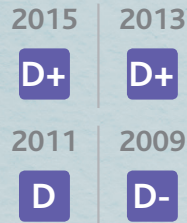


2017 State Summary District of Columbia

Summary of District of Columbia Teacher Policies:



- ★ Best Practice
- Meets Goal
- ◐ Nearly Meets Goal
- ◑ Partly Meets Goal
- ◒ Meets a Small Part of Goal
- Does Not Meet Goal

Progress on Goals Since 2015

- ↑ Progress Increased: 2
- ↓ Progress Decreased: 0

A state's progress on policy was tracked solely for goals that remained constant between 2015 and 2017.

| | |
|--|-----------|
| AREA 1: General Teacher Preparation | D- |
| Program Entry | ○ |
| Teacher Shortages and Surpluses | ◐ |
| Program Performance Measures | ◑ |
| Program Reporting Requirements | ○ |
| Student Teaching/Clinical Practice | ○ |
| AREA 2: Elementary Teacher Preparation | C- |
| Content Knowledge | ◑ |
| Teaching Mathematics | ● |
| Teaching Reading | ○ |
| Licensure Deficiencies | ○ |
| AREA 3: Secondary Teacher Preparation | D+ |
| Middle School Content Knowledge | ◑ |
| Middle School Licensure Deficiencies | ● |
| Adolescent Literacy | ○ |
| Secondary Content Knowledge | ◑ |
| Secondary Licensure Deficiencies | ○ |
| AREA 4: Special Education Teacher Preparation | F |
| Content Knowledge | ○ |
| Teaching Reading | ○ |
| Licensure Deficiencies | ○ |
| AREA 5: Alternate Route Teacher Preparation | C |
| Program Entry | ● |
| Preparation for the Classroom | ◐ |

| | |
|---|-----------|
| AREA 6: Hiring | B |
| Requirements for Out-of-State Teachers | ◑ |
| Provisional and Emergency Licensure | ◑↑ |
| AREA 7: Teacher and Principal Evaluation | D- |
| Measures of Student Growth | ◑ |
| Measures of Professional Practice | ◑ |
| Frequency of Evaluation and Observation | ◑ |
| Linking Evaluation to Professional Growth | ○ |
| Data Systems Needed for Evaluation | ◑ |
| Distributing Teacher Talent Equitably | ◑ |
| Principal Effectiveness | ◑ |
| Principal Evaluation and Observation | ○ |
| AREA 8: Teacher Compensation | D- |
| Performance | ◑ |
| High-Need Schools and Subjects | ○ |
| Prior Work | ○ |
| AREA 9: Retaining Effective Teachers | F |
| Licensure Advancement | ◑↑ |
| Tenure | ○ |
| Leadership Opportunities | ○ |
| Dismissal | ○ |
| Layoffs | ○ |

Teacher Policy Strengths and Areas for Growth District of Columbia

| POLICY AREA | DISTRICT OF COLUMBIA'S STRENGTHS | DISTRICT OF COLUMBIA'S OPPORTUNITIES FOR GROWTH |
|--|---|--|
| AREA 1: GENERAL TEACHER PREPARATION | | |
| Program Entry | | The District of Columbia should require that all teacher preparation programs limit admission to applicants with either a minimum 3.0 GPA or those who have scored in the top half of all college-going students on tests of academic proficiency. |
| Teacher Shortages and Surpluses | | The District of Columbia should publish data on teacher production that connect program completion, certification, and district hiring statistics, and also provide guidance regarding program acceptance numbers. |
| Program Performance Measures | | The District of Columbia should collect student growth data and other objective, meaningful data to measure teacher preparation program performance for all districts, not just those voluntarily participating in the DC Staffing Data Collaborative. |
| Program Reporting Requirements | | The District of Columbia should hold teacher preparation programs accountable for teacher quality by outlining consequences for programs that do not meet standards, including loss of program approval. |
| Student Teaching/ Clinical Practice | | The District of Columbia should require that cooperating teachers are selected based on evidence of effectiveness and that the clinical practice experience is at least 10 weeks, full time, and takes place in the setting of the license sought. |
| AREA 2: ELEMENTARY TEACHER PREPARATION | | |
| Content Knowledge | The District of Columbia requires elementary teacher candidates to pass a content test with individually scored subtests in each of the core content areas. | |
| Teaching Mathematics | The District of Columbia's elementary content test includes an independently scored math subtest. | |
| Teaching Reading | | The District of Columbia should require that elementary teacher candidates pass a science of reading test to ensure knowledge of effective reading instruction, teacher preparation programs address this critical topic, and candidates are fully prepared to meet the instructional shifts associated with college- and career-readiness standards. |
| Licensure Deficiencies | | The District of Columbia should require early childhood education teachers who are eligible to teach elementary grades to pass an elementary content test with individually scored subtests in each of the core content areas, pass a science of reading test, and be fully prepared to meet the instructional shifts associated with college- and career-readiness standards. |
| AREA 3: SECONDARY TEACHER PREPARATION | | |
| Middle School Content Knowledge | The District of Columbia requires middle school teachers to pass a rigorous single-subject content test. | |
| Middle School Licensure Deficiencies | The District of Columbia does not allow middle school teachers to teach on a K-8 generalist license. | |
| Adolescent Literacy | | The District of Columbia should require that all middle school and secondary candidates are fully prepared to meet the instructional shifts associated with college- and career-readiness standards. |
| Secondary Content Knowledge | The District of Columbia requires all secondary teachers to pass a single-subject content test as a condition of initial licensure. | |
| Secondary Licensure Deficiencies | | The District of Columbia should require secondary general science teachers and secondary social studies teachers to pass a single-subject content test for each discipline they are licensed to teach. |
| AREA 4: SPECIAL EDUCATION TEACHER PREPARATION | | |
| Content Knowledge | | The District of Columbia should require elementary special education teachers to pass the same content test as general elementary education teachers and that secondary special education teachers demonstrate content knowledge in core subjects at the secondary level. |

| | | |
|--|--|--|
| Teaching Reading | | The District of Columbia should require that all new special education teachers who teach elementary grades pass a rigorous elementary test of scientifically based reading instruction and be fully prepared to meet the instructional shifts associated with college-and career-readiness standards. |
| Licensure Deficiencies | | The District of Columbia should require elementary or secondary special education certification. |
| AREA 5: ALTERNATE ROUTE TEACHER PREPARATION | | |
| Program Entry | The District of Columbia maintains high academic standards for admission to alternate route programs, including by requiring all alternate route candidates to pass a subject-matter test prior to admission. | |
| Preparation for the Classroom | | The District of Columbia should require that all alternate route programs prepare new teachers through manageable and relevant coursework and a supervised practice teaching experience. |
| AREA 6: HIRING | | |
| Requirements for Out-of-State Teachers | The District of Columbia requires out-of-state teachers to provide evidence of effectiveness, undergo full criminal background checks, and be eligible for standard licenses without unnecessary requirements. | |
| Provisional and Emergency Licensure | The District of Columbia does not offer emergency licenses. | |
| AREA 7: TEACHER AND PRINCIPAL EVALUATION | | |
| Measures of Student Growth | | The District of Columbia should ensure objective evidence of student growth is the determinative factor in teacher evaluations. |
| Measures of Professional Practice | The District of Columbia requires that all teacher evaluations include observations, and be conducted by trained and certified evaluators; student survey data are explicitly allowed. | |
| Frequency of Evaluation and Observation | The District of Columbia requires that all teachers are evaluated annually. | |
| Linking Evaluation to Professional Growth | | The District of Columbia should require that teachers are supported with adequate evaluation feedback, aligned professional development, and improvement plans (for ineffective teachers), under a system with at least three rating categories. |
| Data Systems Needed for Evaluation | | The District of Columbia should formalize its definition of teacher of record and its process for teacher roster verification, and publish teacher mobility data. |
| Distributing Teacher Talent Equitably | The District of Columbia reports school-level data about teacher performance to help support the equitable distribution of teacher talent. | |
| Principal Effectiveness | | The District of Columbia should require that principal effectiveness is determined, in part, by objective measures of student growth and teacher effectiveness/instructional leadership, and that ineffective principals participate in improvement planning. |
| Principal Evaluation and Observation | | The District of Columbia should evaluate all principals annually, require multiple observations/site visits for all principals, and require principal evaluators to be trained and certified. |
| AREA 8: TEACHER COMPENSATION | | |
| Performance | | The District of Columbia should support performance pay based on evidence of effectiveness. |
| High-Need Schools and Subjects | | The District of Columbia should support additional pay for working in high-need schools and teaching in shortage subject areas. |
| Prior Work | | The District of Columbia should encourage additional compensation for new teachers with relevant prior work experience. |
| AREA 9: RETAINING EFFECTIVE TEACHERS | | |
| Licensure Advancement | | The District of Columbia should base licensure advancement and renewal on teacher effectiveness. |
| Tenure | | The District of Columbia should connect tenure decisions to evidence of teacher effectiveness. |
| Leadership Opportunities | | The District of Columbia should support teacher leadership opportunities. |
| Dismissal | | The District of Columbia should enable ineffective classroom performance to be a basis for dismissal, and not allow multiple appeals for teachers who are dismissed. |
| Layoffs | | The District of Columbia should require districts to consider evidence of effectiveness when determining which teachers to lay off during reductions in force. |

State Grades

State Grades 2009 – 2017

| | 2009 | 2011 | 2013 | 2015 | 2017 |
|----------------------|------|------|------|------|------|
| ALABAMA | C- | C- | C- | D+ | C |
| ALASKA | D | D | D | D- | D- |
| ARIZONA | D+ | D+ | C- | C- | D |
| ARKANSAS | C- | C | B- | B- | C+ |
| CALIFORNIA | D+ | D+ | D+ | D | D+ |
| COLORADO | D+ | C | C+ | C | D+ |
| CONNECTICUT | D+ | C- | B- | B- | C+ |
| DELAWARE | D | C | C+ | B- | B- |
| DISTRICT OF COLUMBIA | D- | D | D+ | D+ | D+ |
| FLORIDA | C | B | B+ | B+ | B+ |
| GEORGIA | C- | C | B- | B- | B- |
| HAWAII | D- | D- | D+ | D+ | D+ |
| IDAHO | D- | D+ | D+ | C- | C |
| ILLINOIS | D+ | C | C+ | C+ | C+ |
| INDIANA | D | C+ | B- | B | B- |
| IOWA | D | D | D | D | D+ |
| KANSAS | D- | D | D | D+ | D+ |
| KENTUCKY | D+ | D+ | C | C | C- |
| LOUISIANA | C- | C- | B | B | B+ |
| MAINE | F | D- | C- | C- | D+ |
| MARYLAND | D | D+ | D+ | D+ | D+ |
| MASSACHUSETTS | D+ | C | B- | B- | B- |
| MICHIGAN | D- | C+ | B- | C+ | C |
| MINNESOTA | D- | C- | C- | C- | C- |
| MISSISSIPPI | D+ | D+ | C | C | C |
| MISSOURI | D | D | C- | C- | C |
| MONTANA | F | F | F | F | F |
| NEBRASKA | D- | D- | D- | D | D |
| NEVADA | D- | C- | C- | C- | C- |
| NEW HAMPSHIRE | D- | D- | D | D | D+ |
| NEW JERSEY | D+ | D+ | B- | C+ | B |
| NEW MEXICO | D+ | D+ | D+ | C | C |
| NEW YORK | D+ | C | B- | B | B |
| NORTH CAROLINA | D+ | D+ | C | C- | C+ |
| NORTH DAKOTA | D- | D | D | D | D |
| OHIO | D+ | C+ | B- | B- | B- |
| OKLAHOMA | D+ | B- | B- | B- | D+ |
| OREGON | D- | D- | D | D | D- |
| PENNSYLVANIA | D | D+ | C- | C- | C |
| RHODE ISLAND | D | B- | B | B- | B |
| SOUTH CAROLINA | C- | C- | C- | C | C+ |
| SOUTH DAKOTA | D | D | D- | D- | F |
| TENNESSEE | C- | B- | B | B | B |
| TEXAS | C- | C- | C- | C- | B- |
| UTAH | D | C- | C | C+ | C |
| VERMONT | F | D- | D- | D- | D |
| VIRGINIA | D+ | D+ | C+ | C+ | C+ |
| WASHINGTON | D+ | C- | C- | C- | C- |
| WEST VIRGINIA | D+ | D+ | C- | C- | C+ |
| WISCONSIN | D | D | D+ | D | D+ |
| WYOMING | D- | D | D | D | D |

Best Practices

AREA 1: General Teacher Preparation

Program Entry - *None*

Teacher Shortages and Surpluses - *None*

Program Performance Measures - *Alabama, Florida*

Program Reporting Requirements - *Delaware, Florida, Missouri, North Carolina, Tennessee, Texas*

Student Teaching/Clinical Practice - *Georgia, Massachusetts, New Jersey, Tennessee*

AREA 2: Elementary Teacher Preparation

Content Knowledge - *None*

Teaching Mathematics - *Massachusetts*

Teaching Reading - *Arkansas, California*

Licensure Deficiencies - *None*

AREA 3: Secondary Teacher Preparation

Middle School Content Knowledge - *Arkansas, Georgia, Ohio*

Middle School Licensure Deficiencies - *None*

Adolescent Literacy - *Arkansas, Florida, Louisiana*

Secondary Content Knowledge - *Indiana, Minnesota*

Secondary Licensure Deficiencies - *Minnesota*

AREA 4: Special Education Teacher Preparation

Content Knowledge - *None*

Teaching Reading - *California*

Licensure Deficiencies - *None*

AREA 5: Alternate Route Teacher Preparation

Program Entry - *Illinois, Michigan*

Preparation for the Classroom - *Delaware, New Jersey*

AREA 6: Hiring

Requirements for Out-of-State Teachers - *None*

Provisional and Emergency Licensure - *Mississippi, New Jersey, Rhode Island, South Carolina*

AREA 7: Teacher and Principal Evaluation

Measures of Student Growth - *Indiana*

Measures of Professional Practice - *Iowa*

Frequency of Evaluation and Observation - *Idaho, New Jersey, Washington*

Linking Evaluation to Professional Growth - *Louisiana, New York, North Carolina*

Data Systems Needed for Evaluation - *Georgia*

Distributing Teacher Talent Equitably - *None*

Principal Effectiveness - *Connecticut, Florida, South Dakota*

Principal Evaluation and Observation - *New York*

AREA 8: Teacher Compensation

Performance - *None*

High-Need Schools and Subjects - *Florida, New Mexico, Utah*

Prior Work - *Louisiana, North Carolina*

AREA 9: Retaining Effective Teachers

Licensure Advancement - *Louisiana*

Tenure - *Hawaii, Indiana, Nevada, New York*

Leadership Opportunities - *Ohio, Utah*

Dismissal - *Nevada, New York*

Layoffs - *Colorado, Georgia, Louisiana*