

Summary of Montana Teacher Policies:



2015	2013
F	F
2011	2009
F	F

- ★ 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: 0
- ▼ 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	F
Content Knowledge	○
Teaching Mathematics	◑
Teaching Reading	○
Licensure Deficiencies	○
AREA 3: Secondary Teacher Preparation	F
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	F
Program Entry	◑
Preparation for the Classroom	○

AREA 6: Hiring	F
Requirements for Out-of-State Teachers	◑
Provisional and Emergency Licensure	○
AREA 7: Teacher and Principal Evaluation	F
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 Montana

POLICY AREA	MONTANA'S STRENGTHS	MONTANA'S OPPORTUNITIES FOR GROWTH
AREA 1: GENERAL TEACHER PREPARATION		
Program Entry		The state 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 state 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 state should connect program graduates' student growth data to their teacher preparation programs.
Program Reporting Requirements		The state 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 state 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 state should require elementary teacher candidates to pass a content test with individually scored subtests in each of the core content areas and to complete a content specialization in an academic subject area.
Teaching Mathematics		The state should require all elementary teacher candidates to pass a rigorous elementary math content exam in order to attain licensure.
Teaching Reading		The state 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 state 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 state should require all middle school teachers to pass a single-subject content test for each content area they are licensed to teach, as a condition of initial licensure.
Middle School Licensure Deficiencies		The state should not allow middle school teachers to teach on a K-8 generalist license.
Adolescent Literacy		The state 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 state should require all secondary teachers to pass a single-subject content test as a condition of initial licensure and to add an endorsement to an existing license.
Secondary Licensure Deficiencies		The state 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 state 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 state should require that elementary special education candidates pass a rigorous assessment in the science of reading instruction and be fully prepared to meet the instructional shifts associated with college- and career-readiness standards.
Licensure Deficiencies	The state should require elementary or secondary special education certification.
AREA 5: ALTERNATE ROUTE TEACHER PREPARATION	
Program Entry	The state should increase alternate route admissions requirements by requiring a rigorous test or a GPA of 3.0 or higher and requiring all candidates to pass a subject-matter test.
Preparation for the Classroom	The state should require that all alternate route programs prepare new teachers for the classroom through manageable and relevant coursework, intensive mentoring and induction, and a supervised practice teaching experience.
AREA 6: HIRING	
Requirements for Out-of-State Teachers	The state should require evidence of effective teaching during previous employment for licensure reciprocity, ensure out-of-state teachers possess adequate content knowledge, and treat alternate route teachers equally to traditionally certified teachers.
Provisional and Emergency Licensure	The state should ensure teachers' subject-matter knowledge before granting emergency licensure, and restrict emergency licensure to no more than one year.
AREA 7: TEACHER AND PRINCIPAL EVALUATION	
Measures of Student Growth	The state should ensure objective evidence of student growth is the determinative factor in teacher evaluations.
Measures of Professional Practice	The state should require observations and student surveys, ensure teacher evaluators are trained and certified, and require the use of multiple or third-party observers with subject-matter expertise.
Frequency of Evaluation and Observation	The state should require that all teachers are evaluated annually and observed multiple times, and that new teachers are supported with feedback early in the year.
Linking Evaluation to Professional Growth	The state 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 state should adequately define teacher of record, have a process in place for teacher roster verification, develop the capacity to link student-level data and teacher performance, and publish teacher mobility data.
Distributing Teacher Talent Equitably	The state should report school-level data about teacher performance to help support the equitable distribution of teacher talent.
Principal Effectiveness	The state should require that principal effectiveness is determined, in part, by objective measures of student growth, teacher effectiveness/instructional leadership, and survey data, and that ineffective principals participate in improvement planning.
Principal Evaluation and Observation	The state 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 state should support performance pay based on evidence of effectiveness.
High-Need Schools and Subjects	The state should support additional pay for working in high-need schools and teaching in shortage subject areas.
Prior Work	The state should encourage additional compensation for new teachers with relevant prior work experience.
AREA 9: RETAINING EFFECTIVE TEACHERS	
Licensure Advancement	The state should base licensure advancement and renewal on teacher effectiveness.
Tenure	The state should connect tenure decisions to evidence of teacher effectiveness.
Leadership Opportunities	The state should support teacher leadership opportunities.
Dismissal	The state should enable ineffective classroom performance to be a basis for dismissal, and not allow multiple appeals for teachers who are dismissed.
Layoffs	The state 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*