

Appendix: Respondents' views on all teacher quality policy areas

September 2023

Area 1: Areas of instruction

Scientifically based reading instruction

Students with disabilities

Elementary mathematics instruction

Social-emotional learning

English language learners

Area 2: Building a stronger workforce before entry

Teacher recruitment & hiring

Diversifying the workforce

Improving teacher preparation

Teacher compensation

Teacher licensure standards and assessments

Area 3: Supporting a strong workforce in the classroom

Retention

Re-envisioning teacher roles & building teacher career pathways

Evaluation & professional learning

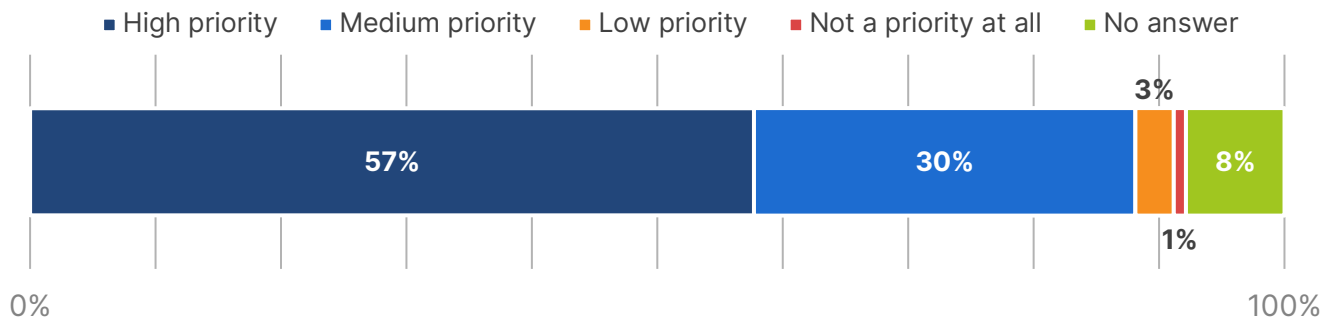
Layoff policies

Area 4: Teacher workforce data systems

Methodology

Scientifically based reading instruction

Reading is a high priority for more than half of respondents



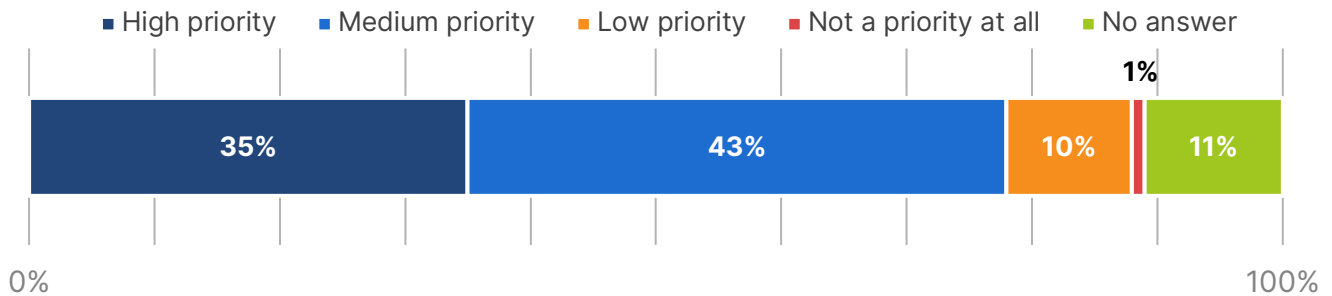
Note: Data does not add up to 100% due to rounding.

Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Require and/or provide funding for elementary teachers to obtain training in scientifically based reading instruction	77
Establish or strengthen comprehensive standards for teacher preparation programs on scientifically based reading instruction	75
Require that districts use a state-agency approved literacy curricula that adequately address the five components of early reading instruction	53
Provide funds or opportunities to build the capacity of higher education faculty who teach scientifically based reading instruction	49
Require a research-based early literacy screening assessment and/or dyslexia screener for early elementary students	48
Require or recommend content-rich curricula that build students' knowledge across disciplines (as background knowledge supports reading comprehension)	46
Require that all new elementary teachers pass a rigorous licensure test of scientifically based reading instruction that verifies knowledge of the five components of early reading instruction	39
Prohibit curricula or practices that teach content contrary to research-based practices (e.g., three-cueing)	21
Other	12

Students with disabilities

A third of respondents identify supporting students with disabilities as a high priority

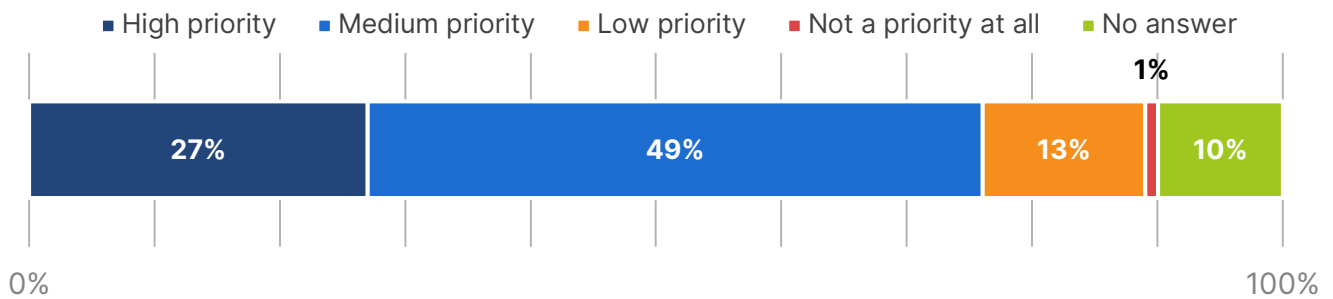


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Develop meaningful retention strategies, such as an intensive induction experience for special education teachers prepared via quick routes to the classroom	45
Set policies to expand pre-service teacher training and/or in-service teacher professional development on the skills to accurately identify the signs of learning and attention issues (e.g., trouble following directions, problems paying attention) while avoiding bias in identification of students of color and students from low-income backgrounds.	41
Offer financial incentives to enhance the supply of special education teachers (e.g., loan forgiveness, pay bonuses, or raises)	41
Require that all teacher preparation programs prepare elementary special education candidates in the science of reading instruction	33
Set policies to expand pre-service and/or in-service teacher training on the skills to identify the signs of reading failure	27
Require that every teacher candidate receives preparation in supporting students with learning disabilities	25
Require all special education teacher candidates to pass a test of knowledge of how to teach special education students	17
Require that all new special education teachers who teach elementary grades are required to pass a rigorous elementary test of scientifically based reading instruction, verifying knowledge of the five components of early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension	13
Require new secondary special education teachers possess content knowledge on all subjects they'll be licensed to teach, through a licensure test	11
Require that all elementary special education teacher candidates pass a licensure test across elementary subject areas	9
Create separate special education licenses for elementary vs. secondary high-incidence special education teachers	9
Other	6

Elementary mathematics instruction

A quarter of respondents identify math as a high priority

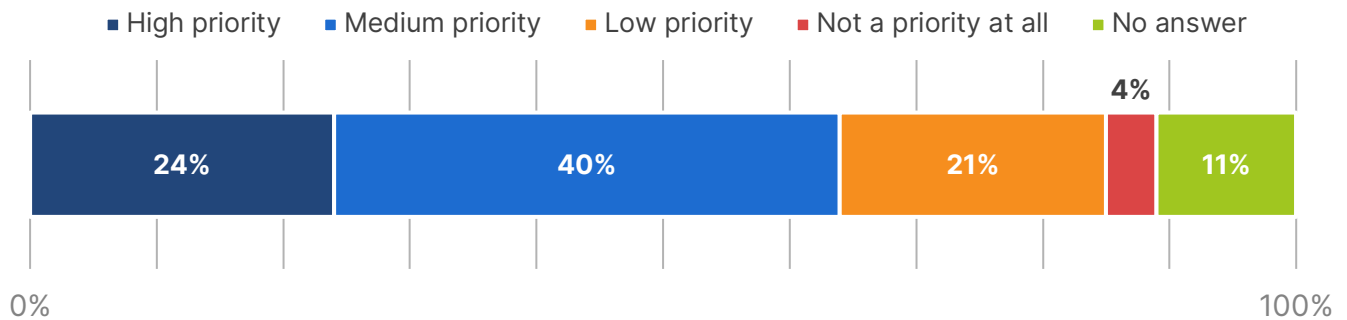


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Require and/or provide funding for elementary teachers to obtain training in math content	35
Establish or strengthen comprehensive standards for teacher preparation programs specific to elementary math content	34
Provide funds or opportunities to build the capacity of higher education faculty who prepare candidates to teach elementary math	23
Require that districts use an approved mathematics curriculum	16
Require that all new elementary teachers pass a rigorous licensure test of their knowledge of mathematics relevant for teaching elementary grades	13
Require a K-2 student assessment in math	7
Other	9

Social-emotional learning

A quarter of respondents identify social-emotional learning as a high priority

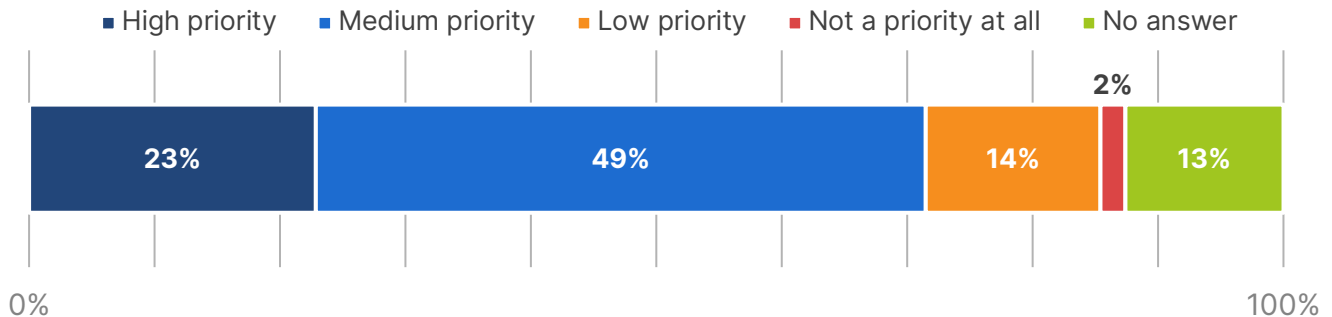


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Provide funds for staff dedicated to supporting students' social-emotional learning	31
Require and/or provide funding for elementary teachers to obtain training in social-emotional learning	25
Establish or strengthen standards for teacher preparation programs requiring instruction on social-emotional learning and/or supporting students' mental health	24
Provide supports to higher education faculty in teacher preparation programs to teach how to support social-emotional learning	22
Establish or strengthen standards for students' social-emotional learning competencies, with a parallel set for teachers	19
Set requirements around districts' use of curricular materials aligned to social-emotional learning	11
Other	5

English language learners

A quarter of respondents identify supporting English language learners as a high priority



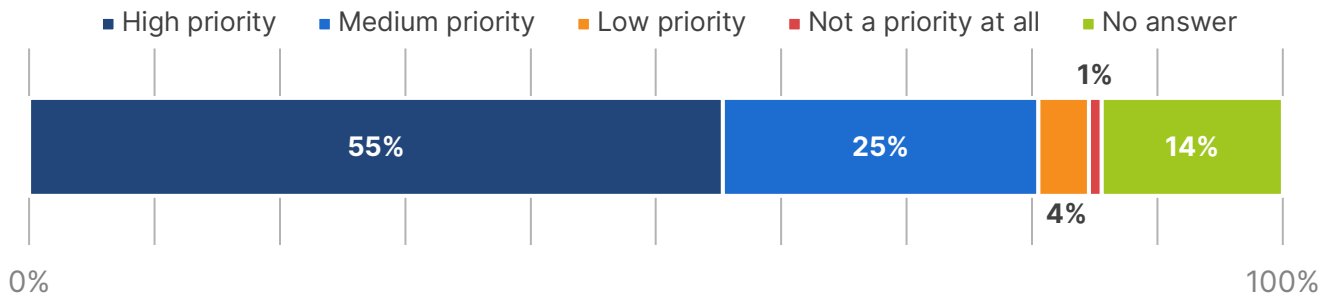
Note: Data does not add up to 100% due to rounding.

Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Set clear standards and/or competencies for teachers to earn an English language learner or Bilingual teaching license or endorsement	21
Specify additional funding for English language learners in funding formulas and/or differentiate funding by need (e.g., weighted formulas for English language learners by age, grade, or need)	21
Offer financial incentives to enhance the supply of English language learner teachers (e.g., loan forgiveness, pay bonuses, or raises)	21
Establish or strengthen standards for teacher preparation programs to teach all candidates to support English language learners to read using scientifically based reading instruction	20
Establish or strengthen standards for teacher preparation programs to teach all candidates to meet the needs of English language learners	19
Require specific coursework in English language learner instruction and/or licensure requirements for all teacher candidates	12
Other	2
None of the above	2

Teacher recruitment & hiring

More than half of respondents identify teacher recruitment & hiring as a top priority



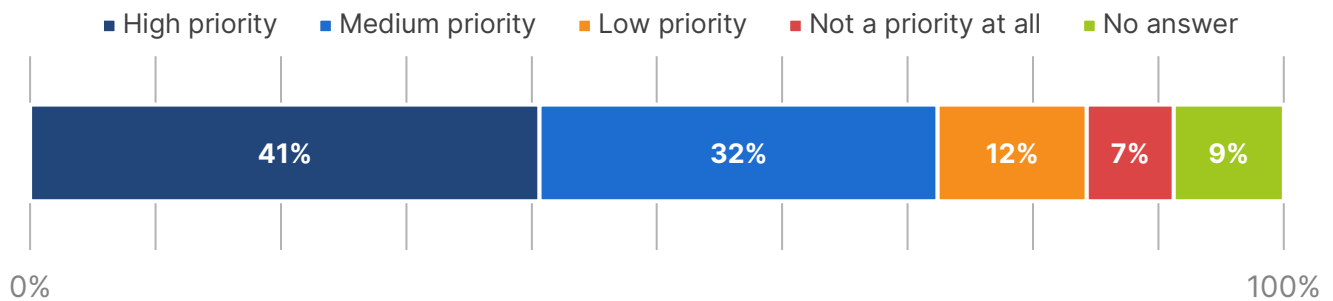
Note: Data does not add up to 100% due to rounding.

Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Fund "Grow Your Own" programs (programs that seek to recruit aspiring teachers from within the community, such as paraprofessionals)	83
Fund scholarships or loan forgiveness for people who pursue teaching	78
Establish or expand a teacher apprenticeship program	75
Fund or establish programs to introduce high school students to teaching as a career path	74
Establish or expand teacher residency programs	63
Increase overall teacher salaries (e.g., through a statewide salary schedule)	58
Fund or encourage higher starting salaries for first-year teachers	56
Design a marketing campaign to attract potential teachers	39
Establish a statewide hiring or job portal system	35
Fund or encourage hiring bonuses	30
Set requirements for teacher preparation programs to fill district teacher demand	18
Other	8

Diversifying the workforce

Building a diverse teacher workforce is a high priority for 2 in 5 respondents



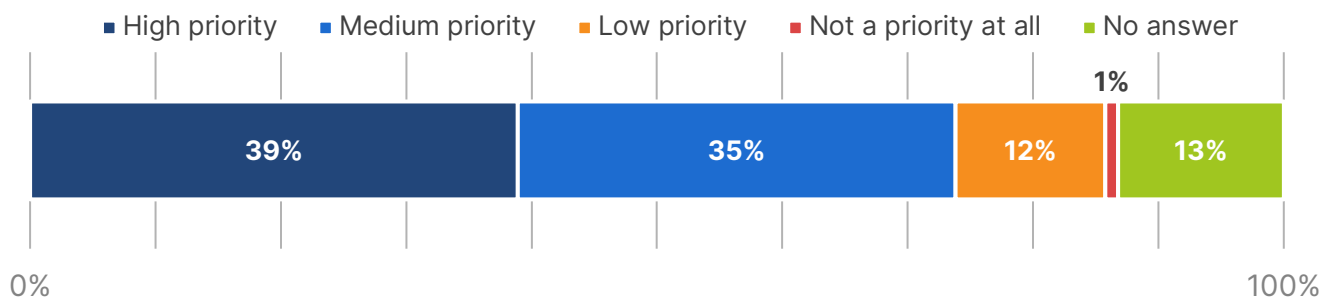
Note: Data does not add up to 100% due to rounding.

Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Provide funds for scholarships, loan forgiveness, or tuition reimbursement for aspiring teachers, prioritizing aspiring teachers of color	58
Support “grow your own” programs with an explicit requirement or incentive to teach in the state or return to one’s home district, through policy or funding	54
Invest in mentors and/or affinity groups for teachers of color to support retention	49
Develop meaningful retention strategies, such as an intensive induction experience for teachers prepared via quick routes to the classroom	47
Support high school pipeline programs that promote interest in teaching	45
Collect and publish disaggregated racial and ethnic demographic data for the educator workforce	35
Set a specific, public, statewide goal to diversify the workforce	35
Invest in educator preparation programs at minority-serving institutions	34
Develop and publish projections of supply and demand for the teacher workforce, disaggregated by race/ethnicity	33
Provide opportunities or resources for teacher professional development on being anti-biased, culturally competent, and/or culturally responsive	33
Support differentiated pay to work in hard-to-staff schools through policy or funding	31
Provide policy or funding support for schools and districts to hire teachers from diverse institutions such as minority-serving institutions	25
Hold preparation programs accountable for their efforts to diversify the workforce	19
Develop a task force or other state-level initiative to advance the state’s teacher diversity goals	19
Other	6
None of the above	1

Improving teacher preparation

Teacher preparation is a high priority for nearly two in five respondents

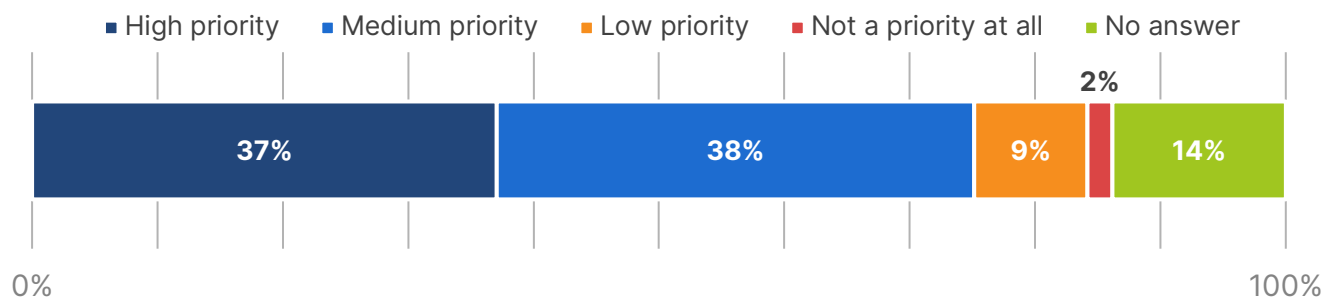


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Set standards for programs in key areas of instruction (e.g., reading preparation, mathematics preparation, preparation to teach students with disabilities)	44
Set standards for clinical practice requirements (within coursework and for student teaching/residency, length of time, characteristics of mentor teacher, etc.)	41
Create opportunities for preparation programs to form learning networks with each other	39
Publish preparation program data (e.g., placement rates, retention rates, teacher performance, pass rates on licensure exams) in a publicly available dashboard or report	36
Use program approval process to promote prep program improvement	36
Use program approval process to highlight high-performing programs or identify exemplar programs that other programs can learn from within the state	35
Host informal discussions or convenings with prep programs and state education leaders to discuss performance, challenges, opportunities to improve	30
Publish report cards on preparation program performance on key metrics that incorporate evaluative judgment (e.g., deeming a pass rate as high or low)	28
Use program approval process to identify and close down low-performing programs	27
Provide funding for preparation programs to identify areas of improvement and pay to conduct the work to make improvements (e.g., buy out faculty time)	26
Require that all state-approved preparation programs offer specific courses (e.g., elementary programs must offer a course in numbers and operations)	24
Other	9

Teacher compensation

Teacher compensation is a high priority for over a third of respondents

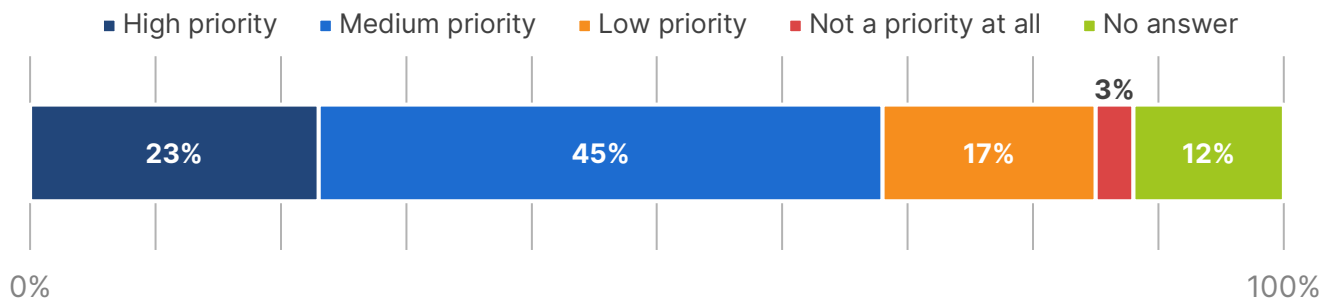


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Offer financial incentives (e.g., loan forgiveness, pay bonuses, or raises) to increase the supply of teachers in hard to staff subjects	56
Give districts flexibility to implement differentiated pay in hard to staff schools and subjects	40
Set minimum starting salary for beginning teachers	38
Provide support and/or funds to help districts implement differentiated pay at impactful levels (at least 7.5% of teacher salary)	32
Provide policy flexibility for districts to compensate new teachers with relevant prior work experience	31
Allow districts to reward teachers for demonstrated classroom effectiveness and allow districts flexibility to define the criteria for performance pay	29
Support district modifications to pay structures by not defining steps and lanes at each level	22
Provide incentives for districts to move away from providing additional compensation for advanced degrees	8
Eliminate salary increases for teachers who have, or go on to earn, a master's degree	5
Other	5
None of the above	3

Teacher licensure standards and assessments

A quarter of respondents identify teacher licensure standards as a high priority

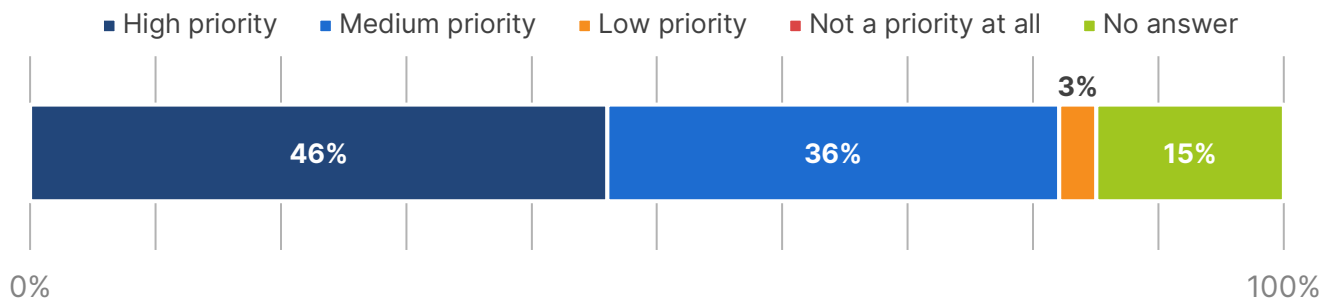


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Provide multiple pathways for candidates applying for a license to demonstrate pedagogy and classroom management	26
Provide multiple pathways for candidates applying for a license to demonstrate content knowledge (e.g., licensure test, portfolio, GPA)	25
Publish higher education institution or teacher prep program-level pass rate data on licensure tests	16
Include consideration about licensure test pass rates as part of the teacher preparation program approval process by the state (e.g., by establishing a minimum percentage of candidates who must pass the licensure test, or by explicitly weighing pass rates among other criteria)	11
Require a content-focused licensure test in every subject a teacher is licensed to teach	9
Allow teachers to teach for several years before passing a content licensure test	8
Require a performance assessment (e.g., edTPA)	8
Remove licensure requirements; evaluate teachers based on their performance after they are teachers of record	5
Raise the cut score (minimum score needed to pass) for licensure tests	3
Remove requirements for demonstration of content knowledge to earn a standard teaching license	2
Remove requirements for candidates applying for a license to demonstrate pedagogy and classroom management to earn a standard teaching license	1
Lower the cut score (minimum score needed to pass) for licensure tests	1
Other	7
None of the above	1

Retention

Teacher retention is a high priority for nearly half of respondents

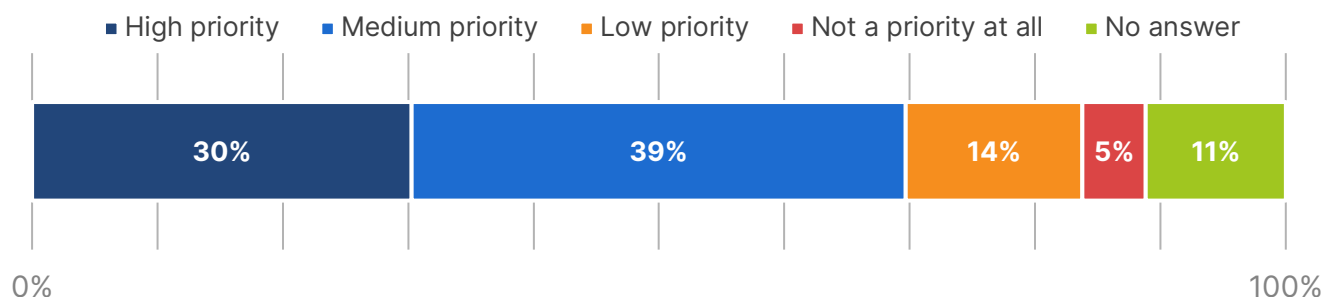


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Provide career pathways that offer teachers additional responsibility without leaving the classroom	55
Ensure that all novice teachers are paired with an effective mentor teacher	55
Conduct and report on data from exit surveys when teachers decide to leave the district or school	49
Conduct school climate surveys to inform school and district leaders of how to better support teachers	48
Increase teacher collaborative planning time	47
Increase teachers' salaries from early to mid-career more quickly	39
Increase teacher planning time	37
Fund retention bonuses for teachers	36
Fund increased professional learning opportunities	34
Provide funding or other support for flexible work schedules	33
Set a minimum salary schedule	27
Increase teachers' salaries more quickly based on teacher performance	26
Reform teacher pension systems so that early and mid-career teachers can benefit even if they don't stay in the same district until retirement	20
Increase payments for health insurance premiums	18
Increase vacation or sick leave available to teachers	13
Other	8
None of the above	2

Re-envisioning teacher roles & building teacher career pathways

Teacher roles & career pathways are high priorities for nearly a third of respondents



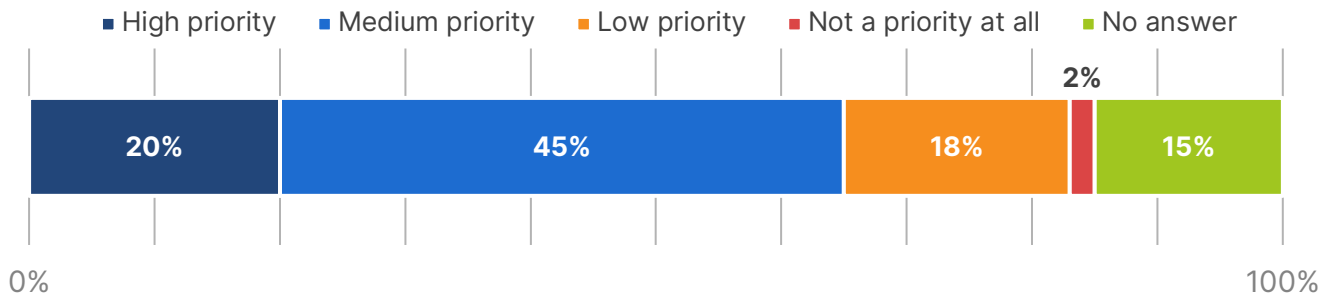
Note: Data does not add up to 100% due to rounding.

Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Support through policy or funding opportunities for teachers to assume leadership roles and/or advanced roles that allow them to simultaneously continue teaching	46
Offer or encourage districts to offer meaningful monetary incentives such as additional compensation for teachers who assume leadership roles	40
Offer or encourage districts to offer meaningful non-monetary supports (e.g., reduced class loads so that teachers teach fewer courses) for teachers who assume teacher leadership roles	34
Allow or encourage flexibility around work schedules	27
Allow or encourage National Board Certification through providing resources for teachers who pursue this certification (e.g., give teachers time during the work day to address requirements) or through bonus pay or salary increases for teachers who earn National Board Certification	26
Remove barriers in collective bargaining agreements that currently prohibit the re-imagining of teacher roles	24
Require that teachers are strategically selected for teacher leadership roles based on criteria that includes content knowledge and classroom effectiveness	23
Require that evidence of effectiveness is considered as a factor for advancement from an initial to a professional license	17
Other	5

Evaluation & professional learning

Teacher evaluation & professional learning are high priorities for a fifth of respondents

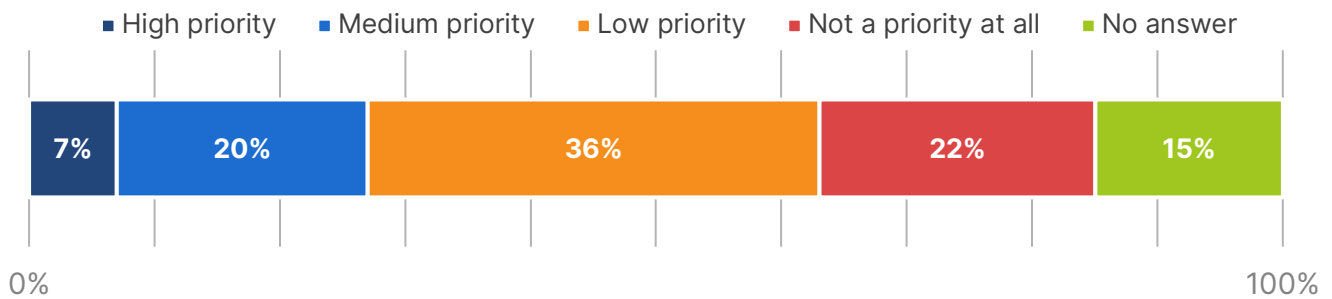


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Provide guidance on quality professional learning opportunities	25
Provide funding for teachers to pursue relevant professional learning opportunities	21
Use student growth data in teacher evaluation	19
Require multiple observations and written feedback for teachers annually	19
Require evaluation results to be connected to professional learning	19
Require annual observations and evaluations for all teachers, regardless of tenure status	16
Provide training directly or provide funds for training of evaluators	16
Require or encourage the use of surveys (of students, teachers, parents/community)	16
Collect and publish aggregate teacher evaluation results at the district level	9
Other	6

Layoff policies

Few respondents consider teacher layoffs a high priority

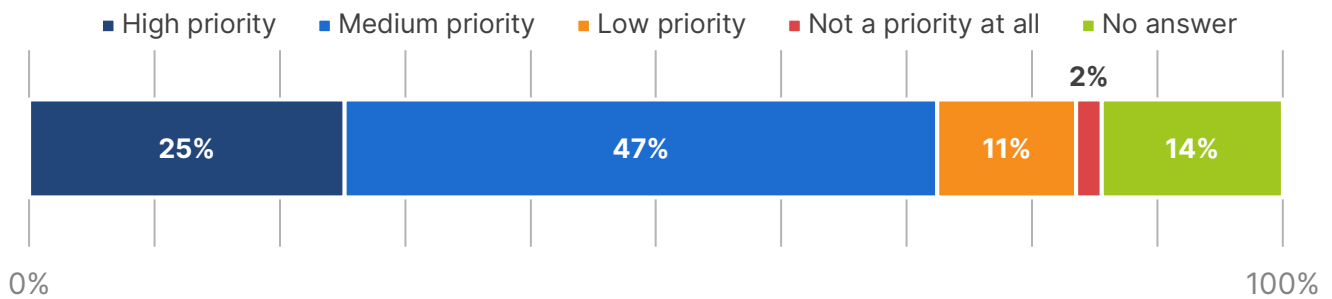


Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Encourage or require use of multiple measures in layoff decisions	68
Eliminate use of seniority in layoff decisions (but allow a range of other criteria)	44
Require that all districts base layoff decisions in part on teacher effectiveness	38
Encourage all districts to base layoff decisions in part or entirely on teacher effectiveness	29
Encourage or require consideration of teacher characteristics in layoff decisions	29
Require that all districts base layoff decisions entirely on teacher effectiveness	9
Other	6
None of the above	24

Teacher workforce data systems

One in four respondents consider teacher workforce data a high priority



Note: Data does not add up to 100% due to rounding.

Actions anticipated to have the greatest effect

Action	# of respondents who think this is an effective action
Collect and publish data on vacancies, disaggregated by the licensure area at the district level (or more locally)	38
Invest funds in improving teacher data infrastructure	38
Collect and publish teacher turnover data, differentiating between mobility and attrition	36
Connect teacher supply and demand data to identify specific shortages and forecast needs of the teacher workforce in the future	36
Publish data on teacher supply (program completers, number of people earning a license) on the state's website	31
Collect and publish data on other teacher characteristics (proportion not fully certified, race, gender, teaching out-of-field, years of experience, levels of effectiveness)	30
Other	4
None of the above	1

Methodology

This survey was administered for three weeks in March and April 2023. NCTQ sent the survey via email to leaders in state education agencies, members of education committees in state legislatures, state boards of education, education-focused advocacy and nonprofit organizations, and researchers who have authored multiple studies on teacher quality issues (see table below). The survey was sent to a total of 2,230 people, and we received 181 responses from 44 states and D.C. (although not all respondents identified their state).

NCTQ analyzed responses separately for the two most prevalent groups of respondents—people from state education agencies and those from advocacy/nonprofit organizations—and found little difference in responses from these two groups.

Respondents' organization type

Organization	# respondents	% respondents
State education agency	44	24%
Advocacy/nonprofit organization	37	20%
Blank	29	16%
State board of education	26	14%
Institution of higher education	14	8%
State legislature	13	7%
Research center/organization	11	6%
Other (please specify)	7	4%

Note: Data does not add up to 100% due to rounding.