ |
| Vermont | ■ | □ | □ |
| Virginia | ■ ¹ | □ | □ |
| Washington | ■ | □ | ■ |
| West Virginia | ■ ¹ | □ | □ |
| Wisconsin | ■ | □ | ■ |
| Wyoming | □ | □ | □ |
| | 36 | 4 | 19 |

★ EXAMPLES OF BEST PRACTICE

NCTQ is not awarding “best practice” honors to any state’s policy in the area of teacher preparation program accountability. However, the following states should be commended for collecting data that connect student achievement gains to teacher preparation programs: **Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee and Texas.**

Figure 39

Do states connect student achievement data to teacher preparation programs?



1. **Strong Practice:** Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas
2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia³, Hawaii³, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland³, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York³, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
3. Included in state’s Race to the Top plan, but not in policy or yet implemented.

1. For traditional preparation programs only.
 2. State does not distinguish between alternate route programs and traditional preparation programs in public reporting.
 3. For alternate routes only.

Figure 40

| Which states collect meaningful data? | |
|---|---|
| STUDENT LEARNING GAINS | Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas |
| EVALUATION RESULTS FOR PROGRAM GRADUATES | Alabama, Arizona, Florida, Illinois, Massachusetts, North Carolina, South Carolina, Tennessee, Texas |
| AVERAGE RAW SCORES ON LICENSING TESTS | Alabama, Indiana, Kentucky, Louisiana, Michigan, NEW JERSEY , Ohio, Tennessee, Texas, Washington, West Virginia |
| SATISFACTION RATINGS FROM SCHOOLS | Alabama, Arizona, Florida, Iowa, Kentucky, Maryland ¹ , Massachusetts, Michigan, Mississippi, Missouri, Nevada, NEW JERSEY , Tennessee, Texas, Vermont, Virginia, Washington, West Virginia |
| TEACHER RETENTION RATES | Arizona, Colorado, Florida, Indiana, Maine, Missouri, New Hampshire, NEW JERSEY , Tennessee, Texas |

1. For alternate route only

1. National accreditation can be substituted for state approval.
 2. For institutions with 2,000 or more full-time equivalent students

Figure 41

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

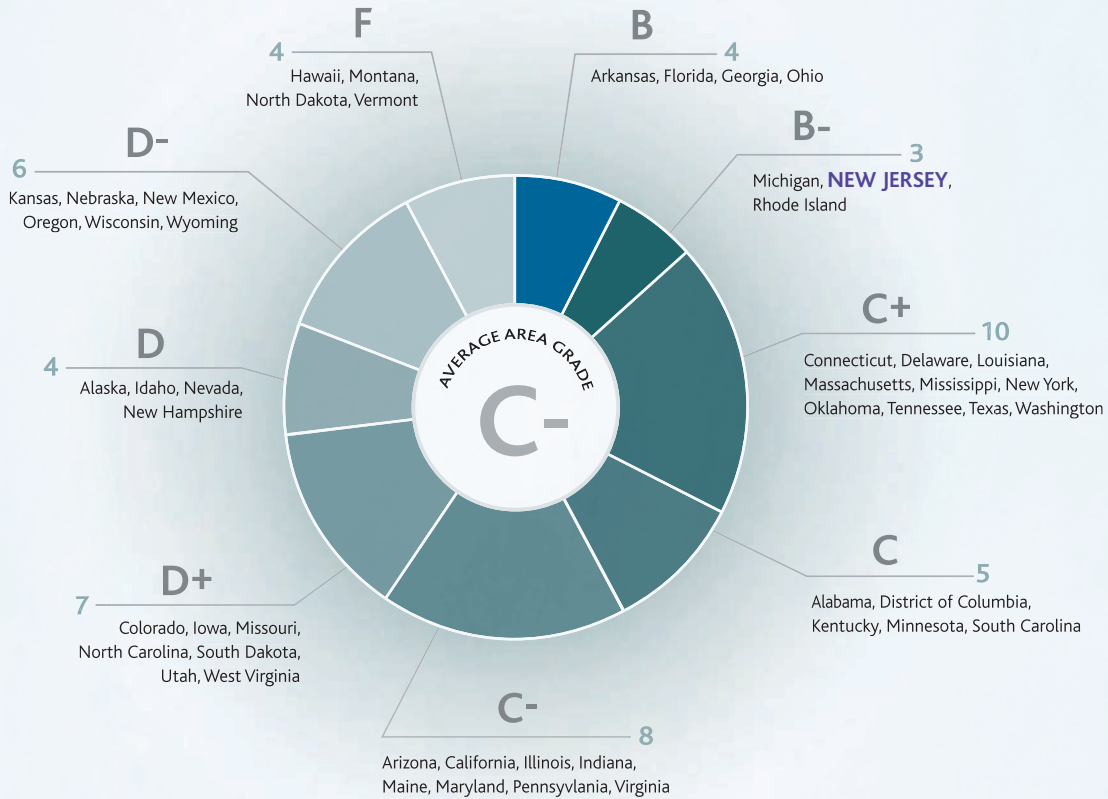
| | STATE HAS ITS OWN APPROVAL PROCESS | Overlap of accreditation and state approval | National accreditation is required for program approval |
|----------------------|-------------------------------------|--|---|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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"/> ¹ | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input 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"/> | <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 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 7 | 31 | 13 |

Area 2 Summary



How States are Faring in Expanding the Pool of Teachers

State Area Grades



Topics Included In This Area

- 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 2: Expanding the Teaching Pool

› 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 set a rigorous bar for program entry by requiring that candidates take a rigorous test to demonstrate academic ability, such as the GRE.
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.



The components for this goal have changed since 2011. 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: nctq.org/statepolicy

Figure 42

How States are Faring in Alternate Route Eligibility



Progress on this Goal Since 2011:

↑ : 2 ↔ : 49 ↓ : 0

2-A Analysis: New Jersey



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

Applicants to New Jersey's Alternate Route Program must obtain a Certificate of Eligibility (CE) for admission. As of September 2014, candidates will be required to demonstrate prior academic performance with a cumulative GPA of 3.0 or higher. Applicants are currently required to have at least a 2.75 GPA, and those who obtained a degree prior to September 2004 may have a 2.5 minimum GPA.

New Jersey also requires candidates to pass a subject-matter test, as well as an examination on physiology, hygiene and substance abuse issues. A waiver can be granted for the latter exam if the candidate presents basic military training or college-level study in areas such as biology, health or nutrition. The subject-matter test cannot be used to test out of the coursework requirements.

Secondary candidates must have at least 30 hours of coursework in the instructional area they plan to teach. To obtain an elementary school endorsement, candidates must show a liberal arts, science, dual content or interdisciplinary academic major or a minimum of 60 semester credit hours in liberal arts and/or science. The state has an additional coursework requirement: Elementary and early childhood applicants must now complete 24 hours of formal instruction in basic pedagogical skills prior to being issued a CE.

Supporting Research

Instructional Certification

<http://www.nj.gov/education/educators/license/instructcert.htm>

RECOMMENDATION

■ Offer flexibility in fulfilling coursework requirements.

Although New Jersey is commended for requiring all candidates to pass a subject-matter test, the state should allow any candidate who already has the requisite knowledge and skills to demonstrate such by passing a rigorous test. Exacting coursework requirements could dissuade talented individuals who lack precisely the right courses from pursuing a career in teaching.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey was helpful in providing NCTQ with facts that enhanced this analysis. The state noted that it has established an alternate route for charter school teachers that allows certification based on a content test, GPA requirements and an assessment of academic ability/basic skills. New Jersey also adopted rules that allow the Commissioner to set requirements for alternate route candidates outside the usual rules.

Supporting Research

New Jersey Administrative Code 6A:9-8

New Jersey Administrative Code 6A:9-11; 6A:9-16

Figure 43

Are states' alternate routes selective yet flexible in admissions?

| | ACADEMIC STANDARD FOR ADMISSION EXCEEDS TRADITIONAL PROGRAMS | SUBJECT-MATTER TEST REQUIRED | NO MAJOR REQUIRED OR TEST CAN BE USED IN LIEU OF MAJOR |
|----------------------|--|------------------------------|--|
| Alabama | ■ | □ | ★ |
| Alaska | □ | □ | □ |
| Arizona | □ | ★ | ★ |
| Arkansas | □ | ★ | ★ |
| California | □ | □ | ■ |
| Colorado | □ | ■ | ★ |
| Connecticut | ★ | ■ | ■ |
| Delaware | □ | ■ | ■ |
| District of Columbia | ★ | ★ | ★ |
| Florida | □ | ★ | ★ |
| Georgia | □ | □ | ★ |
| Hawaii | □ | □ | □ |
| Idaho | □ | ■ | □ |
| Illinois | ■ | □ | ★ |
| Indiana | ■ | ■ | □ |
| Iowa | □ | □ | ★ |
| Kansas | □ | ★ | □ |
| Kentucky | ■ | ■ | ■ |
| Louisiana | □ | ★ | ★ |
| Maine | □ | ★ | ★ |
| Maryland | □ | □ | ■ |
| Massachusetts | □ | ★ | ★ |
| Michigan | ★ | ★ | ★ |
| Minnesota | ★ | ★ | ★ |
| Mississippi | □ | ★ | ★ |
| Missouri | □ | ■ | □ |
| Montana | □ | □ | □ |
| Nebraska | □ | □ | □ |
| Nevada | □ | □ | □ |
| New Hampshire | □ | ■ | □ |
| NEW JERSEY | ★ | ★ | □ |
| New Mexico | □ | □ | □ |
| New York | ■ | ■ | □ |
| North Carolina | □ | □ | ★ |
| North Dakota | □ | □ | □ |
| Ohio | □ | ★ | ★ |
| Oklahoma | □ | ★ | ★ |
| Oregon | □ | □ | ■ |
| Pennsylvania | ■ | ★ | ■ |
| Rhode Island | ★ | ■ | ★ |
| South Carolina | □ | ★ | □ |
| South Dakota | □ | ★ | □ |
| Tennessee | □ | □ | ★ |
| Texas | □ | □ | ★ |
| Utah | □ | □ | □ |
| Vermont | □ | □ | □ |
| Virginia | □ | ★ | ■ |
| Washington | □ | ★ | ★ |
| West Virginia | □ | ★ | □ |
| Wisconsin | □ | □ | □ |
| Wyoming | □ | □ | □ |

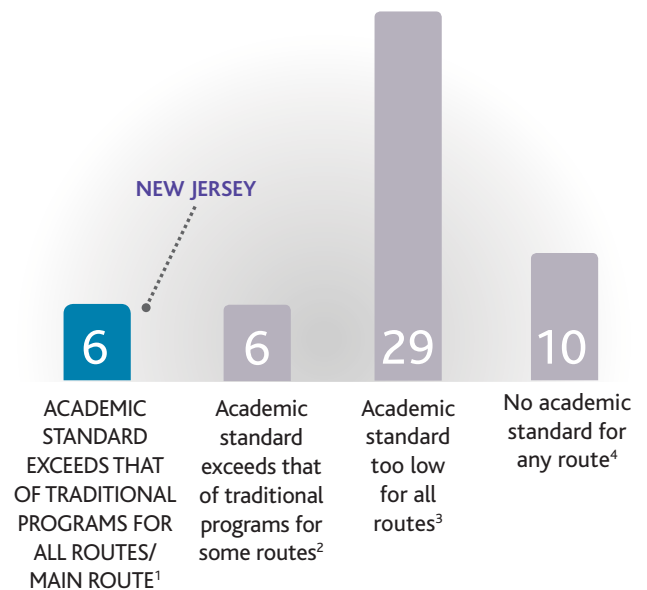
■ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as a condition of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates.

Figure 44

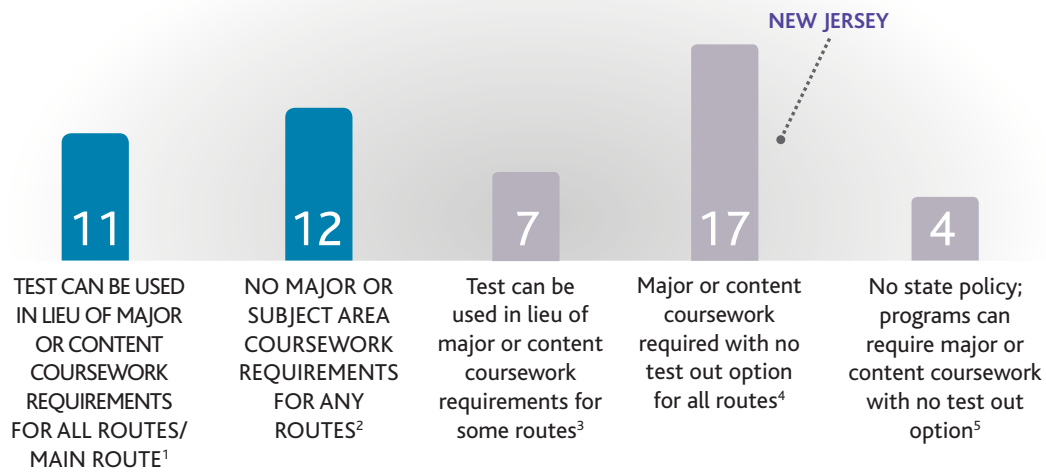
Do states require alternate routes to be selective?



- Strong Practice:** Connecticut, District of Columbia, Michigan, Minnesota, New Jersey, Rhode Island
- Alabama, Illinois⁵, Indiana, Kentucky⁶, New York, Pennsylvania
- Alaska, Arkansas, California, Colorado, Delaware, Florida, Georgia, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, Ohio, Oklahoma, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
- Arizona, Hawaii, Idaho, Maine, Montana, New Mexico, North Dakota, Oregon, South Carolina, Utah
- Illinois' routes are in the process of converting to a single new license.
- Only one of Kentucky's eight alternate routes has a 3.0 GPA requirement.

Figure 45

Do states accommodate the nontraditional background of alternate route candidates?



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

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

3. Connecticut, Delaware, Kentucky, Maryland, Oregon, Pennsylvania, Virginia

4. Alaska, Indiana, Kansas, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wisconsin, Wyoming

5. Hawaii, Idaho, New Mexico, North Dakota

Area 2: Expanding the Teaching Pool

› Goal B – Alternate Route Preparation

The state should ensure that its alternate routes provide efficient preparation that is relevant to the immediate needs of new teachers, as well as adequate mentoring and support.

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 6 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, classroom management techniques).
4. The state should require intensive induction support, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced over the course of the entire first year. 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. Ideally, candidates would also have an opportunity to practice teach in a summer training program.



The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Figure 46

How States are Faring in Alternate Route Preparation



Progress on this Goal Since 2011:

↑ : 0 ↔ : 51 ↓ : 0

Background

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

2-B Analysis: **New Jersey**



Best Practice State



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

New Jersey's Provisional Teacher Program requires 200 hours of formal instruction in professional education aligned with the Professional Standards for Teachers. Elementary candidates must complete a minimum of 290 hours of formal instruction. New Jersey requires instruction to be focused on six areas: subject matter, human growth and development, diverse learners, instructional planning, assessment and professional development.

New Jersey is commended for both the length of its alternate route program and its coursework requirements, which offer the flexibility and content that new teachers need to succeed in the classroom, without being overly burdensome.

On-going mentoring of the provisional teacher is provided over a period of 34 weeks or proportionally longer if the provisional teacher holds a part-time teaching position. Mentoring consists of four weeks of intensive observation and coaching at the beginning of the program. New Jersey is commended for its mentoring program.

Provisional teachers can successfully complete their program within one year and then be recommended for standard licensure.

Supporting Research

N.J.A.C. 6A-9-3.3; -8.4

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 47

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

| | EFFICIENT COURSEWORK | RELEVANT COURSEWORK | REASONABLE PROGRAM LENGTH | PRACTICE TEACHING OPPORTUNITY | INTENSIVE SUPPORT |
|----------------------|----------------------|---------------------|---------------------------|-------------------------------|-------------------|
| 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 | □ | □ | ★ | □ | □ |

★ **EXAMPLES OF BEST PRACTICE**

Delaware and **New Jersey** ensure that alternate routes provide efficient preparation that meets the needs of new teachers. Both states require a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring.

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

Area 2: Expanding the Teaching Pool

› Goal C – Alternate Route Usage and Providers

The state should provide an alternate route that is free from limitations on its usage and allows a diversity of providers.

Goal Components

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

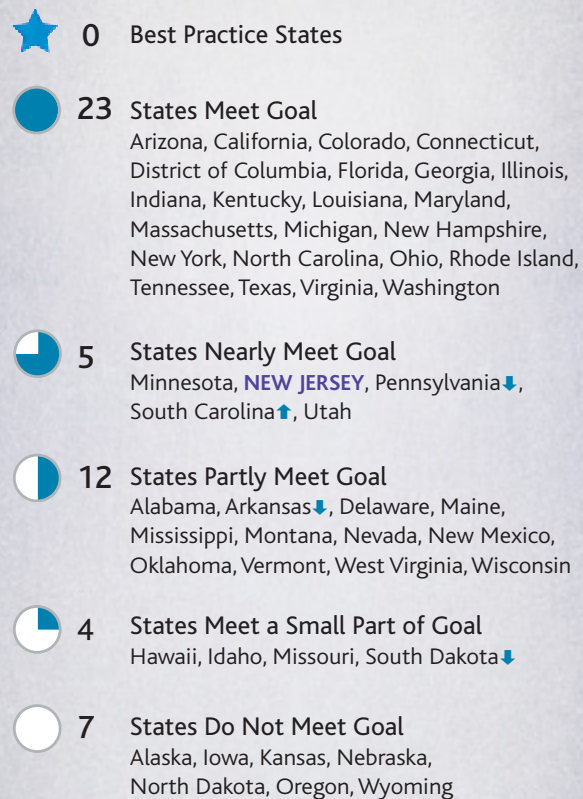
1. The state should not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades or geographic areas.
2. The state should allow districts and nonprofit organizations other than institutions of higher education to operate alternate 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: nctq.org/statepolicy

Figure 48

How States are Faring in Alternate Route Usage and Providers



Progress on this Goal Since 2011:

↑ : 1 ↔ : 47 ↓ : 3

2-C Analysis: New Jersey



State Nearly Meets Goal



Progress Since 2011

ANALYSIS

Although New Jersey does not limit the usage of its alternate route, it does place restrictions on providers.

New Jersey is commended for having no limitations on the usage of its alternate route with regard to subject, grade or geographic areas.

Although it allows school districts to provide alternate route programs, the state insists that they partner with New Jersey-approved traditional teacher preparation programs or consult with these institutions in providing training. In the event that an alternate route provider cannot participate in a joint sponsorship with a college or university, the district or consortium may be authorized to provide formal instruction independently or in joint sponsorship with a noncollege entity. Also, the specific requirements are articulated in terms of credit hours, effectively precluding nonhigher education providers.

Supporting Research

New Jersey Alternate Route

<http://www.state.nj.us/education/educators/license/alternate.pdf>

N.J.A.C. 6A: 9-8.3(c); (d)

RECOMMENDATION

■ Encourage diversity of alternate route providers.

New Jersey should specifically authorize alternate route programs run by local school districts and nonprofits, as well as institutions of higher education. Districts should be able to provide training without a required partnership with colleges and universities. For example, districts may want to provide training in a specific curriculum, something that most colleges and universities are reluctant to do. A good diversity of providers helps all programs, both university- and nonuniversity-based, to improve.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey commented that the education department has the opportunity, through its approval process, to approve a wide range of providers.

Figure 49

Are states' alternate routes free from limitations?

| | BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS | DIVERSITY OF PROVIDERS |
|----------------------|--|------------------------|
| Alabama | ☐ | ☐ |
| Alaska | ☐ | ☐ |
| Arizona | ★ | ★ |
| Arkansas | ☐ | ★ |
| California | ★ | ★ |
| Colorado | ★ | ★ |
| Connecticut | ★ | ★ |
| Delaware | ☐ | ★ |
| District of Columbia | ★ | ★ |
| Florida | ★ | ★ |
| Georgia | ★ | ★ |
| Hawaii | ☐ | ☐ |
| Idaho | ☐ | ☐ |
| Illinois | ★ | ★ |
| Indiana | ★ | ★ |
| Iowa | ☐ | ☐ |
| Kansas | ☐ | ☐ |
| Kentucky | ★ | ★ |
| Louisiana | ★ | ★ |
| Maine | ☐ | ☐ |
| Maryland | ★ | ★ |
| Massachusetts | ★ | ★ |
| Michigan | ★ | ★ |
| Minnesota | ★ | ☐ |
| Mississippi | ☐ | ☐ |
| Missouri | ☐ | ☐ |
| Montana | ★ | ☐ |
| Nebraska | ☐ | ☐ |
| Nevada | ☐ | ★ |
| New Hampshire | ★ | ★ |
| NEW JERSEY | ★ | ☐ |
| New Mexico | ★ | ☐ |
| New York | ★ | ★ |
| North Carolina | ★ | ★ |
| North Dakota | ☐ | ☐ |
| Ohio | ★ | ★ |
| Oklahoma | ☐ | ★ |
| Oregon | ☐ | ☐ |
| Pennsylvania | ☐ | ★ |
| Rhode Island | ★ | ★ |
| South Carolina | ☐ | ★ |
| South Dakota | ☐ | ☐ |
| Tennessee | ★ | ★ |
| Texas | ★ | ★ |
| Utah | ★ | ☐ |
| Vermont | ★ | ☐ |
| Virginia | ★ | ★ |
| Washington | ★ | ★ |
| West Virginia | ☐ | ★ |
| Wisconsin | ☐ | ★ |
| Wyoming | ☐ | ☐ |

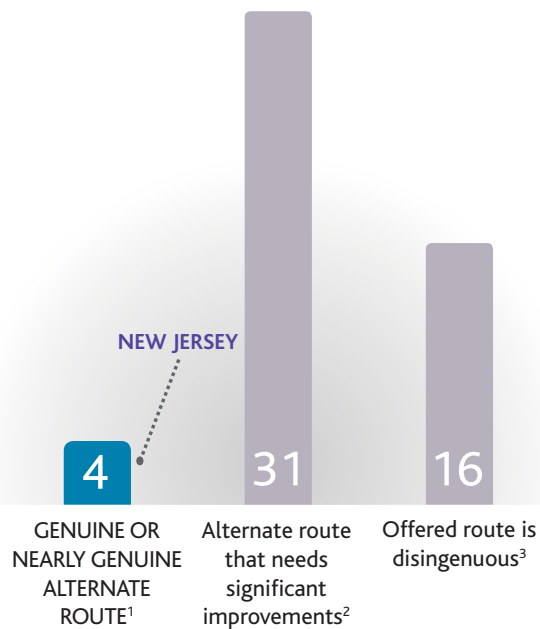
☐ For some alternate routes ☐ For most or most widely used alternate routes ★ For all alternate routes

★ 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 commends all states that permit both broad usage and a diversity of providers for their alternate routes.

Figure 50

Do states provide real alternative pathways to certification?



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

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

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

Figure 51

What are the characteristics of states' alternate routes?

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

☑ For some alternate routes ☐ For most or most widely used alternate routes ★ For all alternate routes

Area 2: Expanding the Teaching Pool

› 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.)

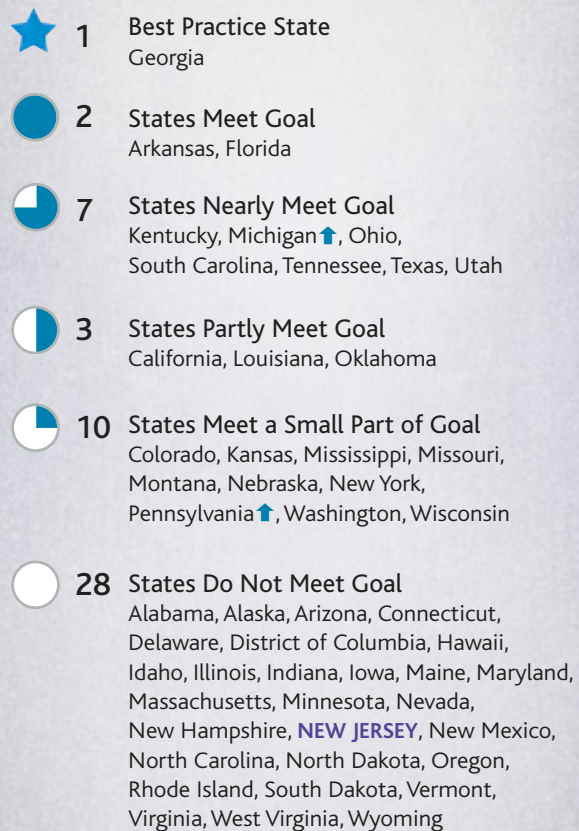
1. Either through a discrete license or by waiving most licensure requirements, the state should license individuals with content expertise as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license 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: nctq.org/statepolicy

Figure 52

How States are Faring in Part Time Teaching Licenses



Progress on this Goal Since 2011:

↑ : 2 ↔ : 49 ↓ : 0

2-D Analysis: **New Jersey**



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

New Jersey 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.**

New Jersey 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.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 53

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

| | YES | Restricted or vague license offered | No |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 checked="" type="checkbox"/> | <input 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 10 | 12 | 29 |

★ **EXAMPLE OF BEST PRACTICE**

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

Area 2: Expanding the Teaching Pool

› 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 effective teaching in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet its own testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program as it accords teachers prepared in a traditional preparation program.
4. Consistent with these principles of portability, state requirements for online teachers based in other states should protect student interests without creating unnecessary obstacles for teachers.

Background

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

Figure 54

How States are Faring in Licensure Reciprocity



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

2-E Analysis: New Jersey



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Regrettably, New Jersey allows a waiver for its subject-matter test if the out-of-state teacher possesses an equivalent certificate and endorsement and was required to pass a subject-matter test in that previous state.

Teachers with valid out-of-state certificates are eligible for New Jersey's standard license. Those who have not taught successfully for three years under their out-of-state certificate must meet New Jersey's minimum GPA requirement of 2.75. Successful teaching experience is documented by a letter from the applicant's supervisor or district representative.

In addition, transcripts are required for all out-of-state teachers; however, it is not clear whether the state analyzes transcripts to determine whether a teacher was prepared through a traditional or alternate route or whether additional coursework will be required.

New Jersey is also a participant in the NASDTEC Interstate Agreement, which outlines which other states' certificates will be accepted by the receiving state. This agreement is not a collection of two-way reciprocal acceptances, nor is it a guarantee that all certificates will be accepted by the receiving state, and is therefore not included in this analysis.

The state does not articulate specific certification requirements for out-of-state teachers who teach online courses to New Jersey students.

Supporting Research

New Jersey Administrative Code 6A:9-8.9

RECOMMENDATION

- **To uphold standards, require that teachers coming from other states meet testing requirements.**

New Jersey takes considerable risk by granting a waiver for its licensing tests to any out-of-state teacher who has an equivalent license and has already passed a content test. The state should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards. The negative impact on student learning stemming from a teacher's inadequate subject-matter knowledge is not mitigated by the teacher's having a license from another state.

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

New Jersey should consider discontinuing its requirements for the submission of transcripts. Transcript analysis is likely to result in additional coursework requirements, even for traditionally prepared teachers; alternate route teachers, on the other hand, may have to virtually begin anew, repeating some, most or all of a teacher preparation program in New Jersey. Regardless of whether a teacher was prepared through a traditional or alternate route, all certified out-of-state teachers should receive equal treatment.

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

Rather than rely on transcripts to assess credentials, New Jersey should instead require that evidence of teacher effectiveness be considered for all out-of-state candidates. Such evidence is especially important for candidates who come from states that make student growth at least a significant factor of a teacher evaluation (see Goal 3-B).

- **Reconsider policy that allows a minimum GPA to mitigate unsuccessful teaching experience.**

New Jersey's requirement that teachers from other states must have successful teaching experience is sound policy. However, the reasoning behind allowing out-of-state candidates who fail this criterion to earn a standard license if they meet a minimum grade point average is unclear. While academic background is important, a GPA is not indicative of a teacher's ability in the classroom and should therefore not be substituted as such.

- **Ensure that requirements for online teachers are as rigorous as those for in-state teachers.**

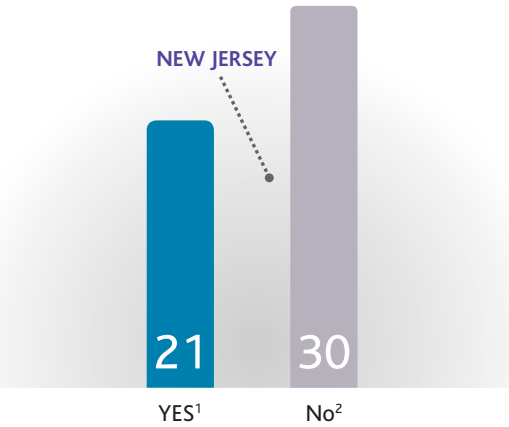
New Jersey should ensure that online teachers based in other states are at least equally as qualified as those who teach in the state. However, New Jersey should balance the interests of its students in having qualified online instructors with making certain that these requirements do not create unnecessary obstacles for out-of-state teachers.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey noted that proposed regulatory changes will increase the required GPA from 2.75 to 3.0.

Figure 55

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



1. **Strong Practice:** Alabama, Alaska³, Idaho, Illinois, Indiana, Iowa, Maine⁴, Massachusetts³, Minnesota, New York⁵, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas³, Utah, Washington⁶, Wisconsin
2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana⁷, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, Oregon, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming
3. Allows one year to meet testing requirements.
4. Maine grants waiver for basic skills and pedagogy tests.
5. Waiver for teachers with National Board Certification; all others given two years to meet testing requirements.
6. Waiver for teachers with National Board Certification.
7. No subject-matter testing for any teacher certification.

1. State conducts transcript reviews.
2. Recency requirement is for alternate route.
3. For traditionally prepared teachers only.
4. Teachers with less than 3 years' experience are subject to transcript review.

Figure 56

What do states require of teachers transferring from other states?

| | LICENSE RECIPROcity WITH NO STRINGS ATTACHED | Submission of transcripts | Recency requirements |
|----------------------|--|---------------------------|----------------------|
| Alabama | ■ | □ | □ |
| Alaska | □ | ■ | ■ |
| Arizona | □ | ■ | □ |
| Arkansas | □ | ■ | □ |
| California | □ | ■ | □ |
| Colorado | □ | ■ | □ |
| Connecticut | □ | ■ | ■ |
| Delaware | □ | ■ | □ |
| District of Columbia | □ | ■ ¹ | □ |
| Florida | □ | ■ | □ |
| Georgia | □ | □ | ■ |
| Hawaii | □ | ■ | □ |
| Idaho | □ | ■ | □ |
| Illinois | □ | ■ | □ |
| Indiana | □ | ■ | □ |
| Iowa | □ | ■ ¹ | ■ ² |
| Kansas | □ | ■ ¹ | □ |
| Kentucky | □ | ■ ¹ | □ |
| Louisiana | □ | ■ | ■ |
| Maine | □ | ■ ¹ | ■ |
| Maryland | □ | ■ | □ |
| Massachusetts | □ | ■ ¹ | ■ |
| Michigan | □ | ■ | □ |
| Minnesota | □ | ■ ¹ | □ |
| Mississippi | □ | ■ | □ |
| Missouri | □ | ■ | □ |
| Montana | □ | ■ | □ |
| Nebraska | □ | ■ | ■ |
| Nevada | □ | ■ ¹ | □ |
| New Hampshire | □ | ■ | □ |
| NEW JERSEY | □ | ■ | □ |
| New Mexico | □ | ■ | □ |
| New York | ■ ³ | □ | □ |
| North Carolina | □ | ■ | □ |
| North Dakota | □ | ■ ¹ | □ |
| Ohio | □ | ■ | □ |
| Oklahoma | □ | ■ | □ |
| Oregon | □ | ■ | □ |
| Pennsylvania | □ | ■ ¹ | □ |
| Rhode Island | □ | ■ | □ |
| South Carolina | □ | ■ | ■ |
| South Dakota | □ | ■ | ■ |
| Tennessee | □ | ■ | □ |
| Texas | ■ | □ | □ |
| Utah | □ | ■ ¹ | □ |
| Vermont | □ | ■ ¹ | □ |
| Virginia | □ | ■ | □ |
| Washington | ■ ⁴ | □ | □ |
| West Virginia | ■ | □ | □ |
| Wisconsin | □ | ■ | ■ |
| Wyoming | ■ ³ | □ | □ |
| TOTALS | 6 | 44 | 11 |

Figure 57

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 REGARDLESS OF PREPARATION | State specifies different requirements for alternate route teachers | State has policies with the potential to create obstacles for alternate route teachers |
|----------------------|---|---|--|
| 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 | □ | ■ | □ |
| | 4 | 6 | 41 |

★ **EXAMPLES OF BEST PRACTICE**

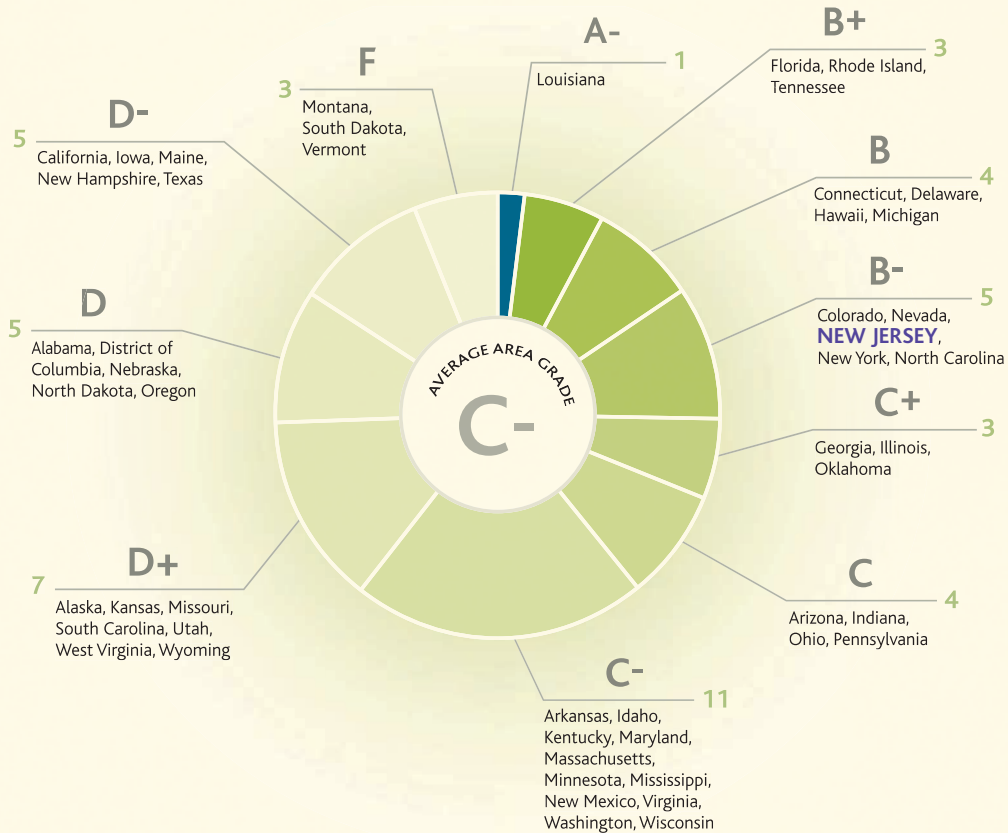
Alabama and **Texas** appropriately support licensure reciprocity by requiring that certified teachers from other states meet Alabama’s and Texas’s own testing requirements, and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers. Also worthy of mention is **Delaware** for its reciprocity policy that limits the evidence of “successful” experience it will accept to evaluation results from states with rigorous requirements similar to its own.

Area 3 Summary



How States are Faring in Identifying Effective Teachers

State Area Grades



Topics Included In This Area

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 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. Student growth or 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.
4. Data provided through the state's longitudinal data system should be used to publicly report information on teacher production.



The components for this goal have changed since 2011. 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: nctq.org/statepolicy

Figure 58

How States are Faring in State Data Systems



Progress on this Goal Since 2011:

↑ : 13 ↔ : 36 ↓ : 2

3-A Analysis: New Jersey



State Partly Meets Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

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

New Jersey 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.

New Jersey does not have a teacher of record definition. The state's teacher-student data link can connect more than one educator to a particular student in a given course, but it does not have in place a process for teacher roster verification.

New Jersey does not publish data on teacher production that connects program completion, certification and hiring statistics.

Supporting Research

Data Quality Campaign

www.dataqualitycampaign.org

RECOMMENDATION

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

To ensure that data provided through the state data system are actionable and reliable, New Jersey should articulate a definition of teacher of record and require its consistent use throughout the state. The state's definition should reflect instruction rather than grading, and New Jersey should develop a process for teacher roster verification.

- **Publish data on teacher production.**

From the number of teachers who graduate from preparation programs each year, only a subset are certified, and only some of those certified are actually hired in the state. While it is certainly desirable to produce a big enough pool to give districts a choice in hiring, the substantial oversupply in some teaching areas is not good for the profession. New Jersey should look to Maryland's "Teacher Staffing Report" as a model whose primary purpose is to determine teacher shortage areas, while also identifying areas of surplus. By collecting similar hiring data from its districts, New Jersey will form a rich set of data that can inform policy decisions.

NEW JERSEY RESPONSE TO ANALYSIS

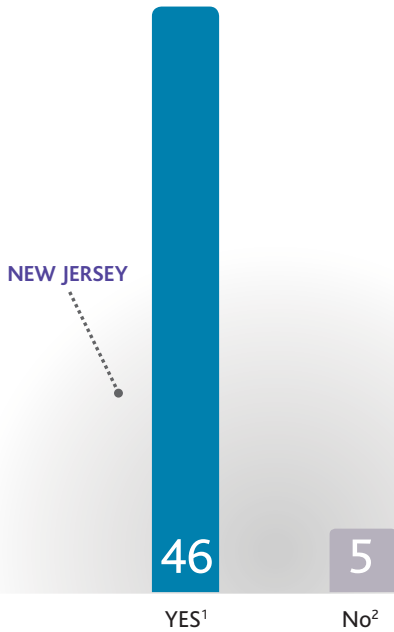
New Jersey recognized the factual accuracy of this analysis. The state added that although it does not have a teacher of record definition in code, in practice, it requires districts to report when 60 percent of a student's time is spent with a particular teacher for any given subject—and that is the student's teacher of record. In addition, New Jersey plans to release an Educator Preparation Provider Annual Report beginning in 2014.

Supporting Research

N.J.A.C. 6A:10-4.2(b)

Figure 59

Do states' data systems have the basic elements needed to assess teacher effectiveness: unique teacher and student identifiers that can be matched to test records over time?



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

Figure 60

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

| | ADEQUATE TEACHER OF RECORD DEFINITION | CAN CONNECT MORE THAN ONE EDUCATOR TO A STUDENT | TEACHER ROSTER VERIFICATION |
|----------------------|---------------------------------------|---|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <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 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 19 | 32 | 24 |

Figure 61

Do states track teacher production?

| | SOME TEACHER PRODUCTION DATA PUBLISHED | Some data published, but not connected to district hiring | No related data published |
|----------------------|--|---|-------------------------------------|
| 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 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 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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 type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 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"/> |
| | 6 | 8 | 37 |

★ EXAMPLES OF BEST PRACTICE

Hawaii and **New York** have all three necessary elements of a student- and teacher-level longitudinal data system. Both states have developed definitions of “teacher of record” that reflect instruction. Their data links can connect multiple teachers to a particular student, and there is a process for teacher roster verification. In addition, Hawaii and New York publish teacher production data. Also worthy of mention is **Maryland** for its “Teacher Staffing Report,” which serves as a model for other states. The report’s primary purpose is to determine teacher shortage areas, while also identifying areas of surplus.

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 should specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured so as 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. The state should encourage the use of student surveys, which have been shown to correlate strongly with teacher effectiveness.
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.

Background

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

Figure 62

How States are Faring in Evaluation of Effectiveness



Progress on this Goal Since 2011:

↑ : 22 ↔ : 27 ↓ : 2

3-B Analysis: New Jersey



State Nearly Meets Goal



Progress Since 2011

ANALYSIS

Although the state requires student performance data to be a significant factor, New Jersey stops short of requiring that objective evidence of student learning be the preponderant criterion of its teacher evaluations. Districts develop teacher evaluation systems based on the state's framework. Approval is required.

New Jersey now requires that by school year 2013-2014 multiple measures of student achievement be included in a teacher's evaluation score. These measures may include: teacher-set goals for student learning; student performance assessments, including portfolio projects, problem-solving protocols and internships; teacher-developed assessments; standardized assessments; and district-established assessments. Standardized assessments must be used but must not be predominant factor in overall evaluation.

The Commissioner of the Department of Education sets the weights given to components. Each year, weights for the following school year will be posted by April 15.

Weighting must be based on the following parameters. If a teacher receives a median student growth percentile (teachers in tested areas), the student achievement component must be 40 to 50 percent of the rating. If a teacher does not receive a median student growth percentile (nontested area), the student achievement component must be at least 15 percent but not more than 50 percent of the rating. Measures of teacher practice must be at least 50 percent but not more than 85 percent of the rating.

Four rating categories must be used: highly effective, effective, partially effective and ineffective.

Multiple observations are required.

Supporting Research

S1455 (2012)

6A:10-4.1

RECOMMENDATION

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

New Jersey's evaluation system falls short by failing to require that evidence of student learning be the most significant criterion. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion, or it should specifically require that student learning be the preponderant criterion in local evaluation processes. This can be accomplished by requiring objective evidence to count for at least half of the evaluation score or through other scoring mechanisms, such as a matrix, that ensure that nothing affects the overall score more. Whether state or locally developed, a teacher should not be able to receive a satisfactory rating if found ineffective in the classroom.

Further, while it may be wise to proceed with caution in applying measures of student growth to nontested grades and subjects, New Jersey's approach makes it possible for student performance to barely count for these teachers.

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

Although New Jersey requires classroom observations as part of teacher evaluations, the state should articulate guidelines that focus classroom observations on the quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective and efficient use of class time.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey asserted that proposed regulations for school year 2013-2014 require measures of student achievement to comprise 45 percent of the evaluation for teachers of tested grades and subjects. The measure of student achievement for teachers of nontested grades and subjects—student growth objectives (SGOs)—counts for 15 percent of the overall evaluation. This is necessary to allow districts to build capacity to develop and execute high-quality SGOs. New Jersey also included a link to its request for qualification process with eligibility requirements regarding the practice instruments' focus on the effectiveness of instruction.

Supporting Research

<http://www.state.nj.us/education/AchieveNJ/resources/TeacherRFQ.pdf>

Figure 63

Do states consider classroom effectiveness as part of teacher evaluations?

| | REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS PREPONDERANT CRITERION | Requires that student achievement/growth is a significant criterion (explicitly defined) | Requires that student achievement/growth is a "significant" criterion without explicit guidelines | Requires some objective evidence of student learning | Student achievement data not required |
|----------------------|--|--|---|--|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Alaska | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
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| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| NEW JERSEY | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input 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"/> |
| | 19 | 7 | 9 | 6 | 10 |

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

2. Explicitly defined for the 2013-2014 school year.

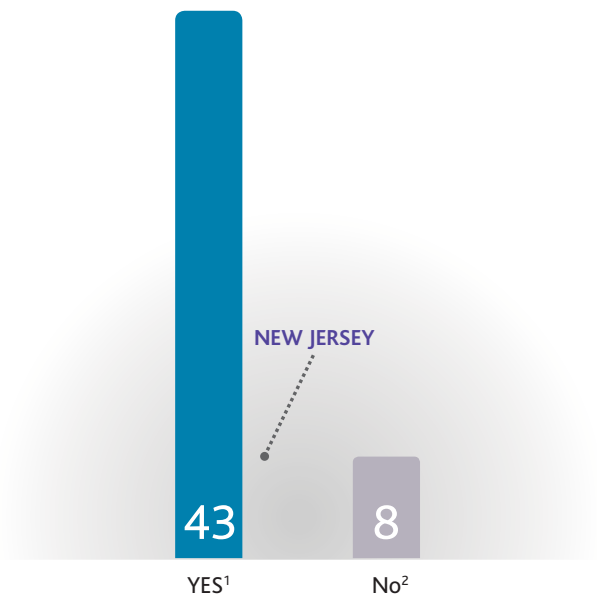
Figure 64

Is survey data used as part of teacher evaluations?

| | Student surveys | Parent surveys | Peers surveys | Type of survey not specified | Surveys not permitted |
|--------------------------|--|--|--|--|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska ¹ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut ³ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa ¹ | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <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 checked="" type="checkbox"/> |
| | 14 | 11 | 6 | 2 | 33 |

Figure 65

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



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

2. Alabama, California, Idaho, Montana, Nebraska, New Hampshire, North Dakota, Vermont

1. Input from students, teachers and peers is required, but there is no explicit indication that this must come from surveys.
 2. Explicitly allowed but not required.
 3. Requires parent or peer surveys; whole-school student learning or student surveys.

★ EXAMPLES OF BEST PRACTICE

NCTQ has not singled out any one state for “best practice” honors. Many states continue to make 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 19 states that meet this goal are commended for their efforts.

Figure 66

Do states direct how teachers should be evaluated?

| | Single statewide evaluation system | Prescriptive state evaluation model for districts with possible opt-out | District-designed evaluation system consistent with state framework/criteria |
|----------------------|-------------------------------------|---|--|
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| 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 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 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 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"/> ¹ |
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" 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 checked="" 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 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 9 | 12 | 30 |

1. New Hampshire is in the process of developing a state model/criteria for teacher evaluations.

Figure 67

What requirements have states established for evaluators?

| | MULTIPLE EVALUATORS / OBSERVERS | EVALUATOR TRAINING | EVALUATORS MUST BE / HAVE BEEN EFFECTIVE TEACHERS | EVALUATOR CERTIFICATION |
|----------------------|---------------------------------------|-------------------------------------|---|-------------------------------------|
| Alabama | <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"/> |
| 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 checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input 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"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> ² | <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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <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"/> |
| NEW JERSEY | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> ² | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" 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"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 4 | 34 | 3 | 13 |

1. Maryland requires multiple observers for ineffective teachers.

2. Multiple evaluators are explicitly allowed but not required.

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: nctq.org/statepolicy

Figure 68

How States are Faring in Frequency of Evaluations



Progress on this Goal Since 2011:

↑ : 11 ← : 38 ↓ : 2

3-C Analysis: **New Jersey**



State Meets Goal



Progress Since 2011

ANALYSIS

Commendably, all teachers in New Jersey must be evaluated annually.

Multiple observations with postconferences are required for all teachers, and a school improvement panel must conduct a midyear evaluation of any teacher who is evaluated as ineffective or partially ineffective in the most recent annual summative evaluation.

All teachers must receive at least three observations (at least one per semester), with multiple observers required. Teachers on corrective action plans must receive one additional observation. At least one observation must be announced and one must be unannounced.

Supporting Research

S1455 (2012)

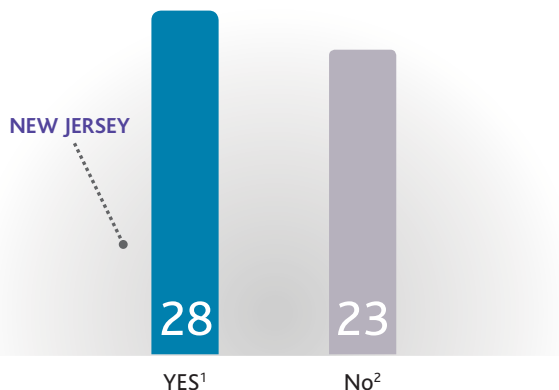
6A:10-4.4

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis. The state added that all teachers must be trained on the new evaluation procedures, including observation instruments, prior to the beginning of the school year. Also, all observers must be thoroughly trained on the instrument before observing a teacher's practice for the purpose of an evaluation. Observations may only be conducted by an appropriately certificated staff member employed in a supervisory role and capacity. All observers must participate in yearly refresher training, and superintendents or chief school administrators must certify each year that all observers have been trained. Once the school year has started, all observers must participate in two co-observations, which helps to ensure that there is consistency in observations, and that the instrument is being used as intended.

Figure 69

Do states require districts to evaluate all teachers each year?



- Strong Practice:** Alabama, Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Louisiana, Maryland³, Mississippi, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Utah, Washington, West Virginia, Wisconsin, Wyoming
- Alaska, Arkansas, California, District of Columbia, Illinois, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, Ohio, Oregon, South Carolina, South Dakota, Texas, Vermont, Virginia
- Regulations sunset on September 30, 2014.

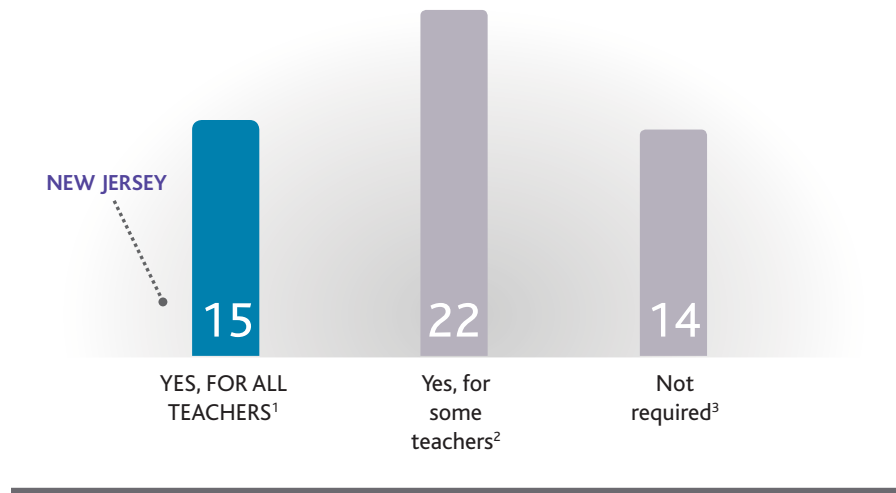
Figure 70

Do states require districts to evaluate all teachers each year?

| | ANNUAL EVALUATION OF ALL VETERAN TEACHERS | ANNUAL EVALUATION OF ALL PROBATIONARY TEACHERS |
|----------------------|---|--|
| 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 | ■ | ■ |
| | 28 | 44 |

Figure 71

Do states require multiple classroom observations?



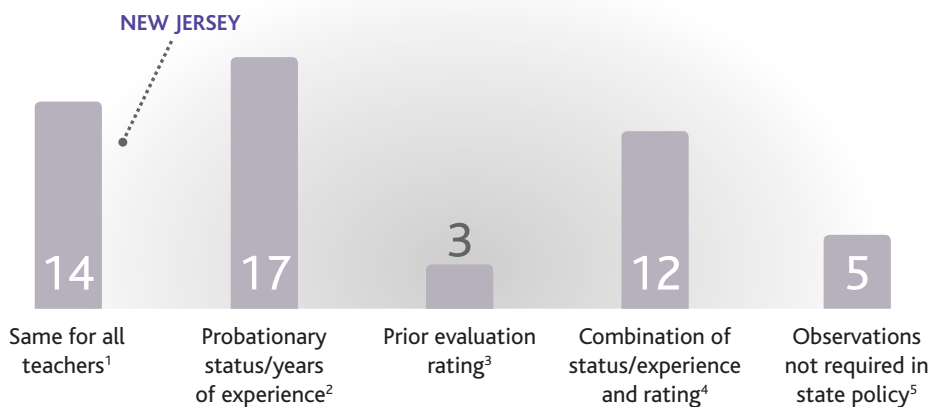
1. **Strong Practice:** Alabama, Arkansas, Connecticut, Georgia, Hawaii, Idaho, Indiana, Mississippi, New Jersey, New Mexico, New York, North Carolina, Rhode Island, Tennessee, Washington

2. Alaska, Arizona, Colorado, Delaware, Florida, Illinois, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Nebraska, Nevada, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Virginia, West Virginia, Wisconsin

3. California, District of Columbia, Iowa, Maine, Massachusetts, Missouri, Montana, New Hampshire, North Dakota, South Dakota, Texas, Utah, Vermont, Wyoming

Figure 72

What is the determining factor for frequency of observations?



1. Alabama, District of Columbia⁶, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Mississippi, Missouri, New Jersey, New Mexico, New York, Rhode Island

2. Alaska, Arkansas⁷, California⁷, Colorado, Florida, Kansas⁷, Minnesota⁷, Nebraska, North Carolina, Oklahoma⁷, Oregon, Pennsylvania⁷, South Carolina, South Dakota⁷, Utah⁷, Washington, West Virginia⁸

3. Louisiana, Michigan, Ohio

4. Arizona⁹, Connecticut, Delaware, Illinois, Kentucky, Maryland, Massachusetts⁷, Nevada, Tennessee, Texas⁷, Virginia⁷, Wisconsin⁷

5. Montana, New Hampshire, North Dakota, Vermont, Wyoming

6. Depends on LEA requirements.

7. Frequency is based on evaluation cycle, not year.

8. No observations required after year 5.

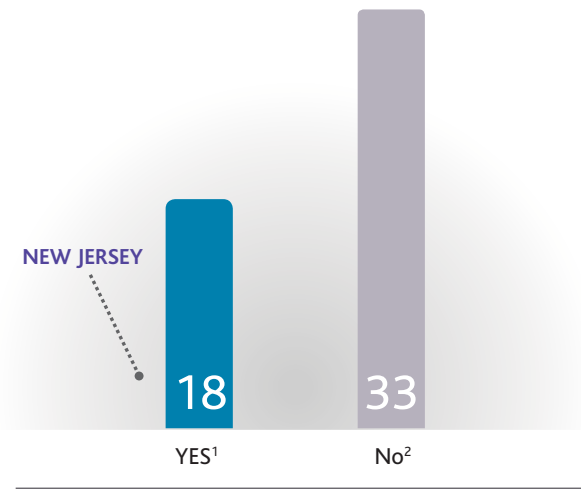
9. Second observation may be waived for tenured teachers with high performance on first observation.

★ EXAMPLES OF BEST PRACTICE

NCTQ is not awarding “best practice” honors for frequency of evaluations but commends **Alabama, Hawaii, Idaho, Mississippi, New Jersey, Tennessee** and **Washington**. These states not only require annual evaluations and multiple observations for all teachers, but they also ensure that new teachers are observed and receive feedback during the first half of the school year.

Figure 73

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



1. **Strong Practice:** Alabama, Delaware, Hawaii, Idaho, Kansas, Kentucky, Minnesota, Mississippi, Nebraska, Nevada, New Jersey, North Dakota³, Oklahoma, Rhode Island, South Carolina, Tennessee, Washington, West Virginia

2. Alaska, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia⁴, Wisconsin, Wyoming

3. New teachers must be evaluated early in the year; observations not explicit.

4. Teachers in their first year are informally evaluated early in the year.

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.)

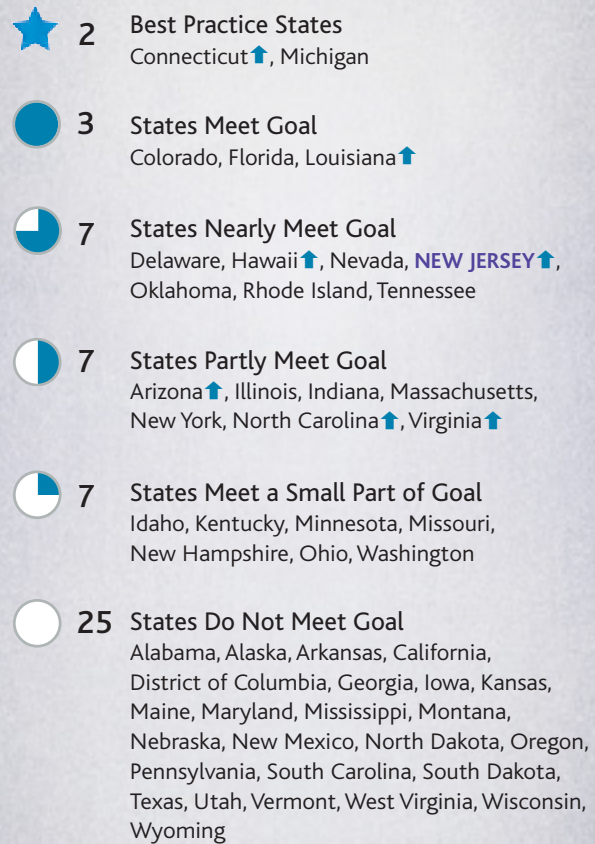
1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; four to five years is the ideal minimum.

Background

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

Figure 74

How States are Faring in Tenure



Progress on this Goal Since 2011:

↑ : 7 ↔ : 44 ↓ : 0

3-D Analysis: New Jersey



State Nearly Meets Goal



Progress Since 2011

ANALYSIS

New Jersey has recently expanded its probationary period to four years.

New teachers must complete a one-year mentorship program. Then they must score effective or highly effective reviews on their summative evaluations for two of the next three years of employment.

Because New Jersey's teacher evaluation ratings are not centered primarily on evidence of student learning (see Goal 3-B), basing tenure decisions on these evaluation ratings ensures that classroom effectiveness is considered, but it does not ensure that it is the preponderant criterion.

Supporting Research

S1455 (2012)

RECOMMENDATION

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

New Jersey 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.

- **Ensure that the probationary period is adequate.**

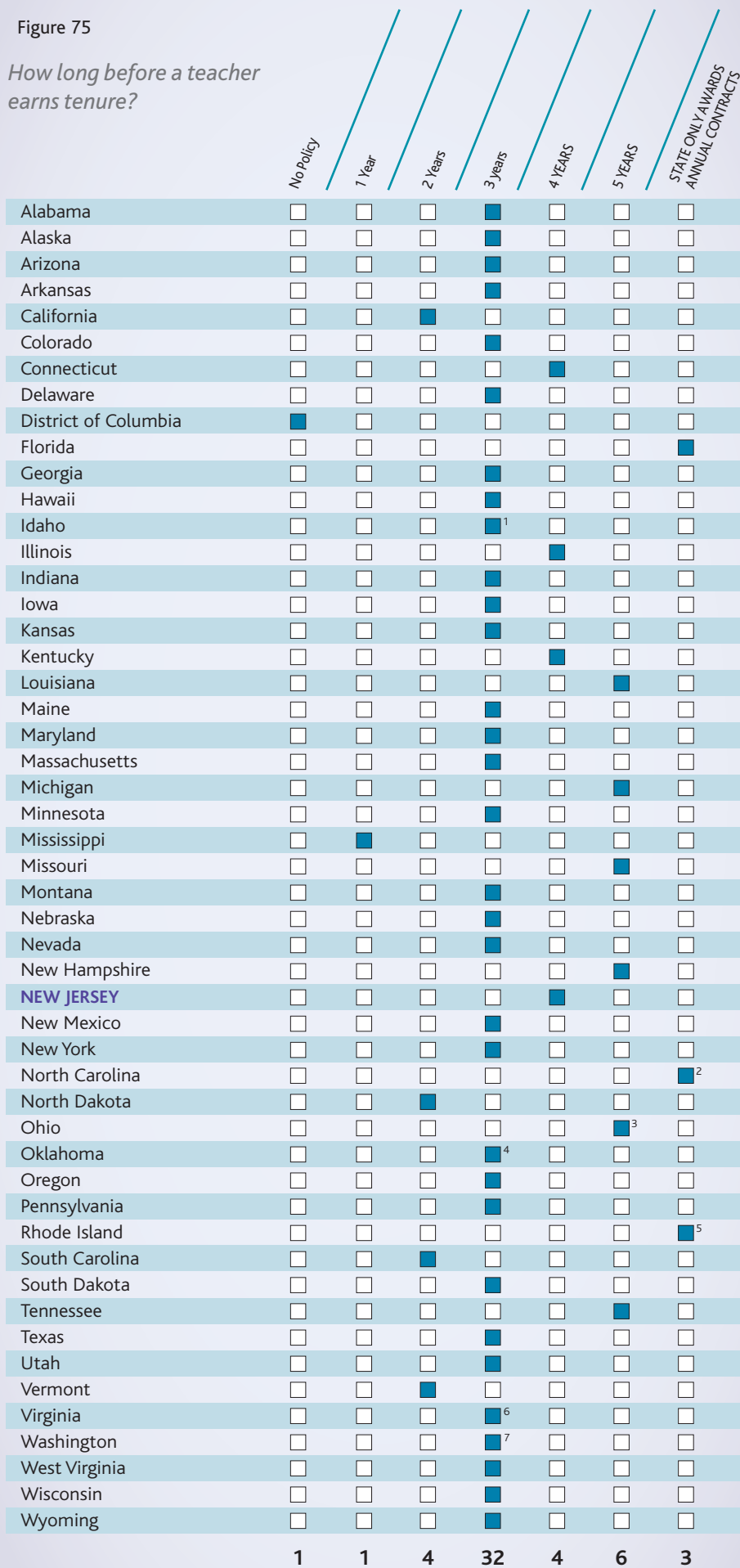
To ensure that tenure decisions are based on adequate assessment and sufficient evidence of teacher effectiveness in the classroom, New Jersey should consider strengthening its policy by requiring at least three consecutive effective ratings prior to the award of tenure.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey added that it now requires, by new statute, a four-year probationary period rather than the former three-year period. The state further noted that statute, rather than administrative law, determines the length of this period.

Figure 75

How long before a teacher earns tenure?



- Idaho limits teacher contract terms to one year.
- A teacher can receive up to a 4-year contract if deemed proficient on evaluation.
- Teachers must hold an educator license for at least seven years and have taught in the district at least three of the last five years.
- 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.
- While technically not on annual contracts, Rhode Island teachers who receive two years of ineffective ratings are dismissed.
- Local school board may extend up to five years.
- At a district's discretion, a teacher may be granted tenure after the second year if he/she receives one of the top two evaluation ratings.

★ EXAMPLES OF BEST PRACTICE

Connecticut and **Michigan** appropriately base tenure decisions on evidence of teacher effectiveness. In Connecticut, tenure is awarded after four years and must be earned on the basis of effective practice as demonstrated in evaluation ratings. Michigan requires a probationary period of five years, with teachers having to earn a rating of effective or highly effective on their three most recent performance evaluations. Both states require that student growth be the preponderant criterion of teacher evaluations.

Figure 76

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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| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
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| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 11 | 9 | 31 |

1. Florida only awards annual contracts.

2. North Carolina has recently eliminated tenure. The state requires some evidence of effectiveness in awarding multiple-year contracts.

3. Oklahoma 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.)

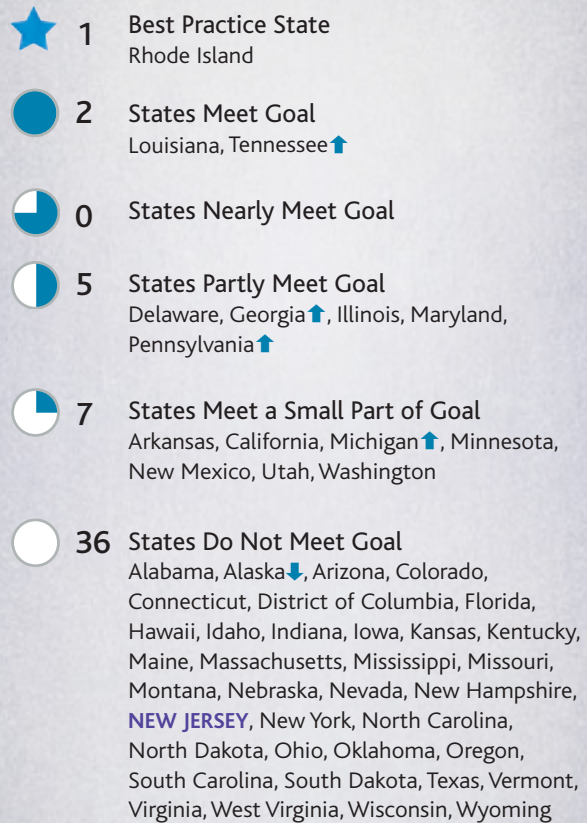
1. The state should base advancement from a probationary to a nonprobationary license on evidence of effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require 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 licenses.

Background

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

Figure 77

How States are Faring in Licensure Advancement



Progress on this Goal Since 2011:

↑ : 4 ↔ : 46 ↓ : 1

3-E Analysis: New Jersey



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

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

In New Jersey, to advance from a Provisional Certificate to a Standard Certificate, all novice teachers, both alternate and traditional route, participate in the Provisional Teacher Program, a program that must provide ongoing mentoring for a period of 34 weeks. Advancement recommendations for a permanent standard license are based on the results of three formal evaluations by school administrators.

New Jersey does not require teachers who have obtained standard teaching licenses to renew those licenses at any point during their career.

Supporting Research

<http://www.state.nj.us/education/educators/license/provprogram.htm>

6A:9-8.6 Evaluation of Provisional Teachers <http://www.nj.gov/education/code/current/title6a/chap9.pdf>

RECOMMENDATION

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

New Jersey 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. Although New Jersey's requirements appear to require evaluation results, there is no language connecting these evaluations to the state's new teacher evaluation requirements (see Goal 3-B). The state's policy is further compromised by the issuance of lifetime standard licenses, with no requirements for renewal. While most states fail to connect evidence of teacher effectiveness to licensure renewal, New Jersey is exceptional in not requiring any renewal at all.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis. The state added that the department will be issuing guidance on using new teacher evaluation information for the issuance of standard licenses.

Figure 78

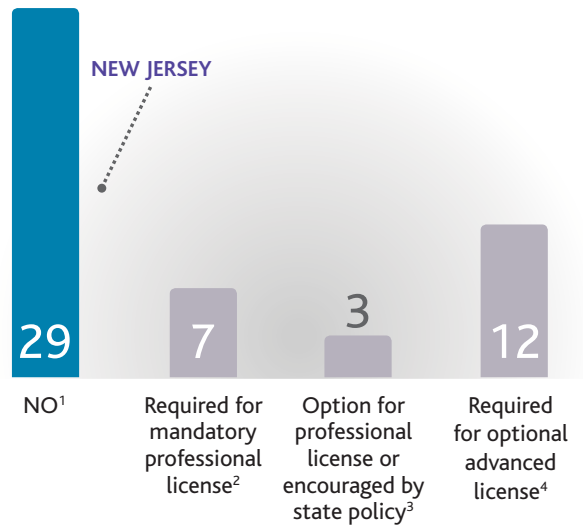
Do states require teachers to show evidence of effectiveness before conferring professional licensure?

| | OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED | Some objective evidence is considered | Consideration given to teacher performance but classroom effectiveness | Performance not considered |
|----------------------|--|--|--|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 6 | 4 | 9 | 32 |

1. Evidence of effectiveness is required for license renewal but not for conferring of professional license.
2. Illinois allows revocation of licenses based on ineffectiveness.
3. Maryland uses some objective evidence through their evaluation systems for renewal, but advancement to professional license is still based on earning an advanced degree.

Figure 79

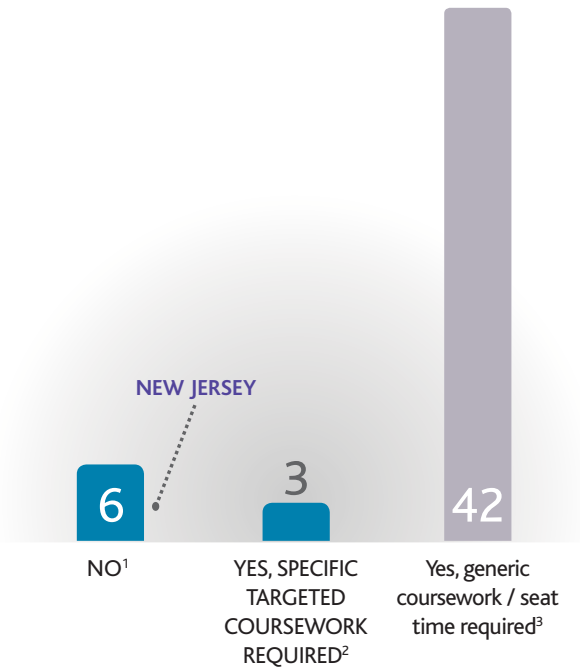
Do states require teachers to earn advanced degrees before conferring professional licensure?



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

Figure 80

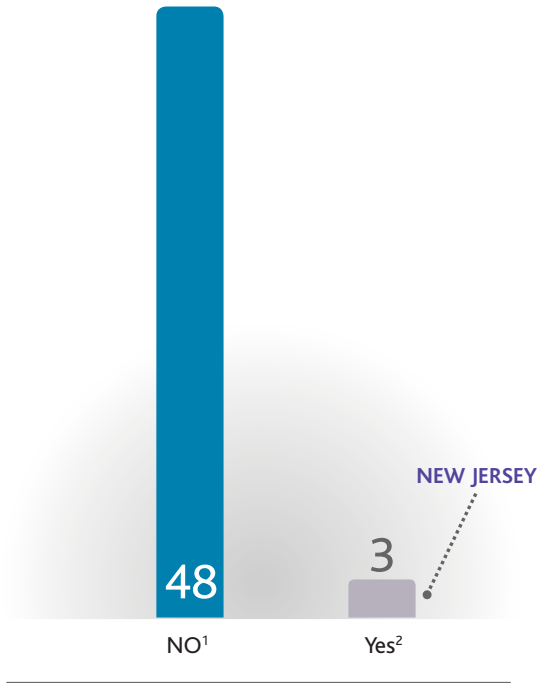
Do states require teachers to take additional coursework before conferring or renewing professional licenses?



- Strong Practice:** Hawaii, Louisiana, New Jersey, New Mexico, Rhode Island, Tennessee
- Strong Practice:** California, Georgia, Minnesota
- Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina⁴, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
- Some required coursework is targeted.

Figure 81

Do states award lifetime licenses?



★ EXAMPLE OF BEST PRACTICE

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

1. **Strong Practice:** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut³, 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
2. New Jersey, Pennsylvania, West Virginia
3. Although teachers in Connecticut must renew their licenses every five years, there are no requirements for renewal.

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.)

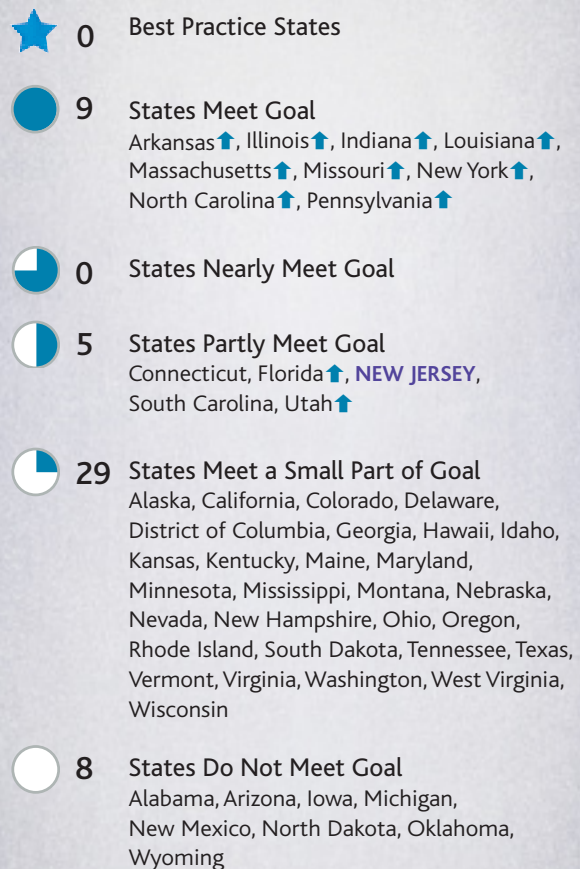
1. The state should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness as described in Goal 3-B—publicly available.
2. In the absence of such an evaluation system, the state should make the following data publicly available:
 - a. An “Academic Quality” index for each school that includes factors research has found to be associated with teacher effectiveness such as:
 - percentage of new teachers;
 - percentage of teachers failing basic skills licensure tests at least once;
 - percentage of teachers on emergency credentials;
 - average selectivity of teachers' undergraduate institutions and
 - teachers' average ACT or SAT scores
 - b. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area.
 - c. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school.
 - d. 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: nctq.org/statepolicy

Figure 82

How States are Faring in Equitable Distribution



Progress on this Goal Since 2011:

↑ : 11 ↔ : 40 ↓ : 0

3-F Analysis: New Jersey



State Partly Meets Goal



Progress Since 2011

ANALYSIS

Providing comprehensive reporting may be the state's most important role for ensuring the equitable distribution of teachers among schools. New Jersey reports little school-level data that can help support the equitable distribution of teacher talent.

New Jersey does not require districts to publicly report aggregate school-level data about teacher performance, nor does the state collect and publicly report most of the other data recommended by NCTQ. New Jersey does not provide a school-level teacher-quality index that demonstrates the academic backgrounds of a school's teachers and the ratio of new to veteran teachers. New Jersey does not report on the percentage of highly qualified teachers at the school level. However, the state does report school-level data on the educational attainments of its teachers or on teacher absenteeism and turnover.

Supporting Research

2011 New Jersey School Report Card

<http://education.state.nj.us/rc/rc11/rcreport.php?c=07;d=4060;s=104;lt=A;st=E>

2011-2012 School Performance Report

<http://education.state.nj.us/pr/>

RECOMMENDATION

■ Report school-level teacher effectiveness data.

New Jersey should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness—publicly available. Given that New Jersey requires teacher evaluations to be based to a significant extent on evidence of student learning (see Goal 3-B), such data about the effectiveness of a school's teachers can shine a light on how equitably teachers are distributed across and within school districts.

■ Provide comparative data based on school demographics.

Providing comparative data for schools with similar poverty and minority populations would yield an even more comprehensive picture of gaps in the equitable distribution of teachers.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis. The state added that its Educator Preparation Provider Annual Report will share this information about programs' candidates with programs and the P-12 community in 2014.

Figure 83

Do states publicly report school-level data about teachers?

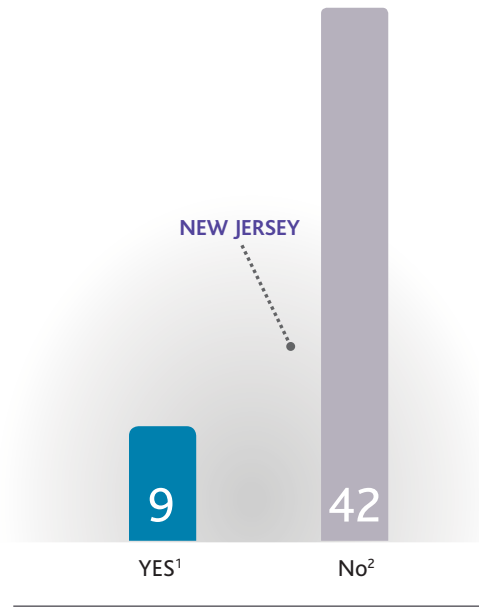
| | PERFORMANCE DATA FROM TEACHER EVALUATIONS | AN INDEX FOR EACH SCHOOL THAT INCLUDES FACTORS ASSOCIATED WITH TEACHER QUALITY | PERCENTAGE OF TEACHERS ON EMERGENCY CREDENTIALS | PERCENTAGE OF NEW TEACHERS | PERCENTAGE OF HIGHLY QUALIFIED TEACHERS | ANNUAL TURNOVER RATE | TEACHER ABSENTEEISM RATE |
|----------------------|--|---|--|-------------------------------------|--|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <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"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <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 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 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"/> | <input type="checkbox"/> |
| | 9 | 0 | 16 | 8 | 39 | 5 | 4 |

★ EXAMPLES OF BEST PRACTICE

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

Figure 84

Do states publicly report school-level data about teacher effectiveness?



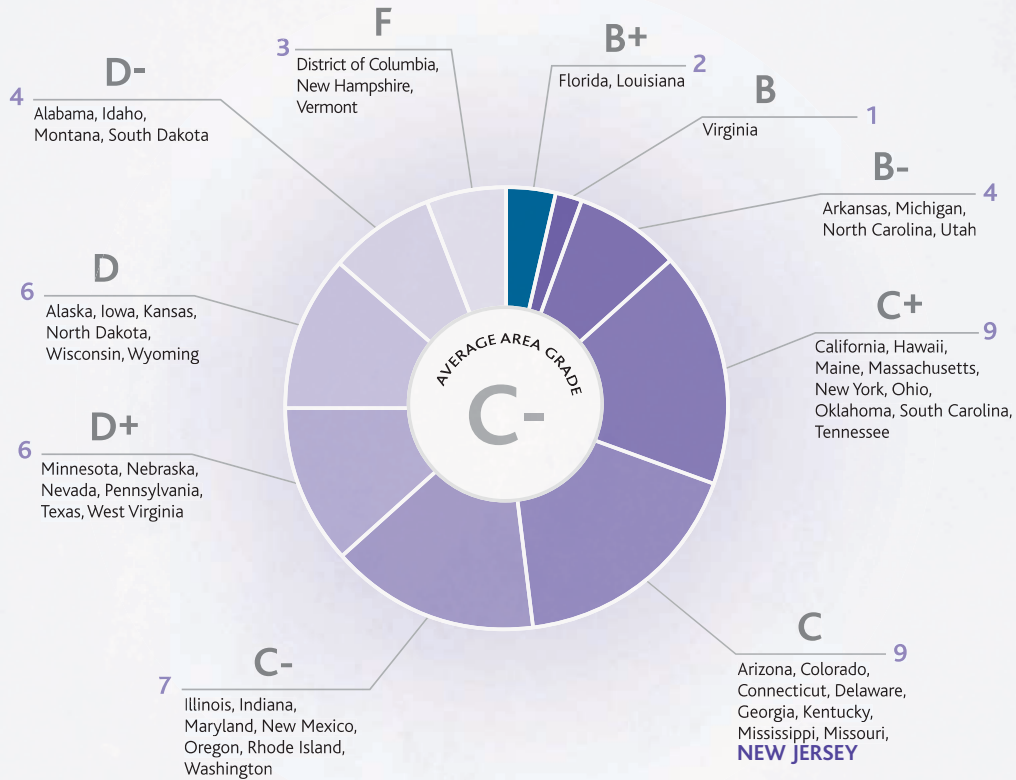
1. **Strong Practice:** Arkansas³, Illinois, Indiana, Louisiana, Massachusetts⁴, Missouri, New York, North Carolina, Pennsylvania
2. Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida⁵, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah⁵, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
3. Reporting of teacher effectiveness data will begin in 2017.
4. Massachusetts' evaluation system is not based primarily on evidence of teacher effectiveness.
5. Reports data about teacher effectiveness at the district level.

Area 4 Summary



How States are Faring in Retaining Effective Teachers

State Area Grades



Topics Included In This Area

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

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-need schools.

Goal Components

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

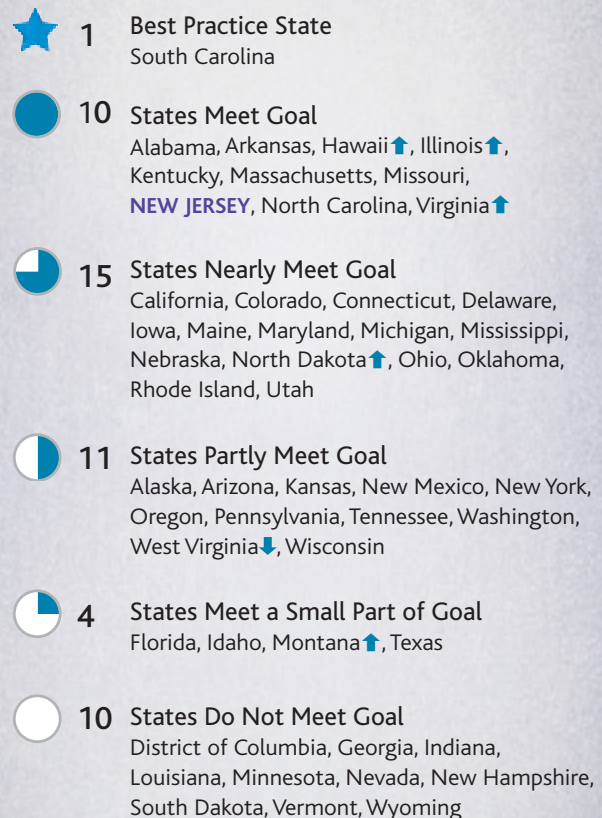
1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, 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: nctq.org/statepolicy

Figure 85

How States are Faring in Induction



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

4-A Analysis: **New Jersey**



State Meets Goal



Progress Since 2011

ANALYSIS

New Jersey requires that all of its new teachers receive mentoring. The state mandates that all new teachers participate in a mentoring program over a period of 30 weeks, or 34 weeks for alternate route teachers. New teachers must be assigned a mentor at the beginning of their contracted teaching assignments, and alternate route teachers are required to participate in a 20-day mentoring experience at the beginning of these assignments. To be selected by local district administration, mentors must possess at least three years of teaching experience, be certified in a subject matter similar to that of the new teacher and complete comprehensive training courses. Observation of the new teacher in the classroom as well as release time are both recommended. There are evaluations to assess the effectiveness of the program. It is up to each district to determine compensation based on available funds.

Supporting Research

New Jersey Administrative Code 6A: 9-8.3; 8.4

RECOMMENDATION

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

To ensure that the experience is meaningful, New Jersey should make certain that induction includes strategies such as reduced teaching load and/or frequent release time to observe other teachers.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey noted that regulatory changes introduced in August 2013 extend supports for first-year teachers to include not just novice teachers new to the profession but also experienced teachers who are new to a district.

Figure 86

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

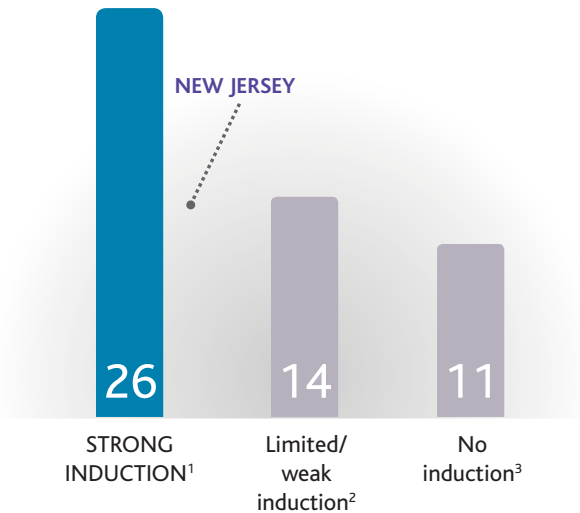
| | MENTORING FOR ALL NEW TEACHERS | MENTORING OF SUFFICIENT FREQUENCY AND DURATION | MENTORING PROVIDED AT BEGINNING OF SCHOOL YEAR | CAREFUL SELECTION OF MENTORS | MENTORS MUST BE TRAINED | MENTORS / PROGRAMS MUST BE EVALUATED | MENTORS ARE COMPENSATED | USE OF A VARIETY OF EFFECTIVE INDUCTION STRATEGIES |
|----------------------|--------------------------------|--|--|------------------------------|-------------------------|--------------------------------------|-------------------------|--|
| 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 | □ | □ | □ | □ | □ | □ | □ | □ |
| | 31 | 22 | 9 | 24 | 29 | 20 | 20 | 21 |

★ **EXAMPLE 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 87

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



1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Hawaii, Illinois, Iowa, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, Utah, Virginia

2. Alaska, Arizona, Florida, Kansas, Montana, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Texas, Washington, West Virginia, Wisconsin

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

Area 4: Retaining Effective Teachers

› Goal B – Professional Development

The state should ensure that teachers receive feedback about their performance and 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.)

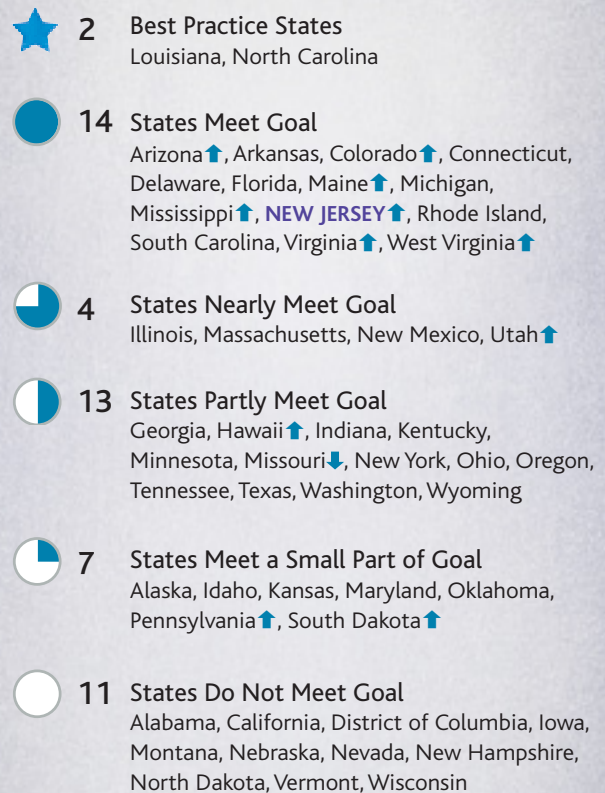
1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should require that all teachers who receive a rating of ineffective/unsatisfactory or needs improvement on their evaluations be placed on an improvement plan.
3. The state should 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: nctq.org/statepolicy

Figure 88

How States are Faring in Professional Development



Progress on this Goal Since 2011:

↑ : 11 ↔ : 39 ↓ : 1

4-B Analysis: **New Jersey**



State Meets Goal



Progress Since 2011

ANALYSIS

New Jersey requires that all teachers have professional development plans. In addition, teachers have annual summary conferences with their supervisors to review the annual written performance report, which includes areas of strength and areas needing improvement. The state specifies that professional development activities must be aligned with findings from teacher evaluations.

Teachers receiving a rating of ineffective or partially effective must develop a corrective action plan with his or her supervisor, and the corrective action plan must contain “timelines for corrective action and responsibilities of the teaching staff member and the school district for implementation of the plan.”

Supporting Research

Chapter 10 Educator Effectiveness 6A:10

Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act

http://www.njleg.state.nj.us/2012/Bills/PL12/26_.PDF

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

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

Figure 89

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

| | ALL TEACHERS RECEIVE FEEDBACK | EVALUATION INFORMS PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS | IMPROVEMENT PLANS FOR TEACHERS WITH POOR RATINGS |
|------------------------|-------------------------------------|--|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> ¹ |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Oregon | <input checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> ² |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin ³ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 31 | 21 | 29 |

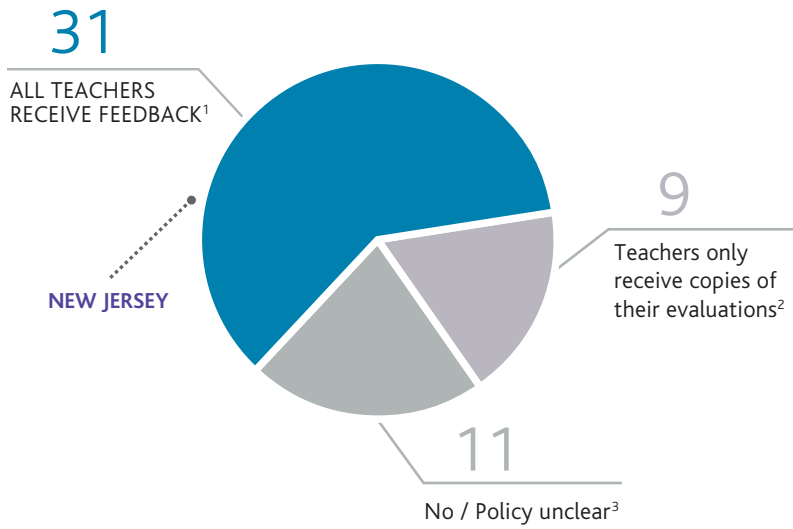
1. Improvement plans are required for tenured teachers only.

2. Improvement plans are required only for teachers teaching for four years or more.

3. Wisconsin's educator effectiveness system includes many of these elements, but is still in the pilot stage. Full implementation will not begin until 2014-2015.

Figure 90

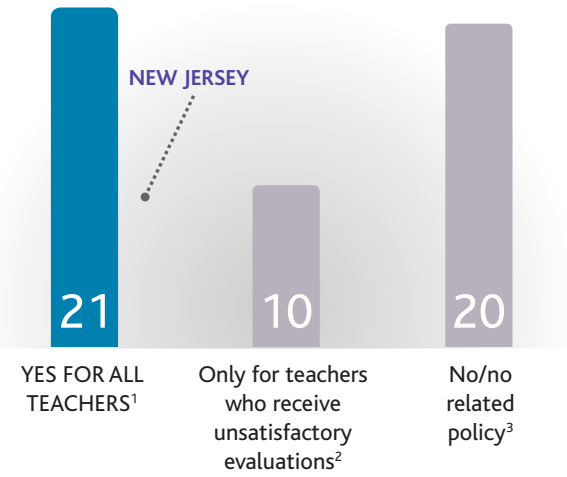
Do teachers receive feedback on their evaluations?



1. **Strong Practice:** Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wyoming
2. Alaska, California, Maryland, Montana, Nevada, New Mexico, Ohio, Oklahoma, Pennsylvania
3. Alabama, District of Columbia, Idaho, Iowa, Minnesota, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Wisconsin⁴
4. Wisconsin's educator effectiveness system requires that teachers receive feedback, but it is still in the pilot stages. Full implementation will not begin until 2014-15.

Figure 91

Do states require that teacher evaluations inform professional development?



1. **Strong Practice:** Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Louisiana, Maine, Michigan, Minnesota, Mississippi, New Jersey, New Mexico, North Carolina, Rhode Island, South Carolina, Tennessee, Virginia, West Virginia, Wyoming
2. Alaska, Hawaii, Illinois, Indiana, Maryland, Massachusetts, Missouri, Ohio, Pennsylvania, Texas
3. Alabama, California, District of Columbia, Idaho, Iowa, Kansas, Kentucky, Montana, Nebraska, Nevada, New Hampshire, New York, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Vermont, Washington, Wisconsin⁴
4. Wisconsin's educator effectiveness system requires that evaluations inform professional development, but it is still in the pilot stages. Full implementation will not begin until 2014-15.

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: nctq.org/statepolicy

Figure 92

How States are Faring in Pay Scales



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

4-C Analysis: **New Jersey**



State Partly Meets Goal



Progress Since 2011

ANALYSIS

New Jersey gives local districts the authority for pay scales, eliminating barriers such as state salary schedules and other regulations that control how districts pay teachers. The state mandates a minimum salary but allows districts to determine the remainder of the schedule.

Supporting Research

New Jersey Statutes 18A: 29-5

RECOMMENDATION

- **Discourage districts from tying compensation to advanced degrees.**

While still leaving districts the flexibility to establish their own pay scale, New Jersey should articulate policies that definitively discourage districts from tying compensation to advanced degrees, in light of the extensive research showing that such degrees do not have an impact on teacher effectiveness.

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

Similarly, New Jersey should articulate policies that discourage districts from determining the highest steps on the pay scale solely by seniority.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Florida and **Indiana** allow local districts to develop their own salary schedules while preventing districts from prioritizing 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 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 93

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

| | DISTRICTS SET SALARY SCHEDULE | State sets minimum salary | State sets minimum salary schedule |
|----------------------|--|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 27 | 9 | 15 |

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 94

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

| | REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES | PROHIBITS ADDITIONAL PAY FOR ADVANCED DEGREES | Leaves pay to district discretion | Requires compensation for advanced degrees |
|----------------------|--|--|--|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 3 | 1 | 32 | 15 |

1. For advanced degrees earned after April 2014.

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

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

4. Beginning in 2015-2016.

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 Component

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

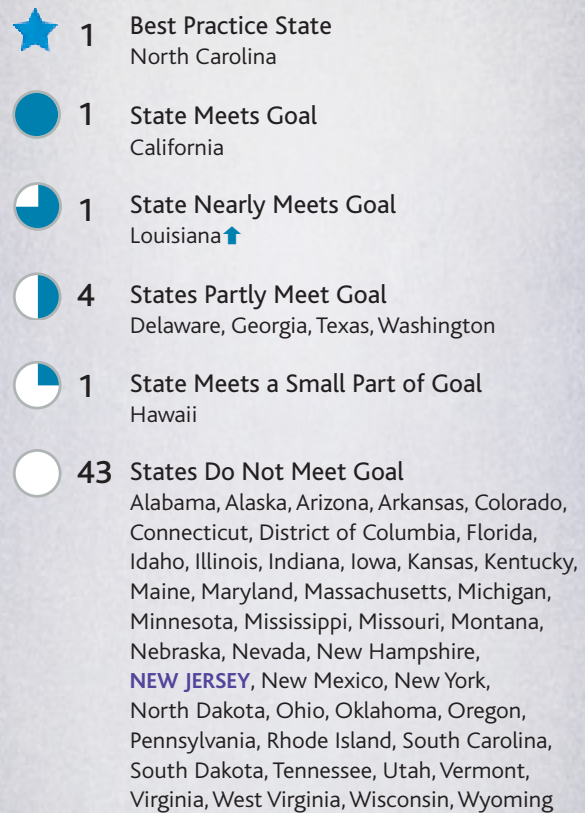
1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

Background

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

Figure 95

How States are Faring in Compensation for Prior Work Experience



Progress on this Goal Since 2011:

↑ : 1 ↔ : 50 ↓ : 0

4-D Analysis: **New Jersey**



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

New Jersey 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, New Jersey 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.

NEW JERSEY RESPONSE TO ANALYSIS

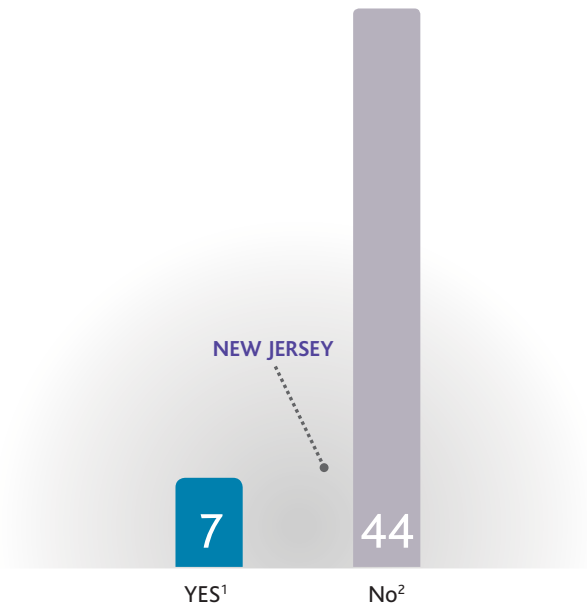
New Jersey recognized the factual accuracy of this analysis.

★ **EXAMPLE 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 96

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



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

2. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii³, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, 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

3. Hawaii's compensation is limited to prior military experience.

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.)

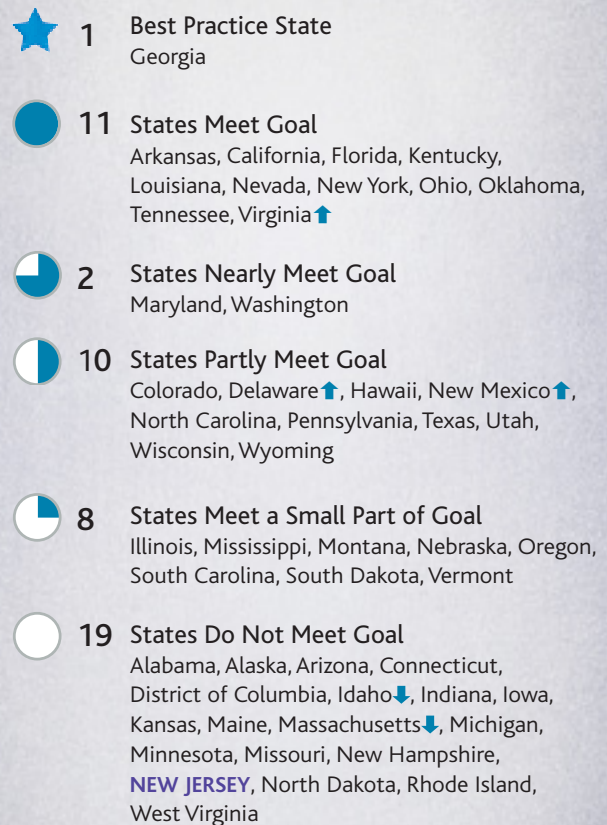
1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

Background

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

Figure 97

How States are Faring in Differential Pay



Progress on this Goal Since 2011:

↑ : 3 ↔ : 46 ↓ : 2

4-E Analysis: **New Jersey**



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

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

RECOMMENDATION

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

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

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 98

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

| | HIGH NEED SCHOOLS | | SHORTAGE SUBJECT AREAS | | |
|----------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|--|
| | DIFFERENTIAL PAY | Loan forgiveness | DIFFERENTIAL PAY | Loan forgiveness | No support |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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"/> |
| | 22 | 7 | 15 | 11 | 20 |

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

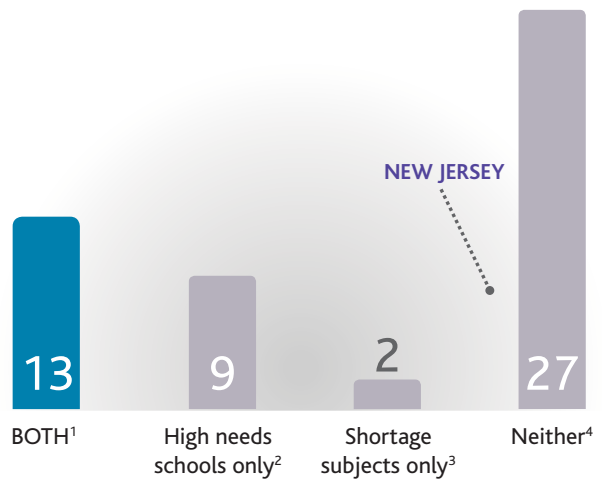
2. South Dakota offers scholarships to teachers in high-need schools.

★ **EXAMPLE 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 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.

Figure 99

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



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

Figure 100

How States are Faring in Performance Pay



Progress on this Goal Since 2011:

↑ : 6 ↔ : 42 ↓ : 3

4-F Analysis: **New Jersey**



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

New Jersey 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, New Jersey 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.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey commented that the Newark Public Schools Memorandum of Agreement defines the performance-pay section for highly effective teachers. This agreement clearly outlines one-time annual bonuses that are not part of a base salary or a pension.

Figure 101

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-supported performance pay initiatives offered in select districts or schools | Does not support performance pay |
|----------------------|---|--|---|--|-------------------------------------|
| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <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"/> | <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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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 checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" 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 checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <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 checked="" type="checkbox"/> |
| | 6 | 2 | 8 | 9 | 26 |

 **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.

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

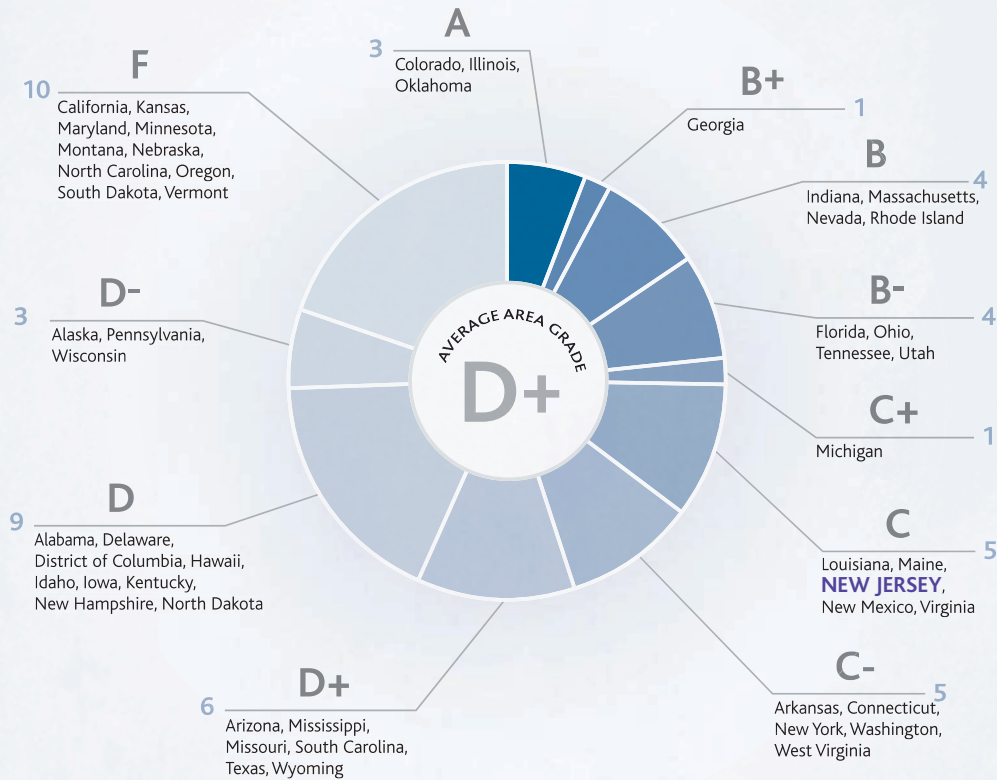
2. Nevada's initiative does not go into effect until 2015-2016.

Area 5 Summary



How States are Faring in Exiting Ineffective Teachers

State Area Grades



Topics Included In This Area

- 5-A: Extended Emergency Licenses
- 5-B: Dismissal for Poor Performance
- 5-C: Reductions in Force

Area 5: Exiting Ineffective Teachers

› Goal A – Extended Emergency Licenses

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.)

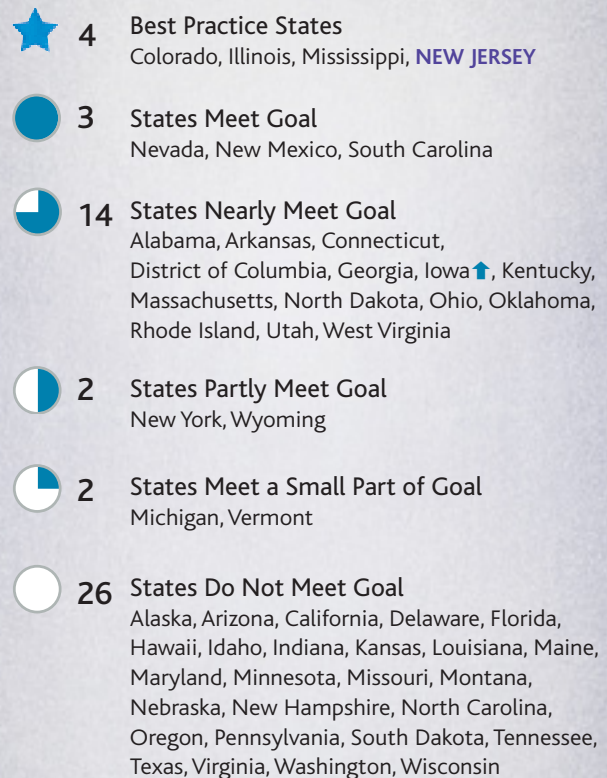
1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the 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: nctq.org/statepolicy

Figure 102

How States are Faring in Licensure Loopholes



Progress on this Goal Since 2011:

↑ : 1 ↔ : 50 ↓ : 0

5-A Analysis: **New Jersey**



Best Practice State



Progress Since 2011

ANALYSIS

New Jersey requires that all new teachers pass all required subject-matter tests as a condition of initial licensure.

Supporting Research

New Jersey Instructional Certification

<http://www.state.nj.us/education/educators/license/instructcert.htm>

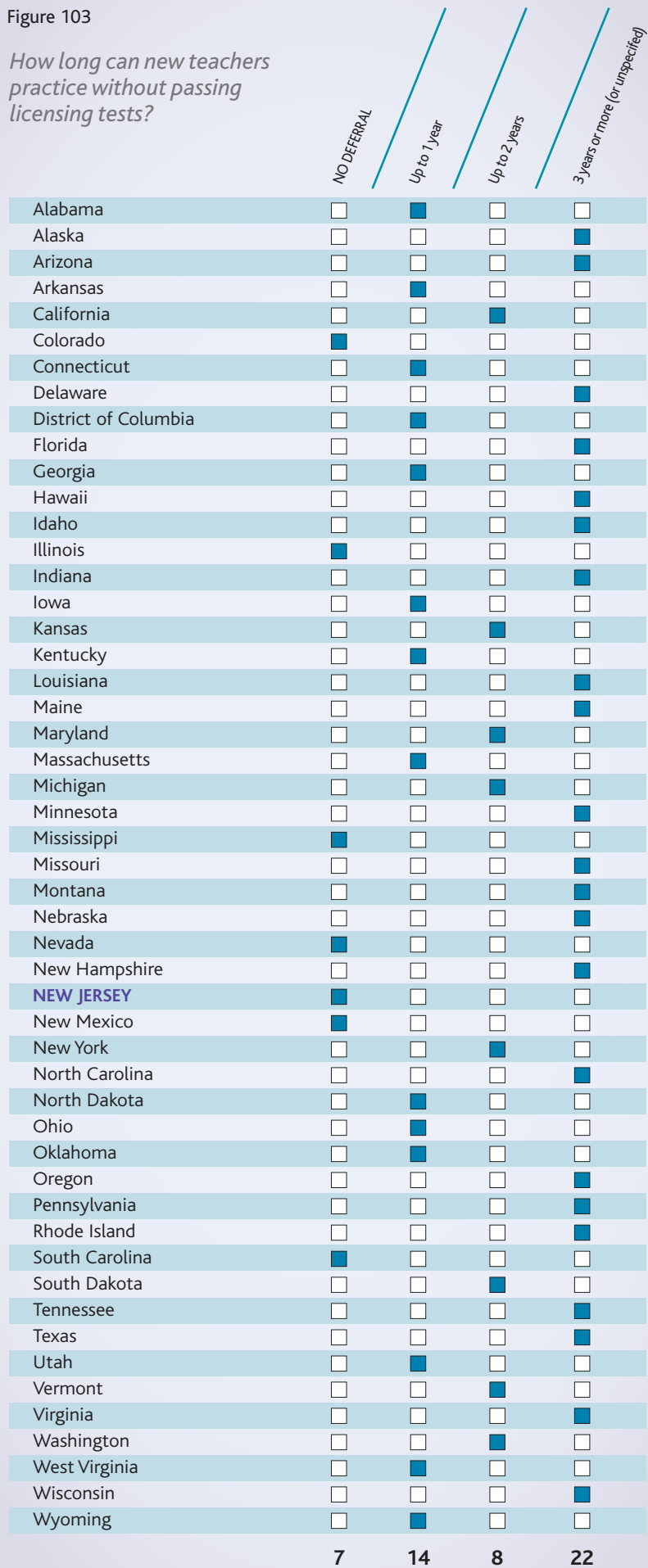
N.J.A.C. 6A:9-8.1

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 103

How long can new teachers practice without passing licensing tests?

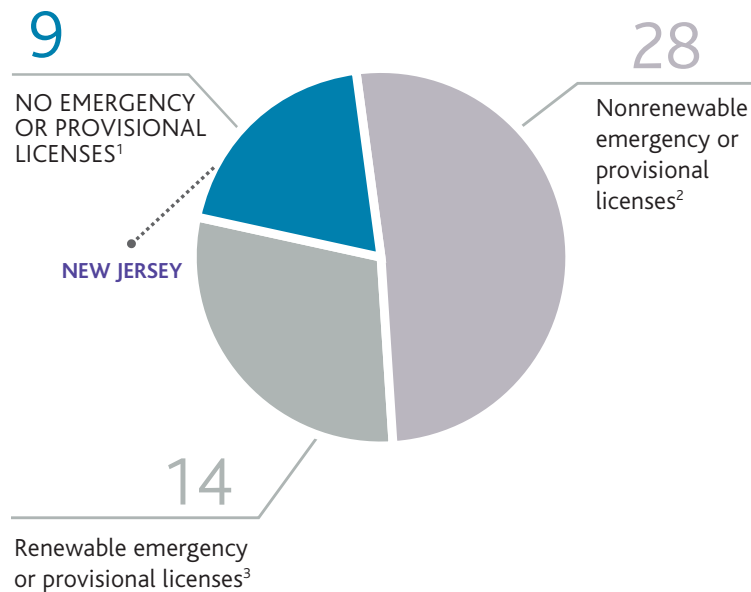


★ **EXAMPLES OF BEST PRACTICE**

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

Figure 104

Do states still award emergency licenses?



1. **Strong Practice:** Alaska⁴, Colorado, Illinois, Mississippi, Montana⁵, Nevada, New Jersey, New Mexico, South Carolina

2. Alabama, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota⁶, Ohio⁶, Oklahoma, Oregon, Rhode Island⁶, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming

3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Nebraska, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin

4. Alaska does not require subject-matter testing for initial certification.

5. Montana does not require subject-matter testing for certification.

6. License is renewable, but only if licensure tests are passed.

Area 5: Exiting Ineffective Teachers

› Goal B – 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.)

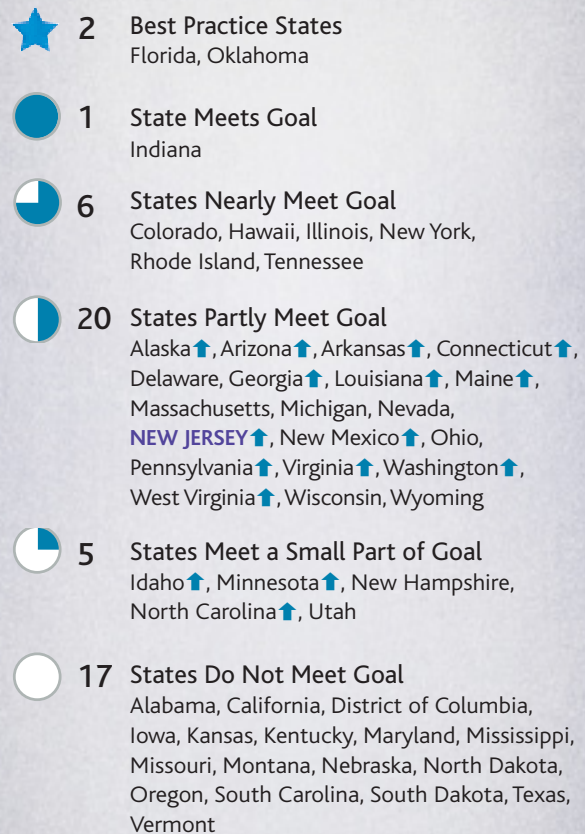
1. The state should articulate that teachers may be dismissed for ineffective classroom performance. Any teacher that receives two consecutive ineffective evaluations or two such ratings within five years should be formally eligible for dismissal, regardless of tenure status.
2. A teacher who is terminated 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: nctq.org/statepolicy

Figure 105

How States are Faring in Dismissal for Poor Performance



Progress on this Goal Since 2011:

↑ : 16 ↔ : 35 ↓ : 0

5-B Analysis: New Jersey

 State Partly Meets Goal  Progress Since 2011

ANALYSIS

New legislation in New Jersey makes ineffectiveness explicit grounds for dismissal. A superintendent may start dismissal proceedings on grounds of “inefficiency” when a teacher receives any combination of ineffective or partially effective ratings on annual summative evaluations two years in a row.

New Jersey does not 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 “inefficiency, incapacity, conduct unbecoming a teacher or other just cause.”

Tenured teachers who are dismissed have multiple opportunities to appeal. After receiving notice of dismissal, teachers have 10 days to respond, unless given an extension for good cause. The commissioner then has five days to determine whether the charges warrant dismissal. If so, the commissioner refers the case to an arbitrator for a hearing. The hearing shall take place within 45 days of an arbitrator being assigned the case, and the arbitrator shall render a decision within 45 days of the hearing. Further, the arbitrator’s decision is final and binding and cannot be appealed to the commissioner.

Supporting Research

2012 Teach NJ Act Chapter 26

http://www.njleg.state.nj.us/2012/Bills/PL12/26_.HTM

N.J.S.A. 18A: 6-10; 6-11; 6-16; 6-17.1 and 6-17.3; 6-25

RECOMMENDATION

- **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. 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 is reached within a reasonable time frame.

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

While nonprobationary teachers should have due process for any termination, it is important to differentiate between loss of employment and issues with far-reaching consequences that could permanently affect a teacher’s right to practice. New Jersey should ensure that appeals related to classroom effectiveness are decided only by those with educational expertise.

NEW JERSEY RESPONSE TO ANALYSIS

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

★ **EXAMPLES OF BEST PRACTICE**

Florida and **Oklahoma** clearly articulate that teacher ineffectiveness in the classroom is grounds for dismissal. In both states, teachers are eligible for dismissal after two annual ratings of unsatisfactory performance. Each state 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 106

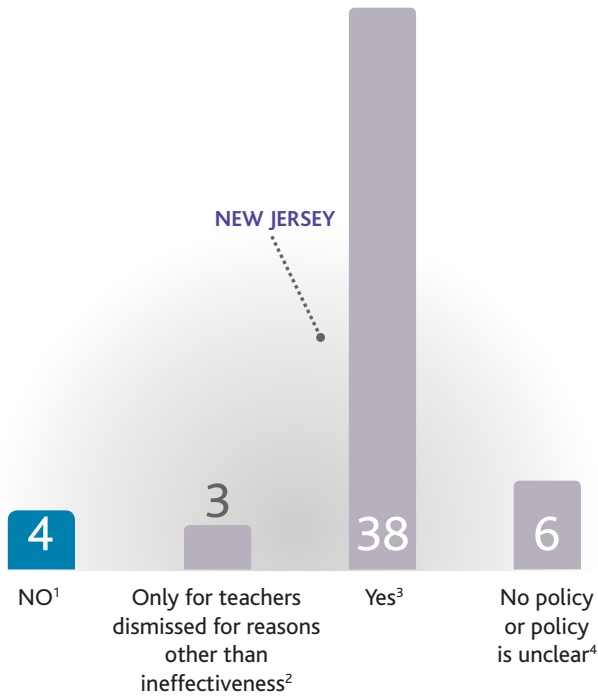
Do states articulate that ineffectiveness is grounds for dismissal?

| | YES, THROUGH DISMISSAL AND/OR EVALUATION POLICY | No |
|----------------------|---|--|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEW JERSEY | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 29 | 22 |

1. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.

Figure 107

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, Illinois, 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, Nevada⁵, Utah, Vermont

5. Though a teacher returns to probationary status after two consecutive unsatisfactory evaluations, Nevada does not articulate clear policy about its appeals process.

Area 5: Exiting Ineffective Teachers

› Goal C – 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 Component

(The factor 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: nctq.org/statepolicy

Figure 108

How States are Faring in Reductions in Force



Progress on this Goal Since 2011:

↑ : 7 ↔ : 44 ↓ : 0

5-C Analysis: **New Jersey**



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

In New Jersey, the factors used to determine which teachers are laid off during a reduction in force consider a teacher's seniority in the context of "standards to be established by the commissioner with the approval of the state board" and cannot consider "residence, age, sex, marriage, race, religion or political affiliation."

Supporting Research

New Jersey Statute 18A:28-10

RECOMMENDATION

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

New Jersey should give districts the flexibility to determine their own 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.**

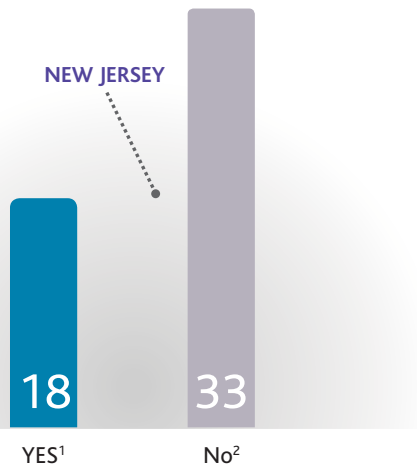
Although it may be useful to consider seniority among other criteria, New Jersey's current policy puts adult interests before student needs.

NEW JERSEY RESPONSE TO ANALYSIS

New Jersey recognized the factual accuracy of this analysis.

Figure 109

Do districts have to consider performance in determining which teachers are laid off?



- Strong Practice:** Colorado, Florida, Georgia, Illinois, Indiana, Louisiana, Maine, Massachusetts³, Michigan, Missouri, Ohio³, Oklahoma, Rhode Island, Tennessee, Texas, Utah, Virginia, Washington
- Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, West Virginia, Wisconsin, Wyoming
- Tenure is considered first.

Figure 110

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

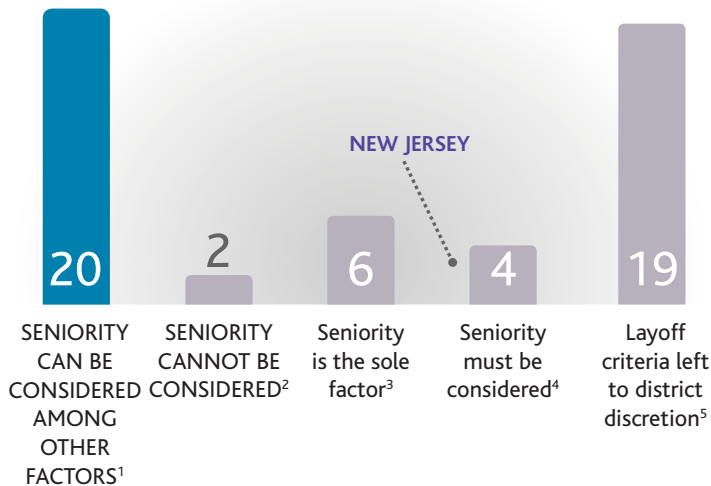
| | PERFORMANCE MUST BE CONSIDERED | SENIORITY CANNOT BE THE ONLY FACTOR |
|----------------------|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input 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 checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEW JERSEY | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> |
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| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 18 | 22 |

★ **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 111

Do states prevent districts from overemphasizing seniority in layoff decisions?



1. **Strong Practice:** Arizona, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Maine, Massachusetts⁶, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas, Virginia, Washington
2. **Strong Practice:** Louisiana, Utah
3. Hawaii, Minnesota, New York, Pennsylvania, West Virginia, Wisconsin⁷
4. California, Kentucky, New Jersey, Oregon
5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Iowa, Kansas, Maryland, Mississippi, Montana, Nebraska⁶, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, 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.

Goals and Keywords

| GOAL | STATEMENT | KEY WORDS |
|--|---|--|
| AREA 1: Delivering Well Prepared Teachers | | |
| 1-A: Admission into Teacher Preparation | The state should require teacher preparation programs to admit only candidates with strong academic records. | <i>admission requirements, academic proficiency measures, basic skills tests, GPA</i> |
| 1-B: Elementary Teacher Preparation | The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, providing the necessary foundation for teaching to the Common Core or similar state standards. | <i>license/certification, elementary teachers, early childhood teachers, content tests, elementary coursework/standards, content specialization requirements</i> |
| 1-C: Elementary Teacher Preparation in Reading Instruction | The state should ensure that new elementary teachers know the science of reading instruction. | <i>license/certification, elementary teachers, early childhood teachers, science of reading tests, science of reading coursework/standards</i> |
| 1-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. | <i>license/certification, elementary teachers, early childhood teachers, math content tests, math coursework/standards</i> |
| 1-E: Middle School Teacher Preparation | The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content. | <i>license/certification, middle school teachers, content tests, K-8 licenses, content specialization requirements</i> |
| 1-F: Secondary Teacher Preparation | The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content. | <i>license/certification, secondary teachers, secondary social studies, content tests, endorsements</i> |
| 1-G: Secondary Teacher Preparation in Science | The state should ensure that secondary science teachers know all the subject matter they are licensed to teach. | <i>license/certification, secondary general science, content tests, combination sciences</i> |
| 1-H: Special Education Teacher Preparation | The state should ensure that special education teachers know the subject matter they are licensed to teach. | <i>license/certification, special education teachers, content tests, K-12 special education license, elementary special education, secondary special education</i> |
| 1-I: Assessing Professional Knowledge | The state should use a licensing test to verify that all new teachers meet its professional standards. | <i>license/certification, pedagogy, professional standards/knowledge, performance assessments, edTPA</i> |
| 1-J: Student Teaching | The state should ensure that teacher preparation programs provide teacher candidates with a high quality clinical experience. | <i>student teaching, cooperating teachers, clinical preparation, placements</i> |
| 1-K: 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. | <i>teacher preparation programs, program accountability, student achievement, standard of performance, public reporting, national accreditation</i> |

Goals and Keywords

| GOAL | STATEMENT | KEY WORDS |
|---|---|--|
| AREA 2: Expanding the Teaching Pool | | |
| 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. | <i>alternate route programs, admission requirements, GPA, academic proficiency measures, subject-matter test, flexibility/ test-out</i> |
| 2-B: Alternate Route Preparation | The state should ensure that its alternate routes provide efficient preparation that is relevant to the immediate needs of new teachers, as well as adequate mentoring and support. | <i>alternate route programs, coursework requirements, length of program, student/ practice teaching, induction, mentoring</i> |
| 2-C: Alternate Route Usage and Providers | The state should provide an alternate route that is free from limitations on its usage and allows a diversity of providers. | <i>alternate routes; subject, grade or geographic restrictions; college or university providers; district-run programs; non-profit providers</i> |
| 2-D: Part-Time Teaching Licenses | The state should offer a license with minimal requirements that allows content experts to teach part time. | <i>part-time license/certificate, adjunct license</i> |
| 2-E: Licensure Reciprocity | The state should help to make licenses fully portable among states, with appropriate safeguards. | <i>license reciprocity, license portability, out-of-state teachers, testing requirements, online teachers</i> |
| AREA 3: Identifying Effective Teachers | | |
| 3-A: State Data Systems | The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness. | <i>longitudinal data systems, definition of teacher of record, teacher production</i> |
| 3-B: Evaluation of Effectiveness | The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation. | <i>teacher evaluation, teacher effectiveness, student learning, classroom observations, surveys, rating categories</i> |
| 3-C: Frequency of Evaluations | The state should require annual evaluations of all teachers. | <i>teacher evaluation, evaluation frequency, classroom observations, feedback</i> |
| 3-D: Tenure | The state should require that tenure decisions are based on evidence of teacher effectiveness. | <i>tenure, probationary period, continuing contracts, teacher effectiveness</i> |
| 3-E: Licensure Advancement | The state should base licensure advancement on evidence of teacher effectiveness. | <i>probationary license, professional license, license renewal, evidence of teacher effectiveness, coursework requirements</i> |
| 3-F: Equitable Distribution | The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children. | <i>public reporting, aggregate school-level data, evaluation ratings, school report cards, teacher absenteeism rate, turnover rate</i> |

Goals and Keywords

| GOAL | STATEMENT | KEY WORDS |
|---|--|--|
| AREA 4: Retaining Effective Teachers | | |
| 4-A: Induction | The state should require effective induction for all new teachers, with special emphasis on teachers in high-need schools. | <i>mentoring, induction, mentor selection, reduced teaching load, release time</i> |
| 4-B: Professional Development | The state should ensure that teachers receive feedback about their performance and should require professional development to be based on needs identified through teacher evaluations. | <i>feedback from observations/evaluations, professional development linked to evaluations results, improvement plans</i> |
| 4-C: Pay Scales | The state should give local districts authority over pay scales. | <i>teacher compensation, salary schedules, pay scales, steps and lanes, advanced degrees, years of experience, teacher performance</i> |
| 4-D: Compensation for Prior Work Experience | The state should encourage districts to provide compensation for related prior subject-area work experience. | <i>teacher compensation, relevant work experience</i> |
| 4-E: Differential Pay | The state should support differential pay for effective teaching in shortage and high-need areas. | <i>teacher compensation, differential pay, shortage subject areas, high-need schools</i> |
| 4-F: Performance Pay | The state should support performance pay, but in a manner that recognizes its appropriate uses and limitations. | <i>teacher compensation, performance pay, teacher performance, student achievement</i> |
| AREA 5: Exiting Ineffective Teachers | | |
| 5-A: Extended Emergency Licenses | The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching. | <i>emergency licenses, provisional certificates, loopholes, subject-matter tests</i> |
| 5-B: 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. | <i>dismissal, ineffectiveness, poor performance, appeals, due process</i> |
| 5-C: 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. | <i>reduction in force, layoffs, teacher performance, seniority</i> |

Teacher Policy Priorities for New Jersey

AREA 1: Delivering Well Prepared Teachers

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| ■ Adopt a rigorous stand-alone science of reading test for all elementary teacher candidates. | Goal 1-C |
| ■ Specifically require secondary social studies teachers to pass a content test for each discipline they are licensed to teach. | Goal 1-F |
| ■ Require all new teachers to pass a pedagogy test. | Goal 1-I |
| ■ Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning. | Goal 1-J |
| ■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data. | Goal 1-K |

AREA 2: Expanding the Teaching Pool

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| ■ Require out-of-state teachers to meet the state's own testing requirements. | Goal 2-E |
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AREA 3: Identifying Effective Teachers

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| ■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness. | Goal 3-E |
| ■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness. | Goal 3-F |

AREA 4: Retaining Effective Teachers

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| ■ Discourage districts from basing teacher pay scales primarily on advanced degrees and seniority. | Goal 4-C |
| ■ Support differential pay initiatives for effective teachers in both shortage subject areas and high-need schools. | Goal 4-E |
| ■ Support performance pay to recognize teachers for their effectiveness. | Goal 4-F |

AREA 5: Exiting Ineffective Teachers

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| ■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force. | Goal 5-C |
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