2017

State Teacher Policy Yearbook

National Summary

Acknowledgments

STATES

State Educational Agencies remain our most important partners in this effort and their gracious cooperation has helped to ensure the factual accuracy of this final product. Each state formally received a draft of its state analysis in June 2017 for comment and correction, as well as a final draft a month prior to release. Although we appreciate that reasonable minds can differ and that every state does not always agree with all of our recommendations, we continue to be gratified by states' willingness to engage with us regarding their educator policies.

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NCTQ PROJECT TEAM

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National Council on Teacher Quality

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To see a full review of each state's teacher policies, visit:
www.nctq.org

Executive Summary

Since the beginning of this century, states have been tackling their teacher policies with a tremendous resolve to increase teacher quality. For much of this time, NCTQ, in its biannual *State Teacher Policy Yearbook* (*Yearbook*), has been tracking the states' progress and providing guidance and recommendations to states to support improved teacher quality.

In our 2015 *Yearbook*, we reported that states' teacher policies seemed to be approaching a tipping point. Over the time period spanning 2009-2015, nearly all states made significant progress on multiple fronts (Figure A). Their progress was particularly impressive given that, with each *Yearbook* edition, the bar was raised on specific goals in response to new research and to lessons learned from implementation, making it harder for some states to earn top marks. Still, states moved forward.

Unfortunately, the 2017 *Yearbook* demonstrates that state progress has slowed considerably, with more states decreasing in overall grade than ever before. We recognize that policy improvements are frequently nonlinear and rarely conducted at lightning speed; however, this *Yearbook* illustrates that states have, in many cases, not only stopped advancing but also appear to have lost their sense of urgency. Given the status of the teaching profession, urgency is as important now as it was in the early days of the *Yearbook*.

This edition, then, is designed to serve as a clarion call to states regarding the importance of continuing to address teacher policy deficiencies. Regardless of the direction in which the political winds may blow, there are still many policy improvements that can and should be made.

Figure A

Overall 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**

Executive Summary

Prior editions of the *Yearbook* sought to highlight bright spots in state teacher policy. In this edition, taking that approach is more difficult. Accordingly, we invite states to join us in a more retrospective analysis, by reviewing the headway that many states made regarding teacher policy over the past decade. Specifically, we have highlighted below policy improvements that may not carry a heavy political cost, with hopes that these research-backed, common sense policies will be considered and adopted by all states. If policymakers' commitment to teacher quality is genuine, surely it should be possible to agree on supporting some fundamental improvements.

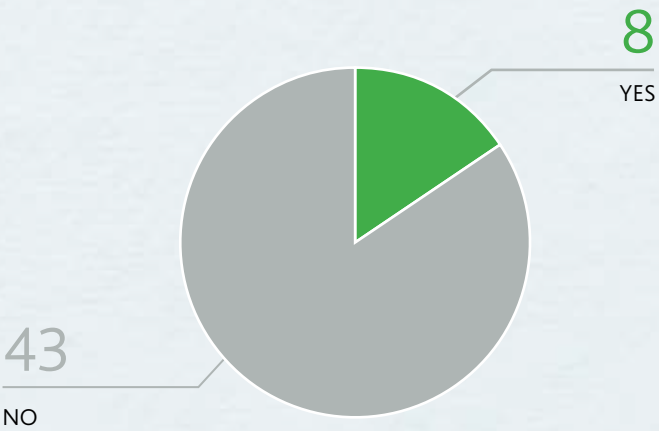
Following are areas of improvement that are feasible for all states to consider:

INVEST IN DATA SYSTEMS TO IDENTIFY AND ADDRESS TEACHER SHORTAGES

Despite the fact that declaring a teacher shortage every five to ten years has become something of a national pastime, most teacher shortages are local, not national, in nature. As such, these shortages require targeted, local solutions rather than blanket remedies. To diagnose and solve shortage problems, states, districts, schools, and communities need access to high-quality data.

Figure B

Do states collect and report all data necessary to eliminate existing teacher shortages?

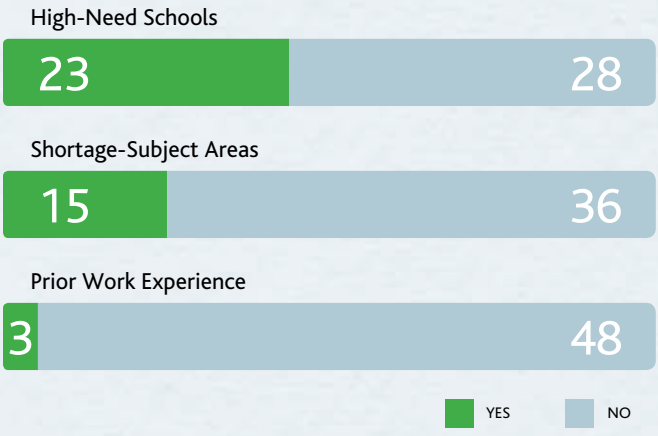


Unfortunately, only eight states currently collect and publicly report the necessary data to identify – and ultimately eliminate – existing teacher shortages.

Further, few states have taken the necessary steps to alleviate these shortages. For example, 48 states do not require districts to compensate all teachers for relevant prior work experience, which may discourage career switchers from other industries from entering the teaching profession. In addition, 36 states fail to support differential pay to encourage teachers to work in shortage-subject areas. The nation's shortage of STEM teachers will never be alleviated until districts recognize that significantly higher pay for these teachers is appropriate and necessary. States fare a bit better on providing teachers with differential pay to work in high-need schools, but 28 states still do not provide such incentives.

Figure C

Do states support differential pay for teachers with prior work experience or who teach in hard-to-staff subjects or schools?

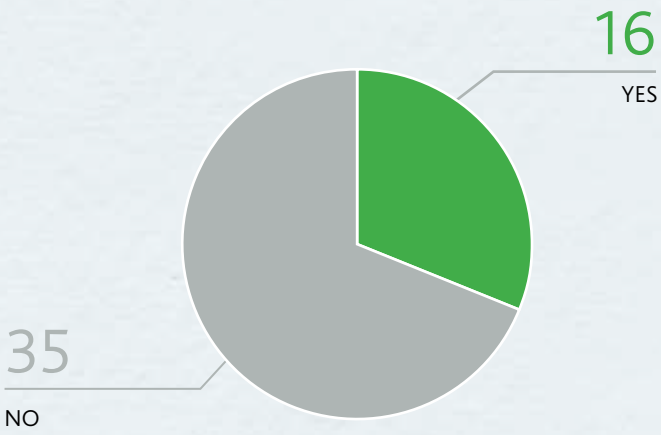


INCREASE TRANSPARENCY REGARDING EDUCATOR EQUITY

Our national conscience—and the Elementary and Secondary Education Act—requires that we do not systemically discriminate against students based on their familial income or racial status. We do so by failing to ensure that these students are taught by their fair share of effective, in-field, and experienced teachers. Only states can provide the necessary leadership to accomplish this goal because they must collect and publicly report all necessary data to identify where inequities exist within school districts and at the building level.

Figure D

Do states publicly report all data necessary to identify whether there is an inequitable distribution of teachers at the school level?



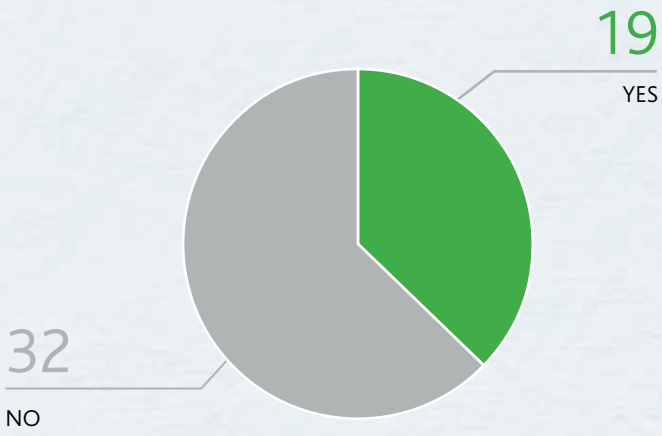
Currently, 35 states fail to publicly report these data. Such reporting can and should be done with careful consideration of applicable privacy constraints, but ultimately these data are essential to ensure that states and districts can target their resources to eliminate existing educator equity gaps.

EXPAND DIVERSITY IN THE NATION'S TEACHING FORCE

Increasingly, research demonstrates the value of a diverse teaching force, affirming many policy-makers' and educators' call to bring more qualified teachers of color into our nation's classrooms. Yet 32 states have yet to take concrete action to increase teacher diversity under a specific initiative, incentive program, or system of supports. Such action is particularly necessary given the changing demographics of our nation's students.

Figure E

Have states taken concrete action to encourage qualified individuals of color to enter the teacher pipeline?



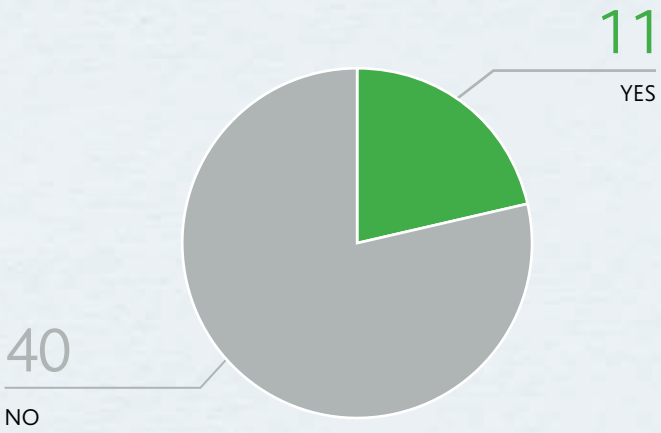
INCREASE OVERSIGHT OF TEACHER PREPARATION PROGRAMS

In all but a few states, the state educational agency, rather than university systems, decides whether teacher preparation programs are authorized to operate, functionally determining whether a specific teacher preparation program is deemed adequate to confer a teaching license. Yet only 11 states articulate standards that establish meaningful minimum thresholds for program performance and maintain clear protocols with

significant consequences for programs that fail to meet those standards. The absence of standards, and of clearly defined next steps for programs that fail to meet them, results in an opaque environment lacking in transparency and, ultimately, adequate accountability.

Figure F

Do states establish meaningful performance standards and accountability protocols?

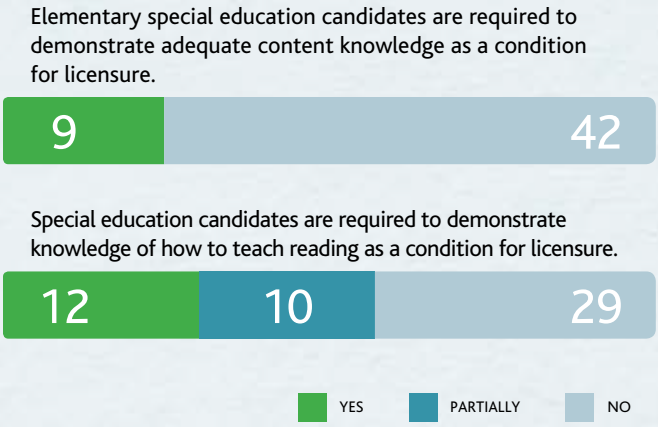


IMPROVE THE PREPARATION OF SPECIAL EDUCATION TEACHERS

Special education students are among our most vulnerable students. And yet, 42 states still allow elementary teacher candidates in special education to earn a license without verifying that they possess adequate content knowledge. Even more troubling, 29 states do not measure elementary special education candidates' knowledge of how to teach reading under any assessment, and 10 additional states require an assessment that is insufficiently rigorous to measure candidates' knowledge of the science of reading instruction. This is particularly problematic because reading difficulties are the most common reason for special education referrals.

Figure G

Ensuring Prepared Special Education Teachers



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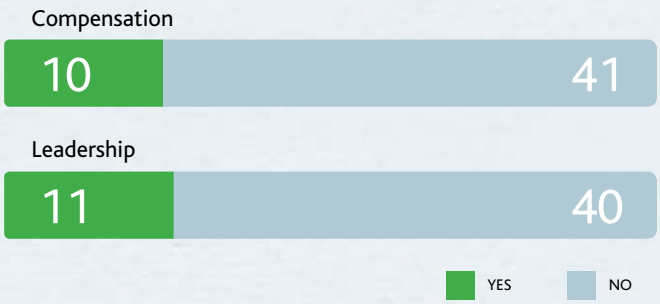
SHIFT THE CULTURE OF TEACHING TO EMBRACE THE BENEFITS OF TEACHER EVALUATION

The national push to improve teacher effectiveness was predicated on learning how to measure what matters, especially teachers' contribution to student learning. Effective teachers should be recognized and rewarded, both monetarily and through increased opportunities for teacher leadership. Yet 41 states do not explicitly require that evaluation results inform teacher compensation in some manner. Although many states declare a commitment to teacher leadership opportunities, the clear majority (40 states) remain silent on the basic principle that such opportunities should be reserved for highly rated teachers.

Figure H

Do states use evaluation results to inform teacher compensation and leadership opportunities?



Despite these findings, this edition of the *Yearbook* includes some bright spots worth celebrating. For example, most states are focusing on student teaching, with 33 requiring that teacher candidates have at least 10 weeks of practice in real classrooms before earning a license and the clear majority of states (39) requiring that teacher candidates' practice experience is relevant to their likely teaching assignment. In addition, almost all states (43) now recognize that teacher effectiveness is not a binary judgment and require that teacher evaluation instruments have at least three rating categories. This represents a significant improvement over 2011 when only 17 states required more than two evaluation rating categories. Finally, to help address one of the great stumbling blocks on the move to make teacher evaluation more meaningful, nearly two-thirds of all states (31) now require principal evaluations to be explicitly linked to the effectiveness of their teachers or to a principal's instructional leadership of the school.

For more information regarding how each state fared in each of these policy areas, see NCTQ's *Yearbook* Dashboard at www.nctq.org.

For our part, we continue to be grateful to all states for their cooperation and support in providing us with the data necessary to make each *Yearbook* a valuable resource and template for improving the quality of our teachers and education system. It is increasingly clear that we are partners with the same goal: to ensure that our children receive the highest-quality education that will give them the tools to eventually become confident and productive adults.

To see a full review of each state's teacher policies, visit:
www.nctq.org

Figure I

Summary Grade Chart 2017 State Teacher Policy Yearbook

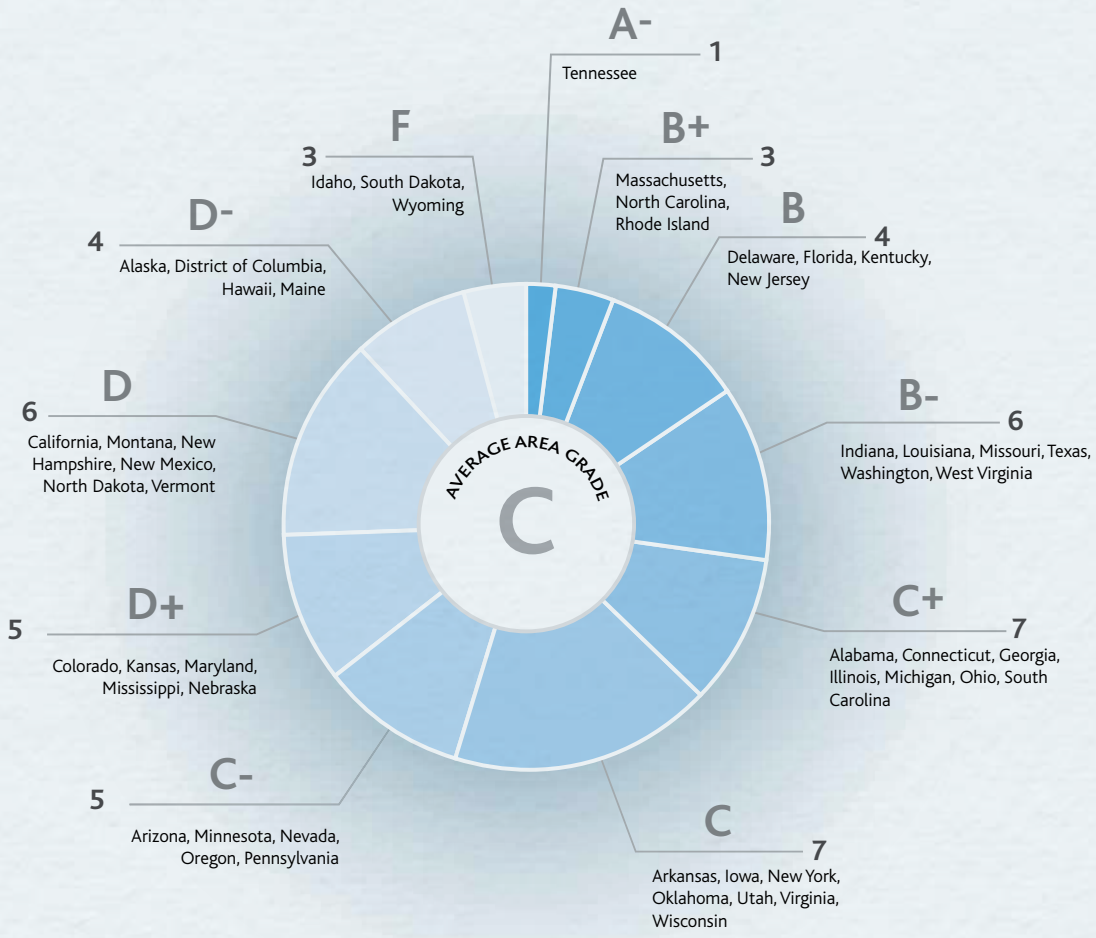
	Overall State Grade 2017	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9
Alabama	C	C+	B-	C	C+	C	C	D-	D-	F
Alaska	D-	D-	D-	D	F	F	C	D	D-	F
Arizona	D	C-	F	F	F	D-	D-	C+	D	D+
Arkansas	C+	C	B+	A-	C-	C	F	D+	C	F
California	D+	D	C+	D-	D+	C-	F	F	B	F
Colorado	D+	D+	C-	D-	F	D	F	C+	D+	C-
Connecticut	C+	C+	B-	C+	D	C-	C	B-	D	C-
Delaware	B-	B	C	C	D-	C	B+	B-	D+	D
District of Columbia	D+	D-	C-	D+	F	C	B	D-	D-	F
Florida	B+	B	B+	A-	D-	C-	B	B	C+	C
Georgia	B-	C+	D	C+	F	B	C	B	C	C
Hawaii	D+	D-	F	D-	F	F	D-	B-	C	C
Idaho	C	F	C+	C-	C-	D-	B	C+	D-	C-
Illinois	C+	C+	C	C+	D-	B	C	C	F	C+
Indiana	B-	B-	C+	B+	D+	C-	F	B-	D+	B-
Iowa	D+	C	F	D-	D+	D	C-	D+	F	D-
Kansas	D+	D+	F	C+	D-	D-	C-	D	D-	D
Kentucky	C-	B	C	C+	F	D	C-	D-	C-	F
Louisiana	B+	B-	B-	C+	B	C	F	B	A	B-
Maine	D+	D-	C-	D+	C-	C-	D-	D	D-	D
Maryland	D+	D+	F	C-	C-	C	F	C-	C-	F
Massachusetts	B-	B+	C	C	B	C	C	B	F	D+
Michigan	C	C+	F	D	D	C	C-	C+	D	B-
Minnesota	C-	C-	C+	C+	F	C	D	C	D	D
Mississippi	C	D+	C-	C	F	C-	B	C+	C-	F
Missouri	C	B-	C	C+	C+	C-	D-	D	D-	D+
Montana	F	D	F	F	F	F	F	F	D+	F
Nebraska	D	D+	F	D+	F	D-	C	F	D+	F
Nevada	C-	C-	F	D+	F	D	C	C-	C+	C+
New Hampshire	D+	D	C+	C-	F	F	C	F	D-	D-
New Jersey	B	B	D+	C	C-	B+	B	B	F	C-
New Mexico	C	D	C-	D+	F	D-	B	B	C	C-
New York	B	C	C+	C+	A	C	B	B+	C	D+
North Carolina	C+	B+	C	C-	D+	C	D	C+	B-	F
North Dakota	D	D	F	D+	F	D	C-	C-	D	F
Ohio	B-	C+	D+	C+	D	C	B	B-	C-	C-
Oklahoma	D+	C	C-	D+	D	D-	C	D-	C-	D+
Oregon	D-	C-	D-	D-	F	F	F	D	D-	D
Pennsylvania	C	C-	D	B-	C+	C-	D	C+	D	C
Rhode Island	B	B+	C	C+	C+	C	B	B	F	D
South Carolina	C+	C+	C+	C+	F	C-	B	B	D+	D-
South Dakota	F	F	F	F	F	D	F	D	D	F
Tennessee	B	A-	D	B+	C	D-	C	B	C+	C+
Texas	B-	B-	B-	B	D-	C	C-	C+	C-	D+
Utah	C	C	C+	D+	F	D-	C	C+	C+	C
Vermont	D	D	C	C	F	D	D-	F	D	F
Virginia	C+	C	A-	B	D	C-	D-	D+	C	C
Washington	C-	B-	D-	D	F	C	F	C	C+	C
West Virginia	C+	B-	C	C+	C-	D	C	C+	C-	F
Wisconsin	D+	C	D+	D-	B	D-	D-	D+	D+	D-
Wyoming	D	F	C-	D-	F	F	D	D-	D+	D+

Executive Summary

Area 1 Summary

How States are Faring on General Teacher Preparation

State Area Grades



Topics Included In This Area

- Program Entry
- Teacher Shortages and Surpluses
- Program Performance Measures
- Program Reporting Requirements
- Student Teaching/Clinical Practice

Area 1: General Teacher Preparation

Goal A – Program Entry

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should set a clear bar for admission into teacher preparation programs by requiring a minimum 3.0 individual or 3.2 cohort grade point average (GPA), or by limiting admission to candidates scoring in the top half of the entire college-going population on tests of academic proficiency.
2. The state should support programs that encourage greater numbers of qualified individuals of color to enter into the teacher pipeline.

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

Findings

Teacher preparation program admission requirements establish the threshold for entry into the teaching profession. Although the responsibility for the quality of these programs lies with the institutions operating them, states have a responsibility to use their program approval authority to approve only programs with rigorous admissions requirements. Countries whose students consistently outperform U.S. students typically set a much higher bar for entry into teaching than the United States; however, this status quo is not inevitable. States have an opportunity and an obligation to set appropriately selective admissions requirements for their approved programs to help ensure that these programs are graduating teacher candidates who will be successful at advancing their students' academic achievement.

The research is clear regarding the positive effects of teachers with strong academic backgrounds on

How States are Faring in Program Entry

★	0	**Best Practice States** None
●	0	**States Meeting Goal** None
◕	7	**States Nearly Meeting Goal** Alabama, Kentucky, Mississippi, South Carolina, Tennessee, Utah, Washington
◑	19	**States Partly Meeting Goal** Connecticut, Delaware, Florida, Georgia, Indiana, Louisiana, Montana, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Virginia, West Virginia, Wisconsin
◔	16	**States Meeting a Small Part of Goal** Arkansas, California, Hawaii, Idaho, Illinois, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, North Dakota, Ohio, Wyoming
○	9	**States Not Meeting Goal** Alaska, Arizona, Colorado, District of Columbia, Maine, Maryland, New Mexico, South Dakota, Vermont

SUMMARY OF PROGRAM ENTRY FIGURES

- **Figure 1** Do states require that programs limit admission to candidates with a sufficiently high GPA?
- **Figure 2** Do states require programs to adequately assess candidates' academic aptitude?
- **Figure 3** Do states explicitly support programs that encourage qualified individuals of color to enter the teacher pipeline?

Findings (continued)

student achievement, yet most states continue to maintain a low bar for admission into teacher preparation programs. As of 2017, only one state, **Utah**, meets NCTQ's bar for rigorous admissions standards by requiring that, without exception, programs only admit individual applicants with a GPA of 3.0 or higher. Delaware, Oklahoma, and Pennsylvania are the only other states that require this commendably high GPA standard, but in Delaware and Oklahoma this requirement is undermined by a loophole allowing a passing score on the Praxis to substitute for the 3.0 GPA requirement, and in Pennsylvania, candidates can substitute a 2.8 GPA and qualifying Praxis score. Nine additional states are approaching NCTQ's recommended admissions policies by requiring that cohorts of admitted candidates show academic proficiency through an average GPA of 3.0 or an average score in the top 50th percentile on a nationally normed test. The 2015 *Yearbook* celebrated the progress made by states in requiring programs to meet new CAEP accreditation standards, which require a 3.0 cohort minimum GPA and a cohort minimum performance above the 50th percentile on a test of academic proficiency. CAEP's decision to allow teacher candidates to meet these requirements at any time during the program, rather than at the time of admission, returns the responsibility for setting high admission standards fully back to the state.

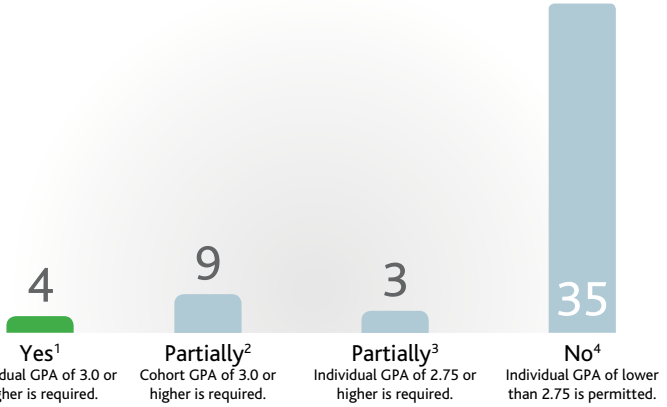
The 2017 *Yearbook* marks the first year that NCTQ has analyzed states' commitment to achieving a more diverse teacher workforce. With a growing body of research suggesting tangible learning benefits—particularly for students of color—of a more diverse teaching force, states that implement specific programs designed to attract a candidate pool that more closely reflects the student population are, at least rhetorically, affirming their commitment to greater diversity. Regrettably, some states have interpreted this goal as a reason to lower admissions standards. On the other hand, NCTQ has found in its Teacher Prep Review, available at www.nctq.org, a sizeable number of programs across the nation that maintain a commitment to diversity and selectivity, demonstrating that a choice need not be made between the two. Indeed, institutions may experience a loss of diverse talent when admissions requirements are lowered, as good prospects of all races and ethnicities will eschew an education major viewed as "low status" and lacking rigor. Though the issue of diversity is much on the minds of educators everywhere, we found that only 19 states have implemented programs aimed at fostering a more diverse teaching force.

Examples of Best Practice

Although NCTQ is not awarding "best practice" honors, Utah stands out for its admissions policies. Utah requires that each individual admitted candidate have a GPA of 3.0 prior to admission, assuring the academic proficiency of each prospective teacher, rather than using a cohort average GPA.

Figure 1

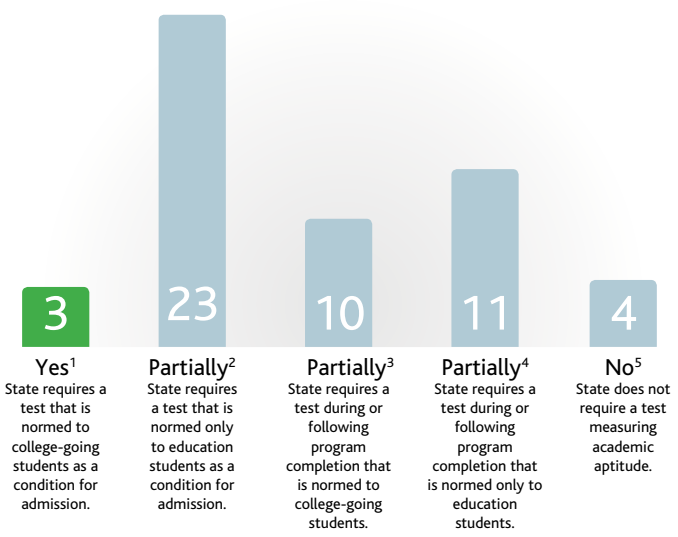
Do states require that programs limit admission to candidates with a sufficiently high GPA?



1. Strong Practice: Delaware[5], Oklahoma[6], Pennsylvania[7], Utah
2. Alabama, Georgia, Mississippi, Montana, New Jersey, North Carolina, Rhode Island, Texas, West Virginia
3. Kentucky, South Carolina, Tennessee
4. Alaska, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, New York[8], North Dakota, Ohio, Oregon, South Dakota, Vermont, Virginia, Washington, Wisconsin, Wyoming
5. Candidates can meet academic proficiency requirements with either a 3.0 GPA or a passing score on the Praxis, SAT, or ACT.
6. Candidates can meet academic proficiency requirements with either a 3.0 GPA or a passing score Oklahoma General Education Test.
7. Candidates can substitute a 2.8 GPA and qualifying score on the Praxis, SAT, or ACT for the 3.0 GPA requirement.
8. For undergraduate programs; New York requires graduate programs to admit only candidates with a 3.0 individual GPA.

Figure 2

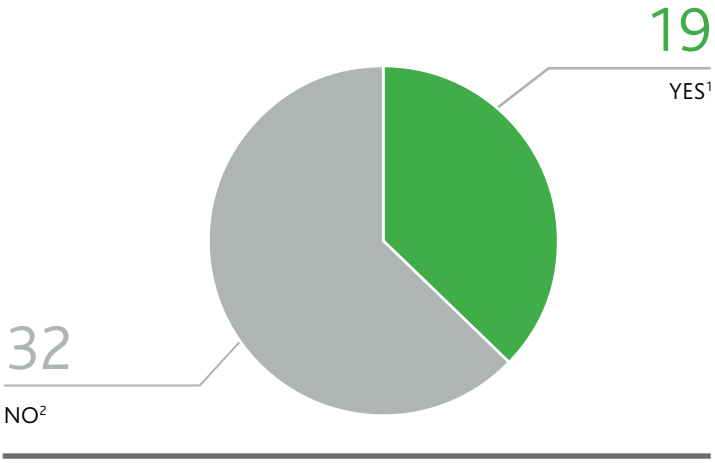
Do states require programs to adequately assess candidates' academic aptitude?



1. Strong Practice: Rhode Island[6], Texas[7], West Virginia
2. Alabama, Delaware[8], Florida, Georgia, Hawaii[9], Indiana, Iowa, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, New Hampshire[10], New Jersey, North Carolina, Oklahoma[11], Pennsylvania, South Carolina, Tennessee, Utah, Virginia, Washington[12], Wisconsin
3. Arkansas[13], Connecticut[13,14], Idaho[13], Kansas[13], Michigan[13], New York[15], North Dakota[13], Ohio[13], Oregon[16], Wyoming[13]
4. Alaska, California[13], District of Columbia, Illinois, Maine, Maryland, Massachusetts, Minnesota[13], Nevada, New Mexico, Vermont
5. Arizona, Colorado, Montana, South Dakota
6. State requires a cohort mean score, not an individual score, in the top 50th percentile.
7. Applicants can also meet this requirement through means other than a test.
8. Candidates can meet academic proficiency requirements with either a 3.0 GPA or a passing score on the Praxis, SAT, or ACT.
9. Hawaii exempts candidates who have a bachelor's degree from the basic skills test requirement.
10. Candidates can also meet the academic aptitude test requirement with a score in the top 50th percentile on the SAT, ACT, or GRE.
11. Candidates can meet academic proficiency requirements with either a 3.0 GPA or a passing score on the Praxis Core or the Oklahoma General Education Test.
12. Candidates can also meet the academic aptitude test requirement with a score in the top 50th percentile on the SAT or ACT.
13. Requirement is based on CAEP accreditation standards.
14. State requires candidates to take, but not pass, a basic skills test prior to admission.
15. Requirement is for undergraduate programs and based on CAEP accreditation standards; New York requires graduate programs to admit only candidates who have achieved a minimum score on the GRE.
16. Requirement is based on CAEP accreditation standards; Oregon programs must meet by 2022.

Figure 3

Do states explicitly support programs that encourage qualified individuals of color to enter the teacher pipeline?



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

Area 1: General Teacher Preparation

Goal B – Teacher Shortages and Surpluses

The state should inform district hiring needs with key teacher supply and demand data.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should collect and publicly report data relating to the supply of teachers from each approved teacher preparation program that is relevant to local hiring needs.
2. The state should establish clear parameters for its approved programs that govern the number of teachers trained in each major certification area to reduce the chronic surpluses in some certification areas and increase the number of certificates in areas of shortage.

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

Findings

As schools across the nation struggle to fill some teaching positions, teacher preparation programs continue to overproduce teachers in certain grades and subjects, far outpacing the overall number of vacancies. Too often, and likely in part because reliable and transparent data are not widely available, teachers elect to pursue certifications in areas with a surplus of teachers (e.g., elementary education), instead of high-need areas (e.g., special education). Further, as teachers tend to complete their student-teaching requirements in districts surrounding their educator preparation program—and often pursue full-time teaching positions in schools close to their student-teaching placements—many districts are left at a disadvantage when it comes to hiring well-prepared applicants. Given this misalignment between the teachers that preparation programs produce and the hiring needs of many districts, it is incumbent upon each state to establish a cohesive data collection system that allows preparation programs to be held

How States are Faring in Teacher Shortages and Surpluses

★	0	**Best Practice States** None
●	0	**States Meeting Goal** None
◕	9	**States Nearly Meeting Goal** Illinois, Kentucky, Maryland, Massachusetts, New York, North Carolina, Ohio, Tennessee, West Virginia
◑	7	**States Partly Meeting Goal** California, Florida, Missouri, New Jersey, Rhode Island, South Carolina, Washington
◔	13	**States Meeting a Small Part of Goal** Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Iowa, Kansas, Louisiana, Michigan, Oregon, Utah, Wisconsin
○	22	**States Not Meeting Goal** Alabama, Alaska, Arizona, Georgia, Idaho, Indiana, Maine, Minnesota Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Pennsylvania, South Dakota, Texas, Vermont, Virginia, Wyoming

SUMMARY OF TEACHER SHORTAGES AND SURPLUSES FIGURES

- **Figure 4** Do states track the supply of teachers and alignment with demand for new teachers?

Findings (continued)

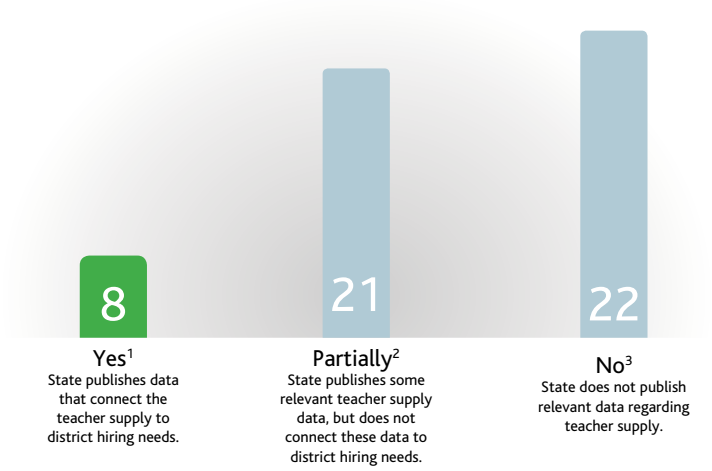
accountable for meeting state-wide hiring needs. In 2017, only eight states – **Illinois, Kentucky, Maryland, New York, North Carolina, Ohio, Tennessee** and **West Virginia** – collect and publicly report the necessary data related to the supply of teachers from each program and connect these data to district-level hiring statistics. An important state to watch, **Massachusetts**, is making new inroads by establishing parameters for the number of candidates programs can prepare in each major certification area.

Examples of Best Practice

Although no state is awarded "best practice" honors, NCTQ would like to commend **Illinois**, **Kentucky**, **Maryland**, **Tennessee**, and **West Virginia** for not only collecting and reporting recent supply and demand data, but also for explicitly connecting those data to program completion, certification, and district hiring statistics. Maryland remains noteworthy for its "Teacher Staffing Report," which continues to serve as a model for other states. By collecting hiring data from districts along with data on graduates from approved programs, Maryland has gathered a rich set of data—including information on graduates and new hires by program, ethnicity, and gender—that can inform policy decisions. These data help determine teacher shortage areas as well as areas of surplus, and when connected with teacher program data, allow the state to predict areas that may be hard to staff in the future so that the state can take necessary and appropriate action to prevent likely shortages before they occur.

Figure 4

Do states track the supply of teachers and alignment with demand for new teachers?



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

Area 1: General Teacher Preparation

Goal C – Program Performance Measures

The state should collect and publicly report key data on the quality of teacher preparation programs.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should collect and publicly report data connecting student growth to teacher preparation programs for all programs large enough for the data to be meaningful and reliable. Such data may include growth analyses specifically conducted for this purpose or evaluation ratings that include objective measures of student growth.
2. The state should collect and report meaningful data that inform a reasonable judgment of the performance of each approved teacher preparation program, including some or all of the following:
   a. Average scaled scores of teacher candidates on licensing tests, including tests of academic proficiency normed to the college-going population and subject-matter tests.
   b. Number of times, on average, it takes teacher candidates to pass licensure tests.
   c. Teacher candidate first-time scores and pass rates for licensure tests.
   d. Supervisor satisfaction ratings of program graduates collected through a standardized form to allow for program comparison.
   e. Three-year retention rates of graduates in the teaching profession.
   f. For-profit provider candidate completion rates.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

How States are Faring in Program Performance Measures

★	2	**Best Practice States** Alabama, Florida
●	9	**States Meeting Goal** Delaware, Indiana, Louisiana, Massachusetts, New Jersey, North Carolina, Ohio, Rhode Island, Tennessee
◕	8	**States Nearly Meeting Goal** Colorado, Connecticut, Illinois, Michigan, New Mexico, Texas, Virginia, Washington
◑	14	**States Partly Meeting Goal** Arkansas, District of Columbia, Georgia, Iowa, Kentucky, Maine, Minnesota, Missouri, Nebraska, Nevada, Oklahoma, South Carolina, Vermont, West Virginia
◔	9	**States Meeting a Small Part of Goal** Arizona, California, Kansas, Maryland, Mississippi, Montana, New Hampshire, Pennsylvania, Wisconsin
○	9	**States Not Meeting Goal** Alaska, Hawaii, Idaho, New York, North Dakota, Oregon, South Dakota, Utah, Wyoming

SUMMARY OF PROGRAM PERFORMANCE MEASURES FIGURES

- **Figure 5** Do states collect and publicly report data that connect teachers' student growth data to their preparation programs?
- **Figure 6** Do states collect other relevant data regarding preparation program performance?

Findings

Building strong data systems that link teacher preparation programs to the early careers of their graduates can provide important information for both programs and schools. Even as most state data systems now have an unprecedented capacity to collect data about students and teachers, states have made less progress developing and using the data systems needed to drive improvements in teacher preparation program outcomes. Although many states now allow objective data on the performance of program graduates and their students to be collected, states need to collect multiple data points to determine whether preparation programs are meeting the states' need by producing effective and committed teachers.

Sixteen states currently collect and report data that connect student achievement gains to teacher preparation programs—either directly through value-added measures or growth analyses conducted specifically for this purpose or indirectly through evaluation ratings of teacher graduates that are required by law to incorporate some objective measures of student learning. An additional six states are making strides in collecting and reporting these data for all students and programs.

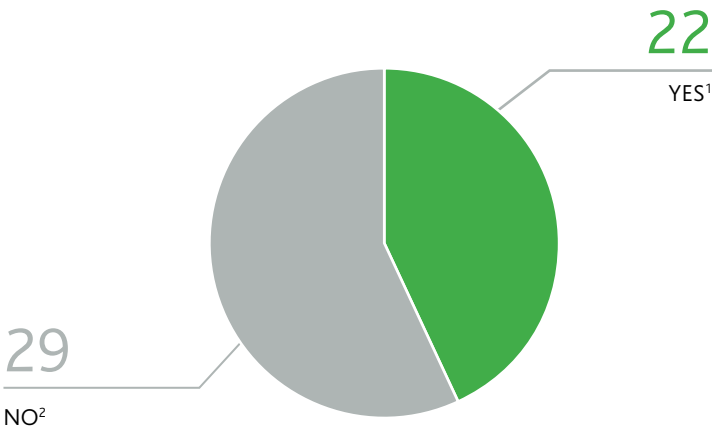
A majority of states (41) now collect at least one meaningful, objective data point on teacher preparation graduates other than student growth data, but there is no clear consensus among states regarding what data should be collected. Twenty-nine states collect survey data on how satisfied principals are with a program's graduates, and 18 states collect data linking programs to their graduates' retention rates in the profession.

Examples of Best Practice

In addition to collecting and reporting student growth data and other performance data by program, **Florida** and **Alabama** deserve recognition for meaningfully utilizing the program completer data they collect. These two states both require that teachers who do not achieve satisfactory evaluation ratings in their first two years be provided remediation by their training program at no additional cost.

Figure 5

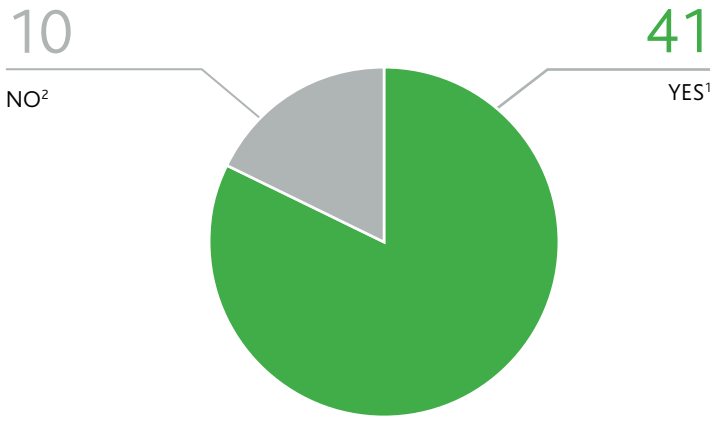
Do states collect and publicly report data that connect teachers' student growth data to their preparation programs?



1. Strong Practice: Alabama, Colorado, Connecticut[3], Delaware, District of Columbia[4], Florida, Illinois[3], Indiana, Louisiana, Massachusetts, Michigan, Nevada[3], New Jersey, New Mexico[5], North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Texas[3], Virginia, Washington[3]
2. Alaska, Arizona, Arkansas, California, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Utah, Vermont, West Virginia, Wisconsin, Wyoming
3. The state's effort to connect student growth data to preparation programs is in progress.
4. These data are collected for 90% of districts.
5. These data are not yet available.

Figure 6

Do states collect other relevant data regarding preparation program performance?



1. Strong Practice: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia[3], Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland[4], Massachusetts, Michigan[5], Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin
2. Alaska, Hawaii, Idaho, New York, North Dakota, Oregon, South Carolina, South Dakota, Utah, Wyoming
3. These data are collected for 90% of districts.
4. Maryland collects these data only for alternate route programs.
5. Michigan collects these data only for traditional programs.

Area 1: General Teacher Preparation

Goal D – Program Reporting Requirements

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 states' ratings for the goal:

1. The state should establish a minimum standard of performance for each category of data that is collected.
2. The state should hold teacher preparation programs accountable for meeting minimum standards of performance. As such, the state should have articulated consequences for programs failing to meet these standards and should require specific steps to develop a remediation plan. This may include on-site program inspection by qualified external bodies that may lead to loss of program approval.
3. The state should produce and publish an annual report card that provides all of the collected data for each individual teacher preparation program.
4. The state should retain full authority over its process approving teacher preparation programs and should not grant any approval authority to accrediting bodies.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

How States are Faring in Program Reporting Requirements

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

SUMMARY OF PROGRAM REPORTING REQUIREMENTS FIGURES

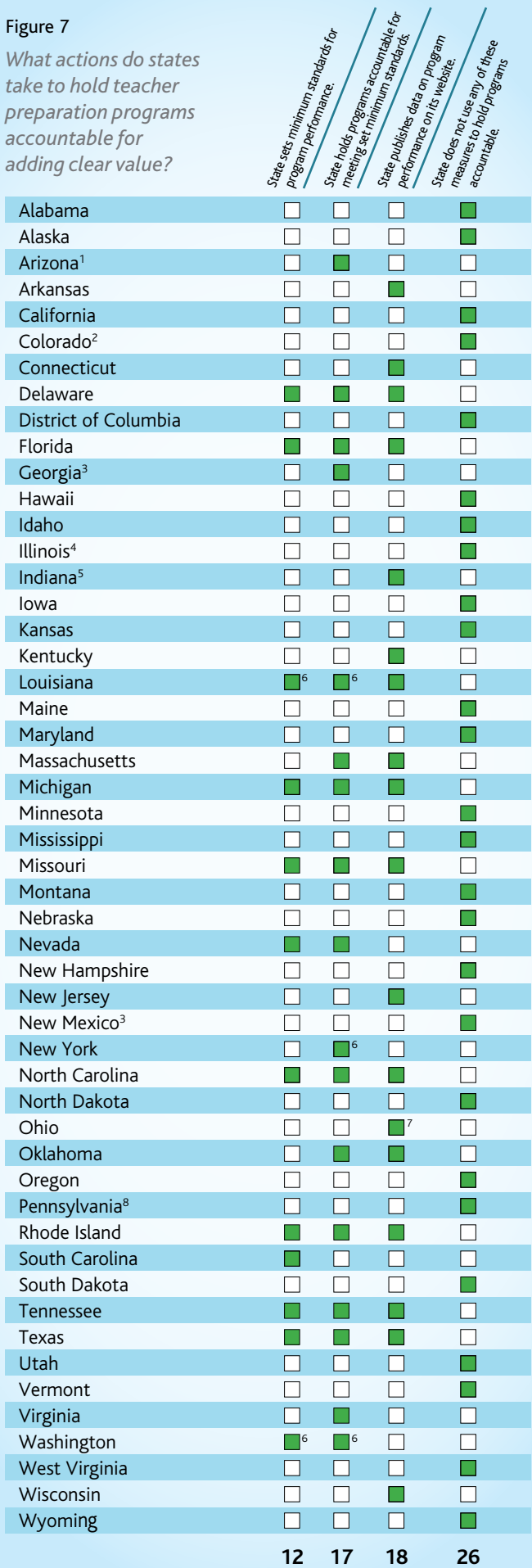
- **Figure 7** What actions do states take to hold teacher preparation programs accountable for adding clear value?
- **Figure 8** What role do states allow a program's accreditation status to play when deciding if a program should receive approval?

Findings

Accountability for the quality of teacher preparation programs ultimately lies with states. Although several states do collect some data related to the performance of teacher preparation programs, these data collections may not be sufficient for accountability purposes. Despite the fact that 41 states retain full or final authority over their process for approving all teacher preparation programs (with the remainder ceding at least some of their authority to the national teacher education accrediting body, CAEP), few states have implemented adequate accountability systems that hold programs to clear minimum standards of performance and provide information to the public about program quality. Although 18 states now publish some sort of annual report card that provides all collected data about each teacher preparation program, only 12 states have articulated adequate minimum standards of performance for each category of data collected. Of these 12 states, 11—**Delaware, Florida, Louisiana, Michigan, Missouri, Nevada, North Carolina, Rhode Island, Tennessee, Texas** and **Washington**—have put in place clear protocols for what happens to programs that fail to meet the state's minimum standards of performance.

Figure 7

What actions do states take to hold teacher preparation programs accountable for adding clear value?



1. The state does not publish a report card, but programs' biennial reports are public.
2. State law requires the state to publish report cards with all collected data on program performance, but report cards currently include only limited data.
3. State report card data are not yet available.
4. Programs, not the state, report only limited data.
5. Setting minimum standards and holding programs accountable to those standards are requirements of state law, but the state has not yet implemented these requirements.
6. The state's effort is in progress.
7. Ohio publishes data only for programs housed in institutions of higher education.
8. The state publishes only limited data in its report cards.

Examples of Best Practice

Delaware, **Florida**, **Missouri**, **North Carolina**, **Tennessee** and **Texas** all hold programs accountable for their performance and publish report cards with completer data by program. Delaware sets minimum standards of performance and state targets for each data category it collects, and it publishes reports clearly indicating how programs measure up in relation to those standards. Florida, Missouri, and North Carolina have teacher preparation program approval processes with specific cut scores on measures such as placement and retention rates, completer and supervisor satisfaction, and evaluation of completers. Tennessee and Texas both have processes that stand out for their ability to hold programs accountable. Tennessee, in addition to publishing a wealth of data, denies accreditation to programs that fail to meet even one of its standards; Texas requires that programs continue to increase performance on its standards over the next few years as part of its approval process.

Figure 8

What role do states allow a program's accreditation status to play when deciding if a program should receive approval?

	State maintains full authority over the approval process.	State makes the final approval decision but requires accreditation to qualify for state approval.	State allows national accreditation to substitute for its own approval process.
Alabama	☐	☐	■ [1]
Alaska	■	☐	☐
Arizona	■	☐	☐
Arkansas	☐	☐	■
California	☐	☐	■
Colorado	■	☐	☐
Connecticut	☐	☐	■
Delaware	☐	■	☐
District of Columbia	☐	☐	■ [2]
Florida	■	☐	☐
Georgia	■	☐	☐
Hawaii	☐	☐	■
Idaho	☐	■	☐
Illinois	■	☐	☐
Indiana	☐	■	☐
Iowa	■	☐	☐
Kansas	■	☐	☐
Kentucky	■	☐	☐
Louisiana	■	☐	☐
Maine	☐	☐	■ [1]
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	**10**	**10**

1. Programs can substitute national accreditation for certain state standards.
2. District of Columbia maintains full authority over the approval of only non-traditional teacher preparation programs.

Area 1: General Teacher Preparation

Goal E – 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 states' ratings for the goal:

1. The state should require that all student teachers be placed with cooperating teachers for whom there is evidence of effectiveness as measured by demonstrated success in improving student outcomes.
2. The state should require all teacher candidates to spend at least 10 weeks student teaching at the appropriate grade level(s).

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

Findings

Time spent practice teaching is critical for new teachers as they prepare to lead classrooms of their own. Not only do surveys of new teachers suggest that student teaching is the most important part of their training experience, but most new teachers ultimately teach in the states and districts in which they student taught, creating an imperative for districts to provide quality training experiences that produce successful teachers.

The majority of states (33) require an adequate 10-week minimum of student teaching and 39 states require that a candidate's clinical practice experience take place at a grade level applicable to what the teacher intends to teach. However, this still leaves many states where, whether a future high-school teacher conducts his or her student teaching in a high school classroom or a kindergarten classroom may be entirely left to chance.

Central to the quality of the student-teaching experience is the instructional strength of the

How States are Faring in Student Teaching

4 Best Practice States
Georgia, Massachusetts, New Jersey, Tennessee

1 States Meeting Goal
Rhode Island

7 States Nearly Meeting Goal
Arizona, Arkansas, Delaware, Indiana, Kentucky, Missouri, West Virginia

14 States Partly Meeting Goal
Alabama, Alaska, Connecticut, Florida, Illinois, Iowa, Minnesota, New York, North Carolina, North Dakota, Oregon, Pennsylvania, Texas, Utah

14 States Meeting a Small Part of Goal
Hawaii, Kansas, Louisiana, Maine, Michigan, Nebraska, Ohio, Oklahoma, South Carolina, South Dakota, Vermont, Virginia, Washington, Wisconsin

11 States Not Meeting Goal
California, Colorado, District of Columbia, Idaho, Maryland, Mississippi, Montana, Nevada, New Hampshire, New Mexico, Wyoming

Findings (continued)

classroom teacher who serves as the teacher candidate's mentor, or cooperating teacher. To ensure that all student teachers have uniformly strong experiences, states must also only allow teacher candidates to be placed in classrooms taught by effective teachers, as measured by consistent gains in student achievement. On this front states have made considerable progress. Up from only five states in 2013, 14 states currently require that only effective teachers can serve as cooperating teachers.

Examples of Best Practice

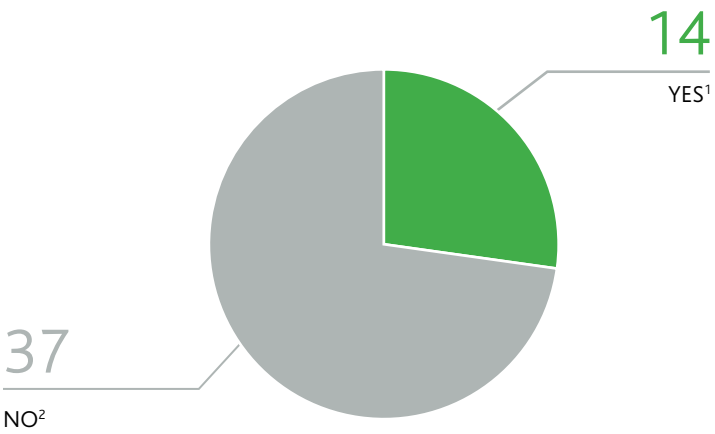
Georgia, **Massachusetts**, **New Jersey** and **Tennessee** not only require teacher candidates to complete at least 10 weeks of fulltime student teaching, but these states also require that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning. Each of these states also requires that teacher candidates' clinical practice experience occurs in the license areas sought. Additionally, New Jersey requires 175 hours of clinical practice experience before candidates enter the classroom as full time student teachers. Georgia, Massachusetts and Tennessee require their teacher candidates to have experience in multiple grade level settings to earn licenses with broad grade spans, and require experience in multiple grade settings for elementary and early childhood licenses.

SUMMARY OF STUDENT TEACHING FIGURES

- **Figure 9** Do states require cooperating teachers to be selected based on evidence of effectiveness?
- **Figure 10** Do states require a clinical practice/student teaching experience of sufficient length?
- **Figure 11** Do the 41 states with K-8 or K-12 licenses require a clinical practice/student teaching experience in at least two grades?
- **Figure 12** Do states require that clinical practice/student teaching assignments match the teacher's chosen certification area?

Figure 9

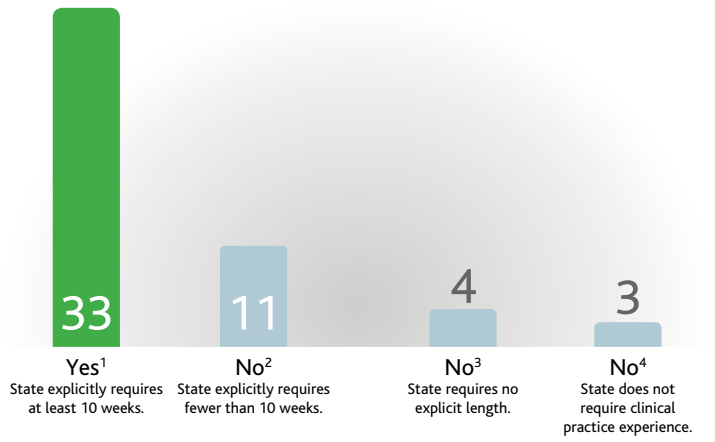
Do states require cooperating teachers to be selected based on evidence of effectiveness?



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

Figure 10

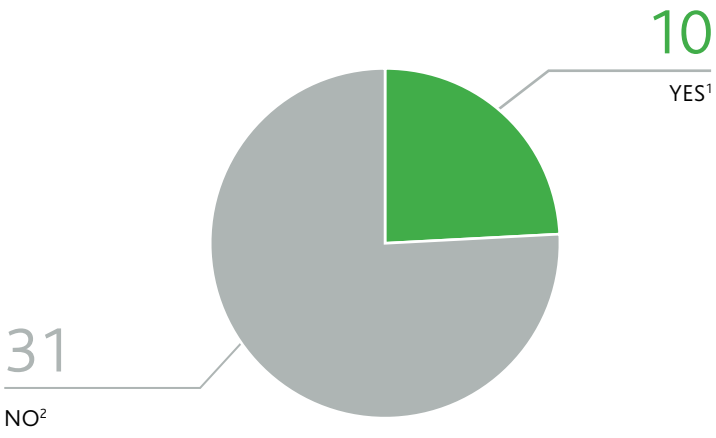
Do states require a clinical practice/student teaching experience of sufficient length?



1. Strong Practice: Alabama, Alaska, Arizona, Arkansas, Connecticut, Delaware, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, Wisconsin
2. California, Colorado, Idaho, Louisiana[5], Nevada, New Mexico[6], New York, Oregon, Virginia, West Virginia[7], Wyoming
3. Florida, Illinois, Mississippi, New Hampshire
4. District of Columbia, Maryland, Montana
5. Louisiana requires a year-long residency program but student teaching is not a full-time, summative experience.
6. New Mexico requires 14 weeks but student teaching is not a full-time, summative experience.
7. West Virginia allows candidates to student teach for less than 12 weeks if determined to be proficient.

Figure 11

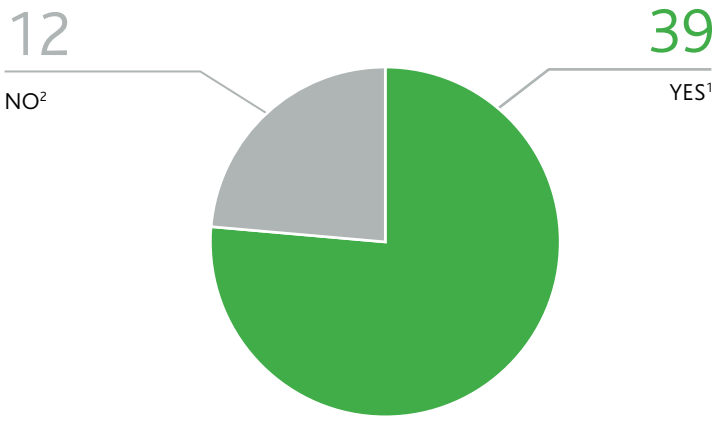
Do the 41 states[3] with K-8 or K-12 licenses require a clinical practice/student teaching experience in at least two grades?



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

Figure 12

Do states require that clinical practice/student teaching assignments match the teacher's chosen certification area?

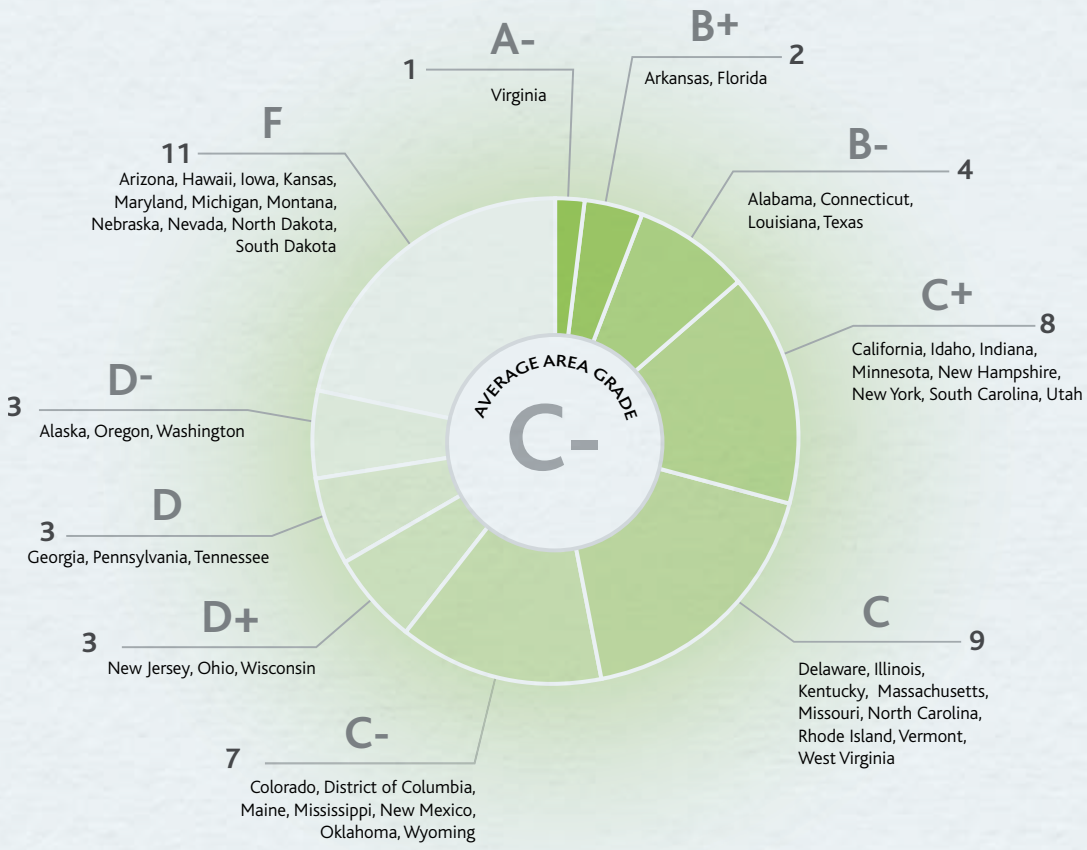


1. Strong Practice: Alabama, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Jersey[3], New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin
2. Alaska, California, Delaware, Hawaii, Louisiana, Maine, Mississippi, New Hampshire, Ohio, Oklahoma, Washington, Wyoming
3. Even though clinical practice for the PreK-12 special education license is not specified at multiple grade levels, the license must be added to an elementary or secondary license which limits grade level that can be taught.

Area 2 Summary

How States are Faring on Elementary Teacher Preparation

State Area Grades



Topics Included In This Area

- Elementary Content Knowledge
- Teaching Elementary Mathematics
- Teaching Elementary Reading
- Elementary Licensure Deficiencies

Area 2: Elementary Teacher Preparation

Goal A – Elementary Content Knowledge

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 college- and career-readiness standards.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require all elementary teacher candidates to pass individually scored subject-matter tests designed to ensure sufficient content knowledge of all core academic subjects. Subject-matter tests should include English, math, science, and social studies.
2. The state should require all elementary teacher candidates to complete a content concentration of at least 15 or more credit hours in an academic subject area. In addition to enhancing content knowledge, this requirement ensures that prospective teachers have taken higher-level academic coursework.

Findings

Nearly all states have adopted some form of college- and career-ready standards; it is therefore critical that teacher candidates are broadly educated and proficient in the academic content they will deliver to their students. Elementary teachers, who are responsible for delivering a wide variety of content, must possess adequate content knowledge across the core subject areas in order to effectively prepare their students to reach these standards. Unfortunately, NCTQ finds limited evidence that teacher preparation programs are requiring elementary candidates to demonstrate their knowledge or take relevant coursework. Strong content exams are essential and can be further enhanced by requiring candidates to complete an academic concentration or high-level academic coursework. Forty-four states now require some form of a content test—a significant shift over the last two decades when few states maintained such requirements. However, just under half of all

How States are Faring in Elementary Content Knowledge

0 Best Practice States
None

1 States Meeting Goal
Connecticut

19 States Nearly Meeting Goal
Alabama, Arkansas, Colorado⬆, Delaware, District of Columbia, Florida, Idaho, Kentucky, Louisiana, Maine, Missouri, New Hampshire, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Wyoming

9 States Partly Meeting Goal
California, Illinois⬆, Indiana, Minnesota, New Jersey⬇, New Mexico, New York, Oklahoma, West Virginia

7 States Meeting a Small Part of Goal
Alaska⬆, Georgia, Massachusetts⬇, Mississippi, Oregon, Pennsylvania, Washington

15 States Not Meeting Goal
Arizona⬇, Hawaii, Iowa, Kansas, Maryland, Michigan, Montana, Nebraska, Nevada, North Carolina⬇, North Dakota, Ohio, South Dakota, Tennessee, Wisconsin

Progress on this Goal Since 2015:

⬆: 3 ⬇: 4

Findings (continued)

states (22) use a test that requires candidates to demonstrate content knowledge by obtaining passing scores in each core subject of mathematics, social studies, English language arts and science. This is preferable to tests that continue to be used in 11 states that only yield one composite score, potentially masking candidates' lack of sufficient content knowledge in certain subjects. Seven states—**Alaska, Arizona, Hawaii, Iowa, Montana, Ohio** and **South Dakota**—do not require a core content test as a condition of initial licensure.

In addition, few states ensure that elementary teacher candidates complete coursework that requires immersion in one particular subject. Only four states—**Connecticut, Mississippi, New Mexico** and **Oklahoma**—require elementary school candidates to have a major, minor, or concentration in a core academic area.

Examples of Best Practice

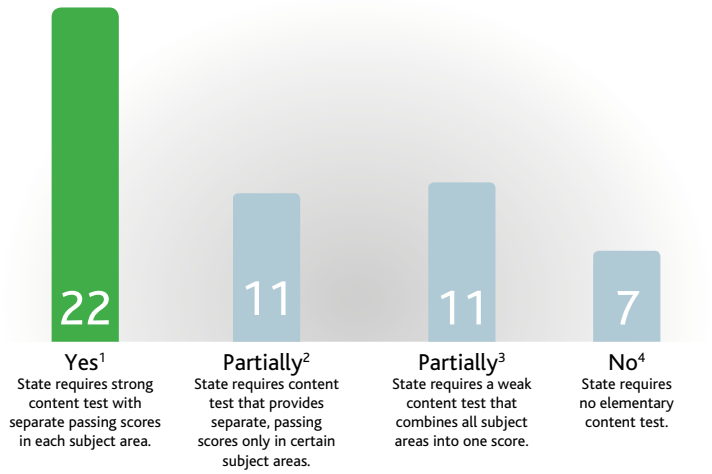
Nearly half of states — twenty-two — are worthy of recognition for requiring elementary candidates to pass a content test comprised of four independently scored subtests, including mathematics. Among these states, **Connecticut** stands out as the only state that requires both a four-part content test and an academic concentration. **New Mexico** deserves specific acknowledgement for being the only state that requires an academic content major, and only **Mississippi** and **Oklahoma** require an academic minor or concentration.

SUMMARY OF ELEMENTARY CONTENT KNOWLEDGE FIGURES

- **Figure 13** Do states adequately assess elementary teacher candidates' content knowledge?
- **Figure 14** Do states require elementary candidates to study a subject in-depth?

Figure 13

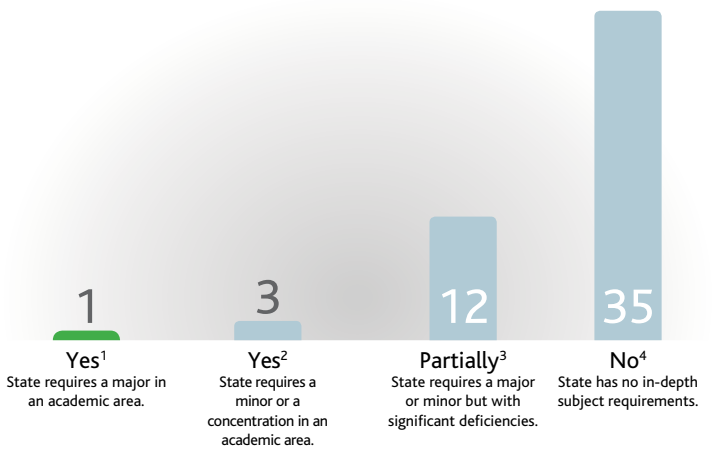
Do states adequately assess elementary teacher candidates' content knowledge?



1. Strong Practice: Alabama, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Kentucky, Louisiana, Maine, Missouri, New Hampshire, New Jersey[8], Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia[12], Wyoming
2. California, Georgia, Illinois, Indiana, Minnesota, New Mexico, New York, Oklahoma, Oregon, Pennsylvania, Washington
3. Kansas, Maryland, Massachusetts[6], Michigan, Mississippi, Nebraska, Nevada[7], North Carolina[9], North Dakota, Tennessee[11], Wisconsin
4. Alaska[5], Arizona, Hawaii, Iowa, Montana, Ohio[10], South Dakota
5. Alaska does not require a test for initial licensure.
6. Massachusetts requires a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.
7. The required test is a questionable assessment of content knowledge, instead emphasizing methods and instructional strategies.
8. A candidate who fails to earn the passing score by 5 percent or less can still meet the subject matter requirement with a GPA of at least 3.5.
9. North Carolina requires a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math. Additionally, North Carolina allows teachers to pass tests during their second year of teaching if they attempt to pass them during their first year.
10. Only teachers of grades 4 and 5 are required to pass a content test.
11. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
12. In addition to a K-6 license, West Virginia also has an early childhood license covers grades K-4 essentially making it a de facto elementary license. The Praxis II Multiple Subjects (5001) tests is not required for this license.

Figure 14

Do states require elementary candidates to study a subject in-depth?



1. Strong Practice: New Mexico
2. Connecticut, Mississippi, Oklahoma
3. California[5], Colorado[5], Iowa[5], Maryland[5], Massachusetts, Michigan[5], Missouri, New York[5], Tennessee[5], Texas[5], Vermont[5], Virginia[5]
4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Minnesota, Montana, Nebraska, Nevada, New Hampshire[6], New Jersey, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming
5. These states require a major, minor, or concentration but there is no assurance it will be in an academic subject area.
6. Only K-8 teachers must complete an area of concentration (10 courses above the institution's introductory level) in a field such as humanities, fine arts, social sciences and sciences.

Area 2: Elementary Teacher Preparation

Goal B – Teaching Elementary 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 states' ratings for the goal:

1. The state should require all elementary teacher candidates to pass a rigorous elementary math content exam in order to attain licensure.
2. The state should require teacher preparation programs to deliver elementary math content coursework of the appropriate breadth and depth to all elementary teacher candidates. This coursework should build a strong conceptual foundation in elementary math topics and should align with recommendations of professional associations such as the Conference Board of the Mathematical Sciences and the National Council of Teachers of Mathematics.

Findings

Mathematics requires a strong foundation of skills acquired in the elementary years. To build this foundation, elementary teachers need not only a basic understanding of mathematics but also a deep conceptual understanding of numeracy and operations, algebra, geometry and measurement, and data analysis and probability. Although several states assess elementary candidates' basic understanding of mathematics as part of their licensure exams, these tests are not designed to assess whether teachers have the necessary conceptual knowledge to successfully teach mathematics. The reason for this is often two-fold. In many states, candidates do not need to pass a separate math test to qualify for a license. The math test is part of a broad subject-matter exam that makes it possible to use a high score in one area to compensate for a low score in another (i.e., a low score in mathematics could be compensated for by a high score in English/language

How States are Faring in Teaching Elementary Mathematics

1 Best Practice States
Massachusetts

23 States Meeting Goal
Alabama, Arkansas, Colorado⬆, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois⬆, Indiana, Kentucky, Louisiana, Maine, Missouri, New Hampshire, New York, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Wyoming

4 States Nearly Meeting Goal
Minnesota, New Jersey⬇, North Carolina⬇, West Virginia

1 States Partly Meeting Goal
California

17 States Meeting a Small Part of Goal
Alaska, Georgia, Iowa, Kansas, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, Washington, Wisconsin

5 States Not Meeting Goal
Arizona⬇, Hawaii, Ohio, South Dakota⬇, Tennessee

Progress on this Goal Since 2015:
⬆ : 2 ⬇ : 4

SUMMARY OF TEACHING ELEMENTARY MATHEMATICS FIGURES

- **Figure 15** Do states adequately assess elementary candidates' mathematics knowledge?

Findings (continued)

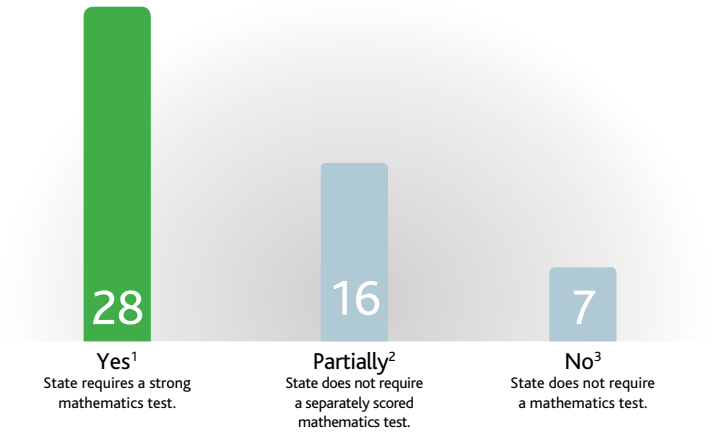
arts). So, too, is the mathematics content on these exams often misaligned with the level and nature of knowledge elementary teachers need. These tests should challenge the teacher candidate's understanding of underlying concepts and his or her ability to apply knowledge in non-routine, multistep procedures. Over the last half dozen years, NCTQ has reported a significant uptick in states adopting strong mathematics tests, from just two states that required such assessments in 2011 to 26 states that did so in 2015. In 2017, we find that there has been a slight improvement, with 28 states now requiring elementary teacher candidates to pass a strong mathematics test. An additional 16 states require mathematics content knowledge to be assessed but do not require a separately scored mathematics test. Seven states—**Alaska, Arizona, Hawaii, Iowa, Montana, Ohio** and **South Dakota**—require no test at all.

Examples of Best Practice

Although twenty-eight states address this goal by requiring candidates licensed to teach the elementary grades earn a passing score on an independently scored mathematics subtest, **Massachusetts** continues to set the standard in this area by requiring the Massachusetts Tests for Educator Licensure (MTEL), which evaluates mathematics knowledge by challenging candidates' understanding of underlying mathematics concepts. Additionally, Massachusetts' math preparation standards are particularly strong and were developed to ensure that candidates possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.

Figure 15

Do states adequately assess elementary candidates' mathematics knowledge?



1. Strong Practice: Alabama, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey[4], New York, North Carolina[5], Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia[8], Wyoming
2. California, Georgia, Kansas, Maryland, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, Tennessee[7], Washington, Wisconsin
3. Alaska, Arizona, Hawaii, Iowa, Montana, Ohio[6], South Dakota
4. A candidate who fails to earn the passing score by 5 percent or less can still meet the subject matter requirement with a GPA of at least 3.5.
5. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.
6. Only teachers of grades 4 and 5 are required to pass a content test.
7. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
8. West Virginia does not require a separately scored math test for its K-4 license.

Area 2: Elementary Teacher Preparation

Goal C – Teaching Elementary Reading

The state should ensure that new elementary teachers know the science of reading instruction and are prepared for the instructional shifts related to literacy associated with college-and career-readiness standards.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require all elementary teacher candidates to pass a rigorous elementary test of scientifically based reading instruction in order to attain licensure. The design of the test should ensure that prospective teachers cannot pass without knowing the five scientifically based components of early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. The state should require that all teacher preparation programs prepare elementary candidates in the science of reading instruction.
3. The state should ensure that all new elementary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction in all subject areas. Specifically,
   a. The state should ensure that all new elementary teachers are prepared to incorporate informational texts of increasing complexity into instruction.
   b. The state should ensure that all new elementary teachers are prepared to incorporate literacy skills as an integral part of every subject.
   c. The state should ensure that all new elementary teachers are prepared to identify and support struggling readers.

How States are Faring in Teaching Elementary Reading

2 Best Practice States
Arkansas⬆, California

4 States Meeting Goal
Florida, Minnesota, Ohio⬆, Virginia

12 States Nearly Meeting Goal
Alabama, Connecticut, Idaho⬆, Indiana, Massachusetts, Mississippi, New Hampshire, New Mexico, New York, North Carolina⬇, Oklahoma, Wisconsin

6 States Partly Meeting Goal
Illinois, Louisiana⬆, South Carolina, Tennessee, Texas, West Virginia

11 States Meeting a Small Part of Goal
Arizona, Delaware, Georgia, Iowa⬆, Maryland, Michigan, Missouri, Pennsylvania, Utah, Vermont, Washington

16 States Not Meeting Goal
Alaska, Colorado⬇, District of Columbia, Hawaii, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Jersey, North Dakota, Oregon, Rhode Island, South Dakota, Wyoming

Progress on this Goal Since 2015:

⬆: 5 ⬇: 2

Findings

Teaching children how to read is undeniably the most important task elementary teachers undertake. New college- and career-readiness standards demand that teachers bring complex text and academic language into regular use. Accordingly, all teachers, but particularly elementary school teachers, must be prepared with knowledge about the most effective ways to teach reading to all students, including struggling readers, as well as with strategies for incorporating literacy across all content areas.

The scientific consensus over the five critical components of effective reading instruction was firmly settled in 2000, stating that instructional emphasis on phonemic awareness, phonics, fluency, vocabulary, and comprehension can together dramatically reduce reading failure if they are systematically and explicitly taught. Unfortunately, not enough states are verifying that future teachers possess this knowledge. Indeed, NCTQ's own scan of teacher preparation programs under the Teacher Preparation Review (TPR), available at www.nctq.org, reveals that only 39 percent of all undergraduate elementary teacher preparation programs impart to future teachers the science behind early reading instruction. Showing slight improvement from 18 states in 2015, 19 states now require elementary candidates to pass a rigorous elementary reading exam that ensures knowledge of the five scientifically based components of early reading instruction.

States have considerable room for improvement regarding the steps taken to ensure that elementary candidates are prepared for the instructional shifts associated with college- and career-readiness standards. Twenty-one states require candidates to be able to identify and support struggling readers; however, only eleven states—**Arkansas, California, Florida, Idaho, Illinois, Indiana, Louisiana, Missouri, New York, Tennessee** and **Vermont**—require candidates to demonstrate an understanding of how to incorporate complex texts and academic language into instruction. Further, only eight states—**Arkansas, California, Florida, Illinois, Kansas, North Carolina, South Carolina** and **Tennessee**—ensure that elementary candidates are prepared to incorporate literacy skills across all subjects.

Examples of Best Practice

California and **Arkansas** are notable for both states' focus on elementary teachers' readiness to teach reading and literacy skills. All elementary candidates must pass comprehensive assessments that specifically test the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

California's test frameworks and Arkansas' teacher competencies go further than those of most states and specify that elementary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

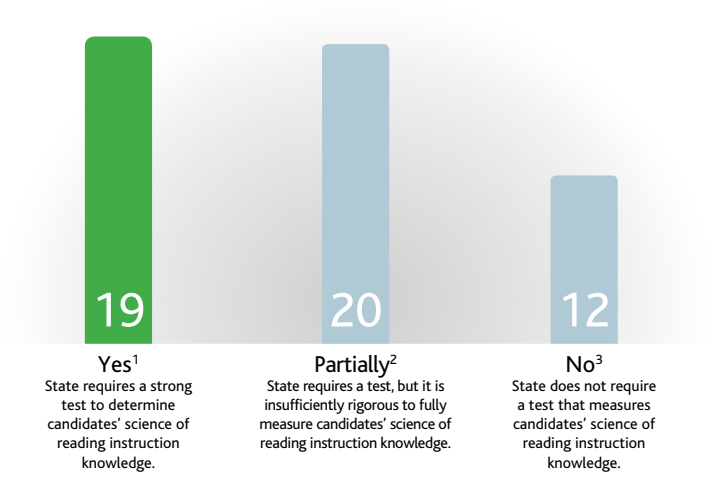
NCTQ also commends states using the Foundations of Reading assessment to confirm that new elementary teachers are well grounded in scientifically based reading instruction. **Arkansas, Connecticut, Massachusetts, Mississippi, New Hampshire, North Carolina, Ohio** and **Wisconsin** all use this state-of-the-art test.

SUMMARY OF TEACHING ELEMENTARY READING FIGURES

- **Figure 16** Do states adequately assess elementary candidates' science of reading instruction knowledge?
- **Figure 17** Do states ensure that elementary candidates are fully prepared for the instructional shifts associated with college- and career-readiness standards?

Figure 16

Do states adequately assess elementary candidates' science of reading instruction knowledge?



1. Strong Practice: Alabama, Arkansas, California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina[4], Ohio, Oklahoma, Tennessee[5], Virginia, West Virginia, Wisconsin
2. Arizona, Delaware, District of Columbia, Georgia, Idaho, Illinois, Kentucky, Louisiana, Maine, Missouri, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wyoming
3. Alaska, Colorado, Hawaii, Iowa, Kansas, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, South Dakota
4. Teachers have until their second year to pass the reading test.
5. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 17

Do states ensure that elementary candidates are fully prepared for the instructional shifts associated with college- and career-readiness standards?

	Yes. State requires candidates to be fully prepared to incorporate the use of informational texts.	Yes. State requires candidates to be fully prepared to incorporate literacy skills into all subjects.	Yes. State requires candidates to be able to identify and support struggling readers.	No. State standards are inadequate to ensure that candidates are fully prepared for the instructional shifts associated with college- and career-readiness standards.
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	☐	☐	☐	■
	11	**8**	**21**	**25**

Area 2: Elementary Teacher Preparation

Goal D – Elementary Licensure Deficiencies

The state should ensure that new teachers who can teach elementary grades on an early childhood license possess sufficient content knowledge in all core subjects and know the science of reading instruction.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should ensure that all new elementary teacher candidates teaching under an early childhood license possess sufficient elementary content knowledge in all core subjects, including mathematics.
2. The state should ensure that all new elementary teacher candidates teaching under an early childhood license are required to pass a rigorous test of scientifically based reading instruction. The design of the test should ensure that prospective teachers cannot pass without knowing the five scientifically based components of early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
3. The state should ensure that all new elementary teachers teaching under an early childhood license are sufficiently prepared for the ways that college- and career-readiness standards affect instruction in all subject areas. Specifically,
   a. The state should ensure that these early childhood education teachers are prepared to incorporate informational texts of increasing complexity into instruction.
   b. The state should ensure that these early childhood education teachers are prepared to incorporate literacy skills as an integral part of every subject.
   c. The state should ensure that these early childhood education teachers are prepared to identify and support struggling readers.

How States are Faring in Elementary Licensure Deficiencies

★	0	**Best Practice States** None
●	1	**States Meeting Goal** Virginia
◕	2	**States Nearly Meeting Goal** Florida, Louisiana⬆
◑	4	**States Partly Meeting Goal** Alabama, Indiana, New York, Tennessee⬆
◔	11	**States Meeting a Small Part of Goal** Connecticut, Idaho, Illinois⬆, Massachusetts, Minnesota, New Hampshire, New Mexico, Oklahoma, Rhode Island, South Carolina, Wisconsin
○	20	**States Not Meeting Goal** Arizona⬇, Colorado⬇, Delaware, District of Columbia, Hawaii, Iowa, Kansas, Maine, Maryland, Michigan, Missouri, Montana, Nebraska, Nevada, New Jersey, North Dakota, South Dakota, Vermont, Washington, Wyoming
NA	13	**Not Applicable** Alaska, Arkansas, California, Georgia, Kentucky, Mississippi, North Carolina, Ohio, Oregon, Pennsylvania, Texas, Utah, West Virginia

Progress on this Goal Since 2015:

⬆ : 3 ⬇ : 2

Findings

In the 38 states where elementary schools are permitted to hire teachers under early childhood licenses, it is essential that the early childhood licensing requirements will genuinely prepare a teacher to be successful in an elementary setting. This is not to say that the license requirements must be identical. However, early childhood teachers still need a reasonable base of content knowledge and, most importantly, expertise in how to teach reading.

Since NCTQ began tracking whether states hold elementary teachers teaching under an early childhood license to the same standards as those teaching on regular licenses, our findings have consistently unearthed a glaring loophole in teacher licensure. Among the 38 states that consider an early childhood license sufficient for elementary settings, only five require candidates to pass a well-designed content test. Furthermore, only 12 states require these early childhood candidates to demonstrate sufficient knowledge of how to teach reading. This means that 26 states still do not require early childhood-licensed teachers, generally spanning grades K-3, to know how to teach reading.

Only six of these 38 states—**Alabama, Idaho, Louisiana, South Carolina, Tennessee** and **Virginia**—require programs prepaing early childhood teachers to address the instructional shifts associated with college - and career-readiness standards.

Examples of Best Practice

Unfortunately, NCTQ cannot award "best practice" honors to any state for its policy in the area of early childhood licenses that span elementary grades." However, three states—**Florida**, **New York** and **Virginia**—are worthy of mention for taking steps in the right direction by holding early childhood candidates to the same standards as their elementary teacher candidates. Each of these states requires early childhood candidates to pass a content test with separately scored subtests, as well as to pass a test of scientifically based reading instruction.

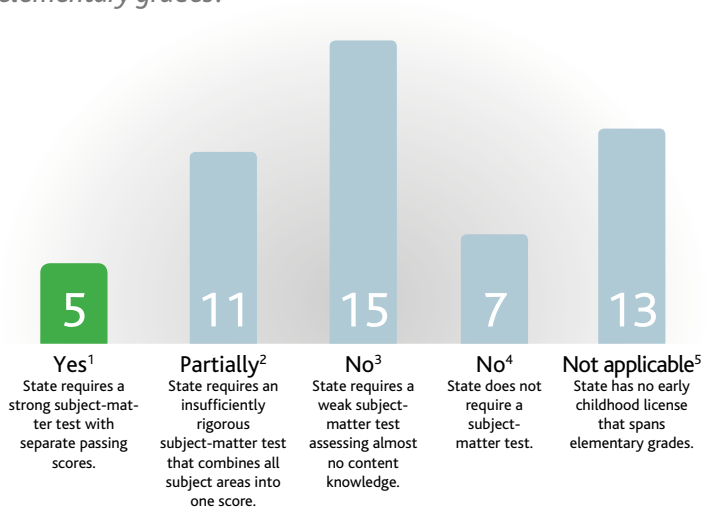
Florida ensures that early childhood education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's test frameworks and competencies go further than those of other states and specify that early childhood education candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and be prepared to intervene and support students who are struggling.

SUMMARY OF ELEMENTARY LICENSURE DEFICIENCIES FIGURES

- **Figure 18** Do states adequately assess core content knowledge for early childhood candidates who can teach elementary grades?
- **Figure 19** Do states adequately assess mathematics knowledge for early childhood candidates who can teach elementary grades?
- **Figure 20** Do states adequately assess reading instruction knowledge for early childhood candidates who can teach elementary grades?

Figure 18

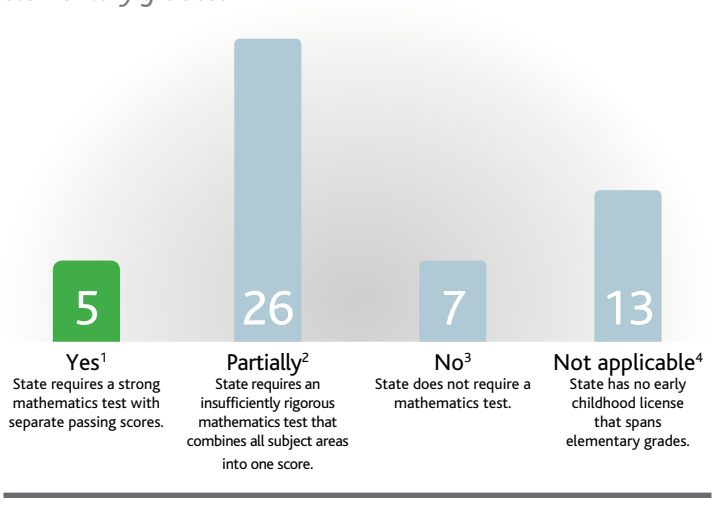
Do states adequately assess core content knowledge for early childhood candidates who can teach elementary grades?



1. Strong Practice: Florida[6], Indiana[7], Louisiana, New York[8], Virginia
2. Alabama, District of Columbia, Idaho, Maryland, Michigan, Nevada, New Jersey[9], North Dakota, Rhode Island[10], Tennessee[11], Wisconsin
3. Arizona, Connecticut, Delaware, Illinois, Kansas, Maine, Massachusetts, Minnesota, Missouri, Nebraska, New Hampshire, New Mexico, Oklahoma, South Carolina, Washington
4. Colorado, Hawaii, Iowa, Montana, South Dakota, Vermont[12], Wyoming
5. Alaska[13], Arkansas[13], California[13], Georgia[13], Kentucky[13], Mississippi[13], North Carolina[13], Ohio[13], Oregon[13], Pennsylvania[13], Texas[13], Utah[13], West Virginia[13]
6. Florida's test contains three subtests that cover language arts and reading, math and science.
7. Indiana's subtests combines science with health and social studies with fine arts.
8. Test contains three separately scored subtests.
9. A candidate who fails to earn the passing score by 5 percent or less can still meet the subject matter requirement with a GPA of at least 3.5.
10. May pass either multiple subjects (subscores) or content knowledge (no subscores) test.
11. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
12. Policy indicates that teachers receiving an endorsement in the K-3 test must pass the Praxis II Elementary Education: Multiple Subjects (5001) test. It's not clear whether candidates for the PreK-3 or birth to grade three license are required to pass this test.
13. 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.

Figure 19

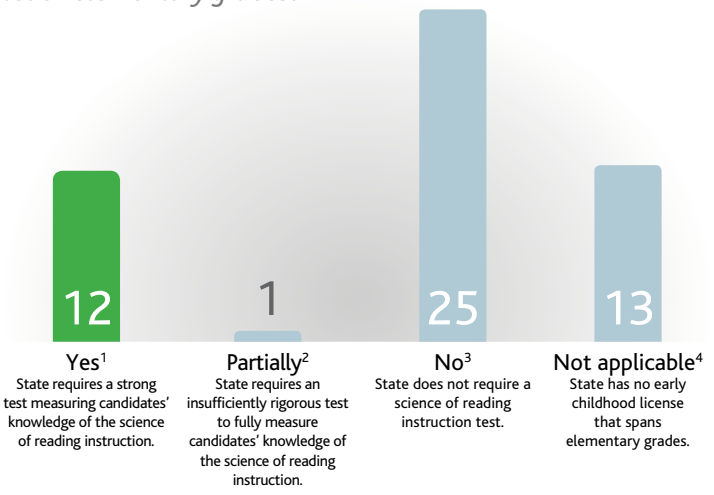
Do states adequately assess mathematics knowledge for early childhood candidates who can teach elementary grades?



1. Strong Practice: Florida, Indiana, Louisiana, New York, Virginia
2. Alabama, Arizona, Connecticut, Delaware, District of Columbia, Idaho, Illinois, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Rhode Island[5], South Carolina, Tennessee[6], Washington, Wisconsin
3. Colorado, Hawaii, Iowa, Montana, South Dakota, Vermont, Wyoming
4. Alaska[7], Arkansas[7], California[7], Georgia[7], Kentucky[7], Mississippi[7], North Carolina[7], Ohio[7], Oregon[7], Pennsylvania[7], Texas[7], Utah[7], West Virginia[7]
5. May pass either multiple subjects (subscores) or content knowledge (no subscores) test.
6. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
7. 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.

Figure 20

Do states adequately assess reading instruction knowledge for early childhood candidates who can teach elementary grades?

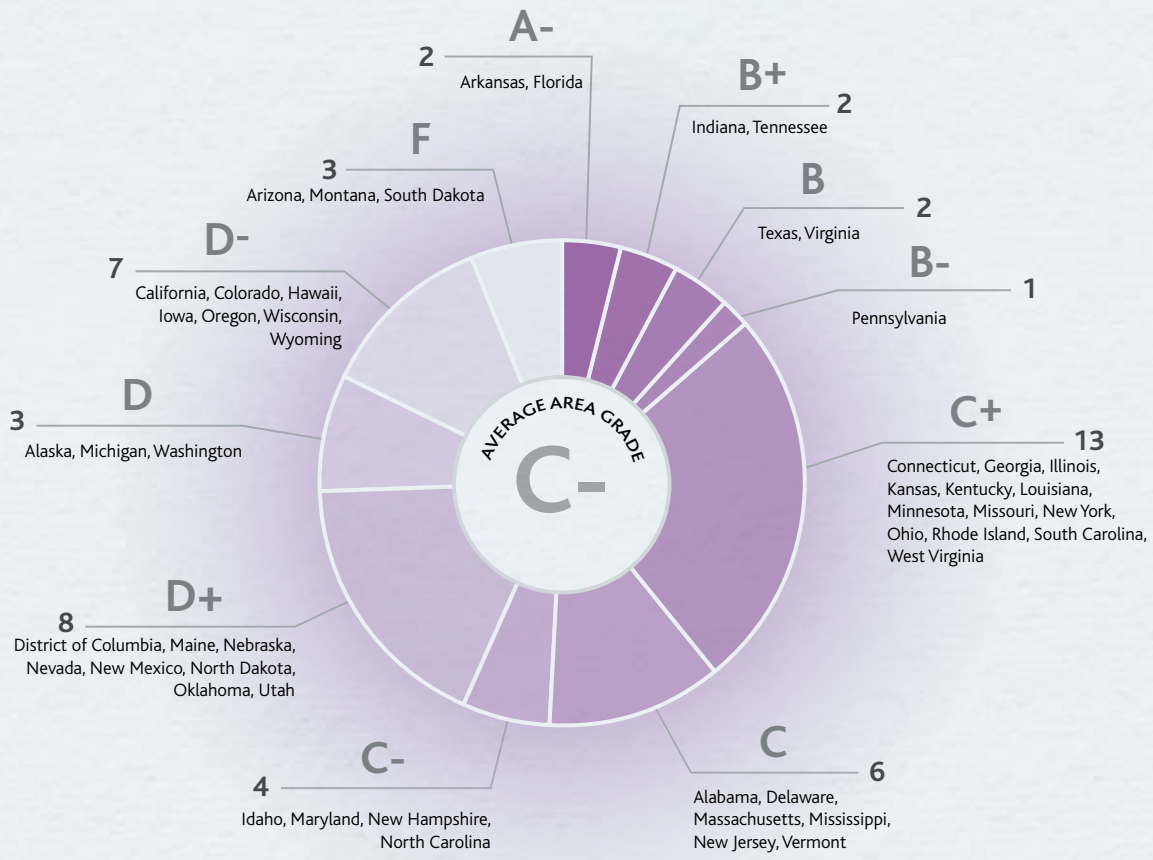


1. Strong Practice: Alabama, Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New York, Oklahoma, Tennessee[6], Virginia, Wisconsin
2. Idaho
3. Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maine, Maryland, Michigan, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Rhode Island, South Carolina, South Dakota, Vermont, Washington, Wyoming
4. Alaska[5], Arkansas[5], California[5], Georgia[5], Kentucky[5], Mississippi[5], North Carolina[5], Ohio[5], Oregon[5], Pennsylvania[5], Texas[5], Utah[5], West Virginia[5]
5. 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.
6. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Area 3 Summary

How States are Faring on Secondary Teacher Preparation

State Area Grades



Topics Included In This Area

- Middle School Content Knowledge
- Middle School Licensure Deficiencies
- Adolescent Literacy
- Secondary Content Knowledge
- Secondary Licensure Deficiencies

Area 3: Secondary Teacher Preparation

Goal A – Middle School Content Knowledge

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content and for the ways that college- and career-readiness standards affect instruction of all subject areas.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that all new middle school teachers pass a separately scored subject-matter test in every core academic area for which they are licensed to teach.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

As reflected by the fact that middle schools rarely assign one teacher to teach all subjects, middle school teachers need greater expertise in their subjects than elementary teachers. Regardless of the license middle school teachers have earned, common sense dictates that they should be able to demonstrate proficiency in any subject that they teach. Not only do 19 states continue to permit an overly broad K-8 license, these states also fail to require that teachers certified under these licenses pass a well-designed licensing test that adequately assesses the content knowledge needed to teach middle grades students.

In 2017, 27 states require middle school teachers to pass a well-designed test in each subject area they teach, which represents a slight increase compared to the 26 states that maintained such a requirement in 2015.

How States are Faring in Middle School Content Knowledge

3 Best Practice States
Arkansas, Georgia, Ohio

31 States Meeting Goal
Alabama, Alaska, Connecticut, Delaware, Florida, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia

5 States Nearly Meeting Goal
District of Columbia, New Jersey, New York, North Carolina, Tennessee

2 States Partly Meeting Goal
Massachusetts, Washington

1 States Meeting a Small Part of Goal
Idaho

9 States Not Meeting Goal
Arizona, California, Colorado, Hawaii, Iowa, Montana, South Dakota, Wisconsin, Wyoming

Examples of Best Practice

Arkansas, **Georgia** and **Ohio** earn best practice designations for ensuring that all middle school teacher candidates are adequately prepared to teach middle school-level content by not only requiring candidates to pass a licensing test in every core academic subject they are licensed to teach but also requiring two areas of concentration in a content area.

SUMMARY OF MIDDLE SCHOOL CONTENT KNOWLEDGE FIGURES

- **Figure 21** Do states require middle school candidates to demonstrate sufficient knowledge of every subject they are licensed to teach?

Figure 21

Do states require middle school candidates to demonstrate sufficient knowledge of every subject they are licensed to teach?

1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland[8], Mississippi, Missouri, New Jersey[10], New York[11], North Carolina[12], Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee[13], Texas, Vermont, Virginia, West Virginia
2. Massachusetts, Wisconsin
3. Alaska, Maine, Michigan, Minnesota, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Utah
4. Arizona, Idaho[7], New Hampshire[9], South Dakota, Washington
5. California[6], Colorado, Hawaii, Iowa, Montana, Wyoming
6. Candidates teaching multiple subjects only have to pass the elementary test. Single subject credential does not require test.
7. For K-8 license, Idaho also requires one single-subject test.
8. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary grades.
9. New Hampshire requires K-8 candidates to have a core concentration and to pass a middle school content test in a core area. Teachers with a 5-8 license must pass a Praxis II assessment.
10. A candidate who fails to earn the passing score by 5 percent or less can still meet the subject matter requirement with a GPA of at least 3.5.
11. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass the new assessment with three subtests.
12. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.
13. Tennessee allows teachers to delay passage of content tests if they possess a bachelor's degree in a core content area.

Area 3: Secondary Teacher Preparation

Goal B – Middle School Licensure Deficiencies

The state should distinguish between the preparation of middle school and elementary teachers.

Goal Components

The factors considered in determining the states' rating for the goal:

1. 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 the preparation of elementary teachers.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

As middle school grades are critical to the development of students—particularly along college- and career-readiness standards—it is hard to understand why some states continue to ignore their responsibility to differentiate between the preparation of middle school teachers and the preparation of elementary teachers.

Teaching kindergarten and teaching eighth grade are substantially different. Yet, 18 states where middle school teachers teach on a K-8 license do not distinguish between the two age groups, although six of these states allow it only in self-contained classrooms.

How States are Faring in Middle School Licensure Deficiencies

0 Best Practice States
None

31 States Meeting Goal
Alabama, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, Wyoming

0 States Nearly Meeting Goal
None

2 States Partly Meeting Goal
Maryland, New Mexico

0 States Meeting a Small Part of Goal
None

18 States Not Meeting Goal
Alaska, Arizona, California, Idaho, Maine, Michigan, Minnesota, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Washington, Wisconsin

Examples of Best Practice

Although no state stands out for its middle school license grade spans, 32 states do not allow teachers to teach on generalist K-8 licenses. These states require middle school teachers to earn middle school licenses that have requirements specific to the needs of middle school teachers.

SUMMARY OF MIDDLE SCHOOL LICENSURE DEFICIENCIES FIGURES

- **Figure 22** Do states' licensure structures appropriately distinguish between the knowledge and skills needed to teach middle grades and the knowledge and skills needed to teach elementary grades?

Figure 22

Do states' licensure structures appropriately distinguish between the knowledge and skills needed to teach middle grades and the knowledge and skills needed to teach elementary grades?

1. Strong Practice: Alabama, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, Wyoming
2. California[4], Michigan, Minnesota, Nebraska, Oregon, Utah
3. Alaska, Arizona[5], Idaho, Maine, Montana, Nevada, New Hampshire, New Mexico[6], North Dakota[5], Oklahoma[7], South Dakota, Washington, Wisconsin[5]
4. California offers a K-12 generalist license for all self-contained classrooms.
5. Offers 1-8 license.
6. New Mexico requires K-8 teachers to demonstrate content knowledge in the applicable middle grades subject area in which they are going to teach.
7 Offers a 1-8 license, with the exception of mathematics.

Area 3: Secondary Teacher Preparation

Goal C – Adolescent Literacy

The state should ensure new middle and secondary teachers are fully prepared for the instructional shifts related to literacy associated with college- and career-readiness standards.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should ensure that all middle and secondary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction in all subject areas. Specifically,
   a. The state should ensure that all new middle and secondary teachers are prepared to incorporate informational texts of increasing complexity into instruction.
   b. The state should ensure that all new middle and secondary teachers are prepared to incorporate literacy skills as an integral part of every subject.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

The college- and career- readiness standards introduce new requirements that inherently influence the way teachers must think about—and deliver—content-related instruction. As literacy skills are required to be incorporated across all subject areas, these standards demand that all teachers are prepared to build content knowledge and academic language vocabulary through the reading of complex informational texts. Although some states may support their teachers in taking on these instructional shifts during professional development, most states fall woefully short in aligning teacher competencies and requirements for teacher preparation so that new teachers arrive more prepared to teach to these standards.

How States are Faring in Adolescent Literacy

3 Best Practice States
Arkansas, Florida, Louisiana

2 States Meeting Goal
Idaho, Texas

2 States Nearly Meeting Goal
Illinois, Tennessee

9 States Partly Meeting Goal
California, Indiana, Maryland, Minnesota, New Hampshire, North Carolina, Ohio, South Carolina, Virginia

2 States Meeting a Small Part of Goal
Georgia, Pennsylvania

33 States Not Meeting Goal
Alabama, Alaska, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Rhode Island, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

Findings (continued)

In 2017, **Arkansas, Florida** and **Louisiana** are the only states that expect new middle and secondary teachers to demonstrate an understanding of how to incorporate literacy skills into all subjects and to use complex informational texts during instruction, which these states accomplish under their literacy competencies for new middle and secondary school teachers. Thirty-three states fail to address any of these requirements for both middle and secondary teachers. The remaining states employ a range of requirements regarding adolescent literacy. These requirements include articulating either teaching standards or testing frameworks addressing literacy skills, but not the use of complex informational texts and addressing complex informational texts or literacy skills across all subjects

Examples of Best Practice

Arkansas, Florida and **Louisiana** have strong policies that ensure that all middle and secondary teachers are fully prepared to meet the instructional requirements of college- and career-readiness standards for students. These states' competencies for middle and secondary candidates must have the ability not only to build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. These states also require candidates to know how to incorporate literacy skills as an integral part of every subject.

SUMMARY OF ADOLESCENT LITERACY FIGURES

- **Figure 23** Do states ensure that middle school candidates are prepared for the instructional shifts associated with college- and career-readiness standards?
- **Figure 24** Do states ensure that secondary candidates are prepared for the instructional shifts associated with college- and career-readiness standards?

Figure 23

Do states ensure that middle school candidates are fully prepared for the instructional shifts associated with college- and career-readiness standards?

	Yes. State requires candidates to be fully prepared to incorporate the use of informational texts.	Yes. State requires candidates to be fully prepared to incorporate literacy skills into all subjects.	No. State standards are inadequate to ensure that candidates are fully prepared for the instructional shifts associated with college- and career-readiness standards.
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	☐	☐	■
	5	**17**	**33**

Figure 24

Do states ensure that secondary candidates are fully prepared for the instructional shifts associated with college-and career-readiness standards?

	Yes. State requires candidates to be fully prepared to incorporate the use of informational texts.	Yes. State requires candidates to be fully prepared to incorporate literacy skills into all subjects.	No. State standards are inadequate to ensure that candidates are fully prepared for the instructional shifts associated with college- and career-readiness standards.
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	**14**	**36**

Area 3: Secondary Teacher Preparation

Goal D – Secondary Content Knowledge

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content and for the ways that college- and career-readiness standards affect instruction of all subject areas.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that all new secondary teachers pass a separately scored subject-matter test in every subject they are licensed to teach.
2. The state should require that all secondary teachers pass a separately scored subject-matter test when adding subject-area endorsements to an existing license.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

Secondary teachers are usually specialists who teach specific subjects in departmentalized school settings. As such, secondary teachers must be experts in the subject matter they teach, and a rigorous subject-matter-specific test should be used to ensure that teacher candidates are sufficiently knowledgeable in their content area. Most states support these principles. Forty-one states usually require subject-matter testing for every subject a high school teacher is licensed to teach.

But the term *usually* is pertinent since most of the 41 states allow significant loopholes regarding these requirements. Only four states – **Indiana, Minnesota, Missouri** and **Tennessee** – maintain licensing requirements that do not allow exceptions for science or social studies teachers.

How States are Faring in Secondary Content Knowledge

2 Best Practice States
Indiana, Minnesota

25 States Meeting Goal
Alabama, Arkansas, Connecticut, Delaware, Florida, Idaho, Kansas, Kentucky, Maine, Massachusetts, Nebraska, New Hampshire, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin

4 States Nearly Meeting Goal
Michigan, New Jersey, Tennessee, Washington

10 States Partly Meeting Goal
Alaska, District of Columbia, Georgia, Illinois, Louisiana, Maryland, Mississippi, Missouri, Nevada, New Mexico

1 States Meeting a Small Part of Goal
North Carolina

9 States Not Meeting Goal
Arizona, California, Colorado, Hawaii, Iowa, Montana, Oregon, South Dakota, Wyoming

Findings (continued)

States generally offer a pathway for teachers to add an endorsement to their license. For example, a chemistry teacher might want to qualify to also teach physics. Thirty-one states require a content test to add an endorsement. However, many of these states are more lenient regarding adding subject-area endorsements to an existing license in science and social studies. **Indiana, Minnesota** and **Tennessee** are the only states to do so without general science or social studies loopholes.

Examples of Best Practice

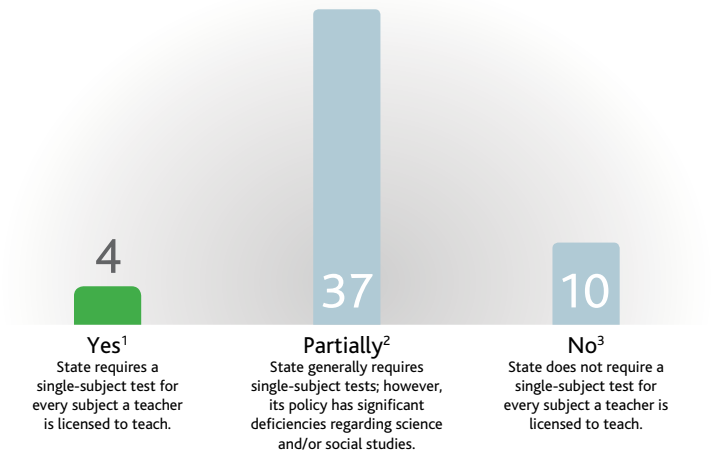
Indiana and **Minnesota** require that all secondary teacher candidates pass a single-subject test to teach any core secondary subject—both for initial licensure and to add an additional field to a secondary license. Additionally, Indiana does not offer secondary certification in general social studies or science; all teachers must be certified in a specific discipline. Minnesota does not offer a general science license, and all general social studies teachers must pass a content test for each subject in the social studies discipline.

SUMMARY OF SECONDARY CONTENT KNOWLEDGE FIGURES

- **Figure 25** Do states require secondary candidates to demonstrate sufficient knowledge of every subject they are qualified to teach?
- **Figure 26** Do states require secondary candidates to demonstrate sufficient knowledge in the endorsement area in order to earn an endorsement?

Figure 25

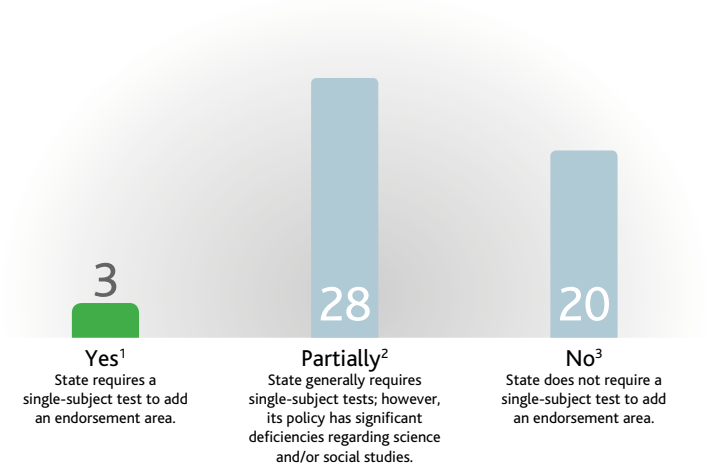
Do states require secondary candidates to demonstrate sufficient knowledge of every subject they are qualified to teach?



1. Strong Practice: Indiana, Minnesota, Missouri, Tennessee[4]
2. Alabama, Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan[5], Mississippi, Nebraska, Nevada, New Hampshire, New Jersey[6], New Mexico, New York, North Carolina[7], North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin
3. Arizona[8], California, Colorado, Hawaii, Iowa, Montana, Oregon, South Dakota, Washington, Wyoming
4. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
5. Michigan allows noncertificated teachers to teach up to one year without passing a content test, if they possess a major or a graduate degree in the field of specialization, and two years of work experience in the area in which they will teach.
6. A candidate who fails to earn the passing score by 5 percent or less can still meet the subject matter requirement with a GPA of at least 3.5.
7. Teachers may also have until second year to pass tests, if they attempt to pass them during their first year.
8. Candidates with a bachelor's degree or higher in the subject area do not have to pass a content test.

Figure 26

Do states require secondary candidates to demonstrate sufficient knowledge in the endorsement area in order to earn an endorsement?



1. Strong Practice: Indiana, Minnesota, Tennessee
2. Alabama, Arkansas, Connecticut, Delaware, Florida, Idaho, Kansas, Kentucky, Maine, Massachusetts, Michigan, Nebraska, New Hampshire, New Jersey[5], New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin
3. Alaska, Arizona, California, Colorado, District of Columbia, Georgia, Hawaii, Illinois[4], Iowa, Louisiana, Maryland, Mississippi, Missouri, Montana, Nevada, New Mexico, North Carolina, Oregon, South Dakota, Wyoming
4. To add science and social studies endorsements, state requires a major or minor, or 12 semester hours of coursework and a content test.
5. A candidate who fails to earn the passing score by 5 percent or less can still meet the subject matter requirement with a GPA of at least 3.5.

Area 3: Secondary Teacher Preparation

Goal E – Secondary Licensure Deficiencies

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that all new secondary science teachers pass a separately scored subject-matter test in each science discipline they are licensed to teach, regardless of whether or not the state offers a general science or combination science certification.
2. The state should require that all new secondary social studies teachers pass a separately scored subject-matter test in each social studies discipline they are licensed to teach, regardless of whether or not the state offers a general social studies or combination social studies certification.

Findings

Most states (41) require high school teacher candidates to demonstrate generalized knowledge of the content they wish to teach as a condition of licensure. However, the vast majority of states do so under systems that contain significant loopholes or exceptions regarding the intra-disciplinary differences in science and social studies. Specialized science and social studies teachers are not interchangeable. And yet, most states allow teachers to obtain general science or social studies licenses that broadly assess content across multiple disciplines rather than ensuring mastery in the specific discipline the candidate intends to teach.

In 2017, 30 states continue to maintain systems that have significant loopholes in their secondary science licensing requirements, allowing for the licensing of general "all-purpose" science teachers to teach subjects as varied as biology, chemistry or physics on a generalist license—without an adequate test to verify that the teacher is capable of teaching all of those subjects. Only 14 states require teacher

How States are Faring in Secondary Licensure Deficiencies

1 Best Practice States
Minnesota

2 States Meeting Goal
Missouri, Tennessee

1 States Nearly Meeting Goal
Indiana

15 States Partly Meeting Goal
Arkansas⬆, Connecticut, Florida, Georgia, Kansas, Kentucky, Massachusetts, Mississippi, Nevada, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, West Virginia

9 States Meeting a Small Part of Goal
California, Idaho, Illinois, Maine, New Hampshire, Oklahoma, South Dakota⬇, Utah, Washington⬆

23 States Not Meeting Goal
Alabama, Alaska, Arizona⬇, Colorado, Delaware, District of Columbia, Hawaii, Iowa, Louisiana, Maryland, Michigan, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Ohio, Oregon, South Carolina, Texas, Vermont, Wisconsin, Wyoming

Progress on this Goal Since 2015:

⬆: 2 ⬇: 2

Findings (continued)

candidates to take a test in each area of science they will be licensed to teach, up slightly from 13 states in 2015.

The licensure loopholes and deficiencies are even more significant in social studies. Three states – **Georgia, Indiana** and **Tennessee** – are the only states that require a social studies teacher to pass a test in each area to be taught, such as history, government, and geography. Although two additional states – **Minnesota** and **Missouri** – permit teachers to earn a broad social studies certification, they do at least require candidates to pass a test in each of the disciplines they intend to teach. Regrettably, schools in the remaining 46 states can assign teachers to subjects they may not have the necessary expertise to teach.

Examples of Best Practice

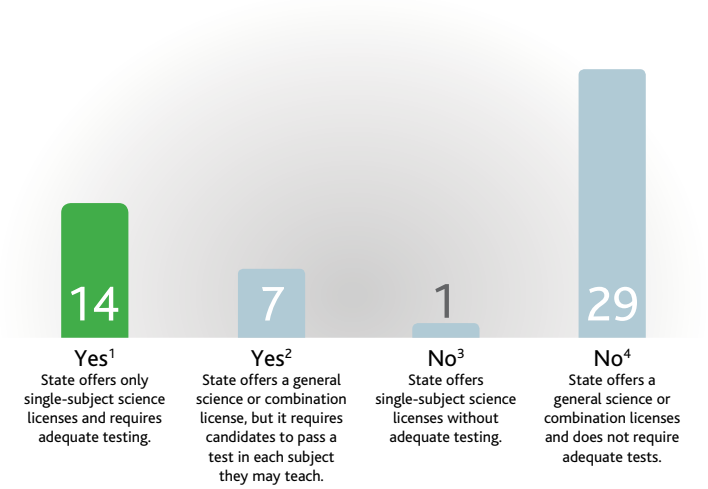
Minnesota earns recognition for its policy not to offer a general science license, and requires all general social studies teachers to pass a single subject test for each subject in the social studies discipline. Also worthy of mention is **Missouri**; although this state offers both general science and social studies licenses, it requires that teachers with a general science license teach only general science courses and social studies candidates must pass a multi-content test with six independently scored subtests.

SUMMARY OF SECONDARY LICENSURE DEFICIENCIES FIGURES

- **Figure 27** Do states require secondary science candidates to demonstrate adequate science subject-matter knowledge?
- **Figure 28** Do states require secondary social studies candidates to demonstrate adequate social studies subject-matter knowledge?

Figure 27

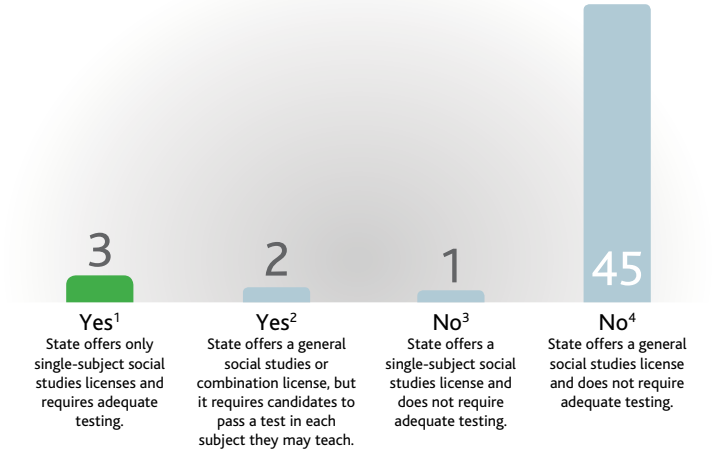
Do states require secondary science candidates to demonstrate adequate science subject-matter knowledge?



1. Strong Practice: Arkansas, Florida, Indiana[8], Kansas, Kentucky, Maine[8], Massachusetts, Minnesota, New Hampshire[8], New York, Oklahoma[8], Tennessee[13], Utah[8], Virginia
2. Connecticut, Mississippi[9], Missouri, New Jersey, Pennsylvania[11], Rhode Island[12], West Virginia
3. South Dakota[8]
4. Alabama, Alaska, Arizona[5], California[6], Colorado, Delaware, District of Columbia, Georgia[7], Hawaii, Idaho, Illinois, Iowa, Louisiana, Maryland, Michigan, Montana, Nebraska, Nevada[10], New Mexico, North Carolina, North Dakota, Ohio, Oregon, South Carolina, Texas, Vermont, Washington[14], Wisconsin, Wyoming
5. Candidates with a master's degree in the subject area do not have to pass a content test.
6. Teachers with the general science license may only teach general science courses.
7. Georgia's science test consists of two subtests.
8. While not offering general science, the state does offer a physical science license without adequate testing.
9. Teachers with a physical science certification may only teach physical science.
10. Teachers with a General Science license are not permitted to teach any of the topical areas beyond grade 9.
11. Teachers with this license are not required to pass a test for each subject, however they are limited to teaching general science and introductory level courses in life science, physical science and earth and space science.
12. Teachers with the general science license may only teach general science courses.
13. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
14. Beginning in 2019, in order to obtain a general science certification, candidates are required to have an endorsement in biology, chemistry, earth and space science, or physics.

Figure 28

Do states require secondary social studies candidates to demonstrate adequate social studies subject-matter knowledge?

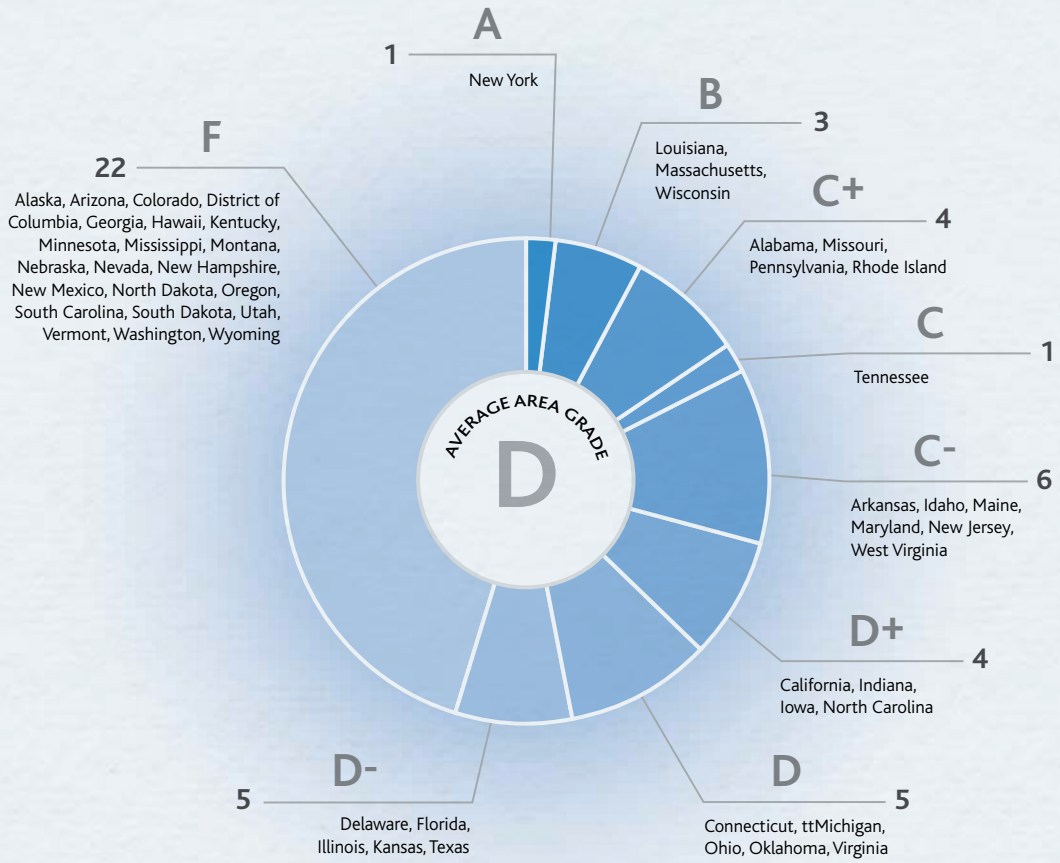


1. Strong Practice: Georgia, Indiana, Tennessee[8]
2. Minnesota[6], Missouri
3. South Dakota
4. Alabama, Alaska, Arizona[5], Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma[7], Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
5. Candidates with a master's degree in the subject area do not have to pass a content test.
6. Minnesota's test for general social studies is divided into two individually scored subtests.
7. Oklahoma offers combination licenses.
8. Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Area 4 Summary

How States are Faring on Special Education Teacher Preparation

State Area Grades



Topics Included In This Area

- Special Education Content Knowledge
- Teaching Special Education Reading
- Special Education Licensure Deficiencies

Area 4: Special Education Teacher Preparation

Goal A – Special Education Content Knowledge

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that all new elementary special education candidates pass a licensure test across all elementary subject areas that is no less rigorous than the test required of general education candidates.
2. The state should require that all new secondary special education candidates possess adequate content knowledge.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

Despite a strong advocacy presence on behalf of students with disabilities, special education teacher preparation policy continues to be an area where most states fall woefully short. Specifically, most states fail to ensure that these teachers acquire the requisite subject-matter expertise. Even though most special education students are expected to meet the same college- and career-ready standards as other students, the majority of states set a considerably lower bar for the preparation and licensure requirements of special education teachers than other teachers. In fact, most states continue to grant special education licensure to teachers without requiring them to demonstrate content knowledge on any subject-matter test—an almost universal state requirement, albeit not without flaws, for elementary or secondary school teachers.

Only nine states—**Alabama, Louisiana, Massachusetts, Missouri, New Jersey, New York, Pennsylvania, Rhode Island** and **Wisconsin**—require elementary special education candidates to

How States are Faring in Special Education Content Knowledge

0 Best Practice States
None

3 States Meeting Goal
Louisiana, New York, Rhode Island

2 States Nearly Meeting Goal
Missouri, New Jersey

6 States Partly Meeting Goal
Alabama, Delaware, Massachusetts, Michigan, Pennsylvania, Wisconsin

7 States Meeting a Small Part of Goal
Arkansas, Colorado, Georgia, Idaho, Illinois, Maine, North Carolina

33 States Not Meeting Goal
Alaska, Arizona, California, Connecticut, District of Columbia, Florida, Hawaii, Indiana, Iowa, Kansas, Kentucky, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming

Findings (continued)

demonstrate content knowledge on a subject-matter test. At the secondary level, New York and Missouri are the only states to require secondary special education teachers to pass a separately scored test or subtest in every subject they are licensed to teach, while another seven states require a test in at least one subject level.

These findings represent almost no improvement since we last looked at this issue in 2015.

Examples of Best Practice

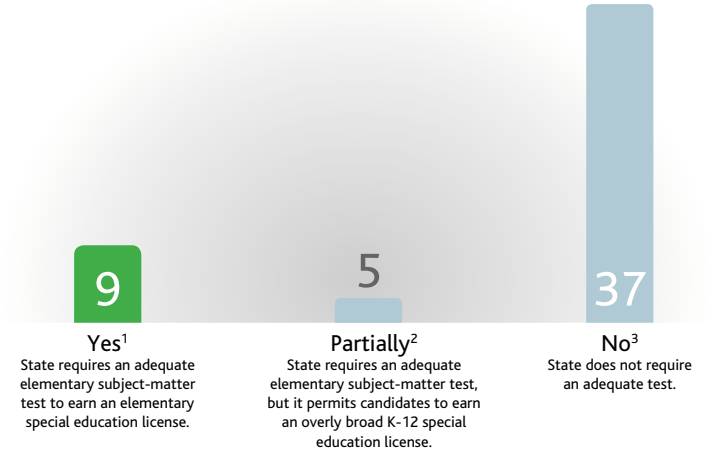
Unfortunately, NCTQ cannot award "best practice" honors to any state in the area of special education teacher licensure. However, **Louisiana**, **New York**, **Missouri** and **Rhode Island** deserve recognition for taking steps in the right direction to help ensure that all special education teachers know the subject matter they are licensed to teach. Each of these states requires 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 multi-subject content test for special education teachers comprised of three separately scored sections. Louisiana and Rhode Island both require their secondary special education teachers to hold certification in another secondary area.

SUMMARY OF SPECIAL EDUCATION CONTENT KNOWLEDGE FIGURES

- **Figure 29** Do states require elementary special education candidates to demonstrate knowledge of every subject they are licensed to teach?
- **Figure 30** Do states require secondary special education candidates to demonstrate knowledge of every subject they are licensed to teach?

Figure 29

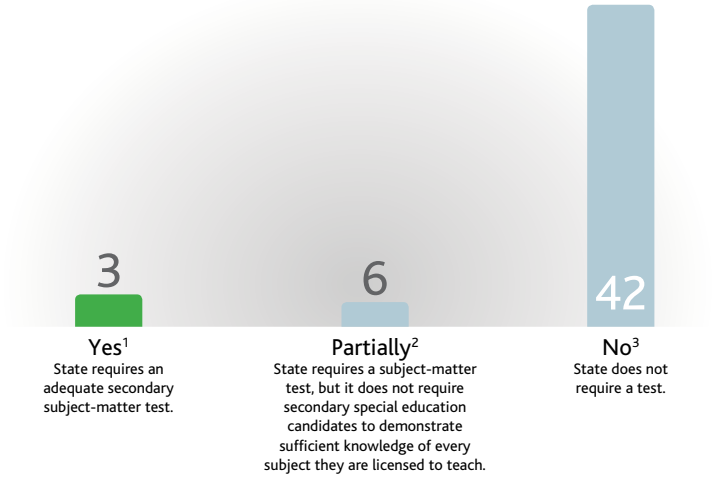
Do states require elementary special education candidates to demonstrate sufficient knowledge of every subject they are licensed to teach?



1. Strong Practice: Alabama, Louisiana, Massachusetts, Missouri, New Jersey[4], New York, Pennsylvania[6], Rhode Island, Wisconsin[7]
2. Arkansas, Colorado, Idaho, Illinois, North Carolina[5]
3. Alaska, Arizona, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming
4. A candidate who fails to earn the passing score by 5 percent or less can still meet the subject matter requirement with a GPA of at least 3.5.
5. Teachers have until their second year of teaching to earn a passing score, provided they attempt to pass it during their first year.
6. In Pennsylvania, a candidate who has dual certification in a PreK-12 content area or as a reading specialist does not have to take a content test.
7. Wisconsin requires an elementary level content area test which does not report subscores for each area.

Figure 30

Do states require secondary special education candidates to demonstrate sufficient knowledge of every subject they are licensed to teach?



1. Strong Practice: Missouri[6], New York[8], Wisconsin[10]
2. Arkansas, Louisiana[4], Massachusetts[5], New Jersey[7], Pennsylvania[9], Rhode Island
3. Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming
4. State requires a test in at least one subject.
5. Candidates can opt to take the General Curriculum test instead which is test required of elementary candidates.
6. Candidates in Missouri have to pass a middle/secondary multiple-subject content test with separate passing scores required for each test or a single-subject secondary assessment.
7. Requires a test in at least one subject. A candidate who fails to earn the passing score by 5 percent or less can still meet the subject matter requirement with a GPA of at least 3.5.
8. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.
9. Requires a test in at least one subject. Additionally, a candidate who has dual certification in a PreK-12 content area or as a reading specialist does not have to take a content test.
10. Wisconsin requires a middle school level content area test which does not report subscores for each area.

Area 4: Special Education Teacher Preparation

Goal B – Teaching Special Education Reading

The state should ensure that special education teachers know the science of reading instruction and are sufficiently prepared for the instructional shifts related to literacy associated with college-and career-readiness standards.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that all new special education teachers who teach elementary grades are required to pass a rigorous elementary test of scientifically based reading instruction. The design of the test should ensure that prospective teachers cannot pass without knowing the five scientifically based components of early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. The state should require that all teacher preparation programs prepare elementary special education candidates in the science of reading instruction.
3. The state should ensure that all new special education teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction in all subject areas. Specifically,
   a. The state should ensure that all new special education teachers are prepared to incorporate informational texts of increasing complexity into instruction.
   b. The state should ensure that all new special education teachers are prepared to incorporate literacy skills as an integral part of every subject.
   c. The state should ensure that all new special education teachers are prepared to identify and support struggling readers.

How States are Faring in Teaching Special Education Reading

1 Best Practice States
California

1 States Meeting Goal
Arkansas ⬆

10 States Nearly Meeting Goal
Connecticut, Idaho ⬆, Indiana, Massachusetts, New York, North Carolina, Ohio, Oklahoma, Virginia, Wisconsin

4 States Partly Meeting Goal
Alabama, Florida, Pennsylvania, Tennessee

9 States Meeting a Small Part of Goal
Illinois, Kansas, Louisiana, Maryland, Minnesota, Missouri, New Mexico, Texas, West Virginia

26 States Not Meeting Goal
Alaska, Arizona, Colorado ⬇, Delaware, District of Columbia, Georgia, Hawaii, Iowa, Kentucky, Maine, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, Wyoming

Progress on this Goal Since 2015:

⬆ : 2 ⬇ : 1

Findings

Reading proficiency is the foundation for almost all learning, and, as such, college- and career-readiness standards are explicit in their requirement that every teacher is fundamentally a teacher of reading and literacy. Special education teachers are no exception. Given that significant reading difficulties are often the primary reason for referrals to special education, training these teachers to intervene to prevent reading failure is critical. Special education teachers need to be able to explicitly and systematically deliver the five essential instructional components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) and know the most effective strategies for teaching struggling readers.

It is hard, the refore, to understand why so many states fail to require that special education teachers obtain critical knowledge about teaching children to read. Only 12 states measure new special education teachers' knowledge of the science of reading, compared with 20 states that require general elementary teacher candidates to pass an adequate test of the science of reading. Of the states with this strong reading requirement for general elementary teachers, **Alabama, Florida, Illinois, Minnesota, Mississippi, New Hampshire, New Mexico** and **West Virginia** have yet to extend their reading requirements to their special education teachers.

These findings represent almost no improvement since we last looked at this issue in 2015.

Despite the expectation that most special education students must meet the same college- and career-readiness standards as typical students, few states require special education teachers to be prepared for the instructional methods associated with these standards. Only 15 states require special education teachers to be prepared to support struggling readers. Even more troubling is the policy landscape associated with requiring special education teachers to use complex informational text in their instruction. Only seven states—**Arkansas, California, Idaho, Indiana, Louisiana, New York** and **Tennessee**—have attended to this requirement. Only six states—**California, Illinois, Maryland, North Carolina, Tennessee** and **Virginia**—require special education teachers to know how to build vocabulary and content knowledge across all subject areas.

Examples of Best Practice

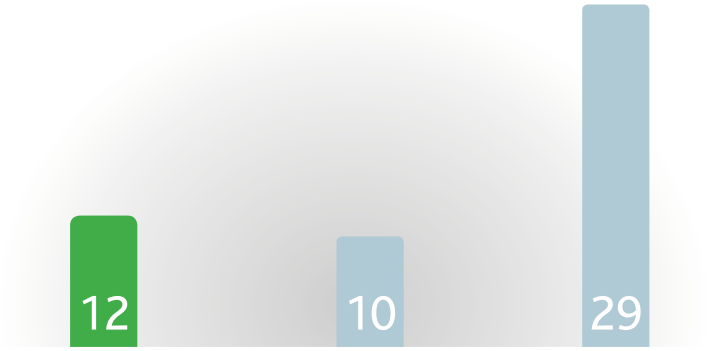
California has commendable policies ensuring that all special education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. All special education candidates must pass a comprehensive assessment that specifically tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. California's test frameworks go further than those of most states and ensure that special education teacher candidates have the ability to build content knowledge and vocabulary through careful reading of informational and literary texts. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling. Also worthy of mention are **Arkansas**' competencies that address not only building content knowledge and vocabulary through careful reading of informational and literary texts but also challenging students with texts of increasing complexity. The state's competencies also require that candidates be fully prepared to intervene and support students who are struggling.

SUMMARY OF TEACHING SPECIAL EDUCATION READING FIGURES

- **Figure 31** Do states measure special education candidates' science of reading instruction knowledge?
- **Figure 32** Do states ensure that special education candidates are fully prepared for the instructional shifts associated with college- and career-readiness standards?

Figure 31

Do states measure special education candidates' science of reading instruction knowledge?



Yes[1]
State requires a strong test measuring candidates' science of reading instruction knowledge.

Partially[2]
State requires a test that is insufficiently rigorous to fully measure candidates' science of reading instruction knowledge.

No[3]
State does not require a test.

1. Strong Practice: Arkansas, California, Connecticut, Indiana, Massachusetts, New York, North Carolina[4], Ohio, Oklahoma, Tennessee, Virginia, Wisconsin
2. Alabama, Delaware, Idaho, Louisiana, Minnesota, Missouri, New Jersey, Pennsylvania, Rhode Island, Texas
3. Alaska, Arizona, Colorado, District of Columbia, Florida, Georgia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oregon, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wyoming
4. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.

Figure 32

Do states ensure that special education candidates are fully prepared for the instructional shifts associated with college- and career-readiness?

	Yes. State requires candidates to be fully prepared to incorporate the use of informational texts.	Yes. State requires candidates to be fully prepared to incorporate literacy skills into all subjects.	Yes. State requires candidates to be able to identify and support struggling readers.	No. State standards are inadequate to ensure that candidates are fully prepared for the instructional shifts associated with college- and career-readiness standards.
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	☐	☐	☐	■
	8	**7**	**15**	**34**

Area 4: Special Education Teacher Preparation

Goal C – Special Education Licensure Deficiencies

The state should distinguish between the preparation of elementary and secondary special education teachers.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require its teacher preparation programs to sufficiently distinguish between the differing needs of elementary special education teachers and secondary special education teachers by requiring distinct elementary and secondary special education licenses.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

Every state makes a clear distinction between the licensure requirements for teaching at the elementary level versus those at the secondary level. It is puzzling why so few states make this same distinction for special education teachers who teach at the elementary and secondary levels. Although states have asserted that this practice is due to the fact that special education teachers often work hand in hand with general education teachers, rather than serve as the teachers of record, the policy is not without consequences for students. In 2017, 37 states continue to permit generic, K-12 special education licenses, although 23 of these states also offer special education licenses distinguishing between elementary and secondary needs. Consequently, teacher preparation institutions are free to continue offering the K-12 license, and it is more likely a popular option among candidates seeking to have maximum flexibility with their license.

Just 14 states offer only distinct elementary and secondary special education licenses.

These findings represent almost no improvement since we last looked at this issue in 2015.

How States are Faring in Special Education Licensure Deficiencies

0 Best Practice States
None

13 States Meeting Goal
Alabama, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, New York, Pennsylvania, Rhode Island, Tennessee, West Virginia, Wisconsin

0 States Nearly Meeting Goal
None

1 States Partly Meeting Goal
New Jersey

9 States Meeting a Small Part of Goal
Hawaii, Idaho, Indiana, Kansas, Michigan, Nebraska, South Dakota, Texas, Wyoming

28 States Not Meeting Goal
Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Kentucky, Minnesota, Mississippi, Montana, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Utah, Vermont, Virginia, Washington

SUMMARY OF SPECIAL EDUCATION LICENSURE DEFICIENCIES FIGURES

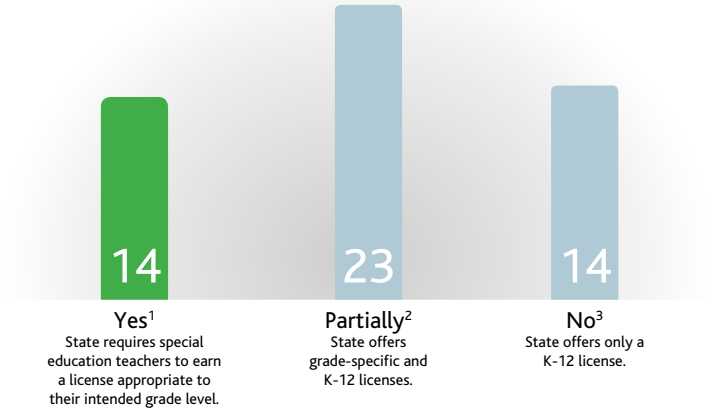
- **Figure 33** Do states distinguish between the knowledge and skills needed by elementary special education teachers as compared to secondary special education teachers?

Examples of Best Practice

Although no state stands out for its policies to prevent special education licensure deficiencies, 14 states recognize the importance of distinguishing the differing needs of elementary and special education teachers and their preparation by requiring specific elementary and secondary special education licenses. Commendably, these states do not offer K-12 mild to moderate special education licenses.

Figure 33

Do states distinguish between the knowledge and skills needed by elementary special education teachers as compared to secondary special education teachers?

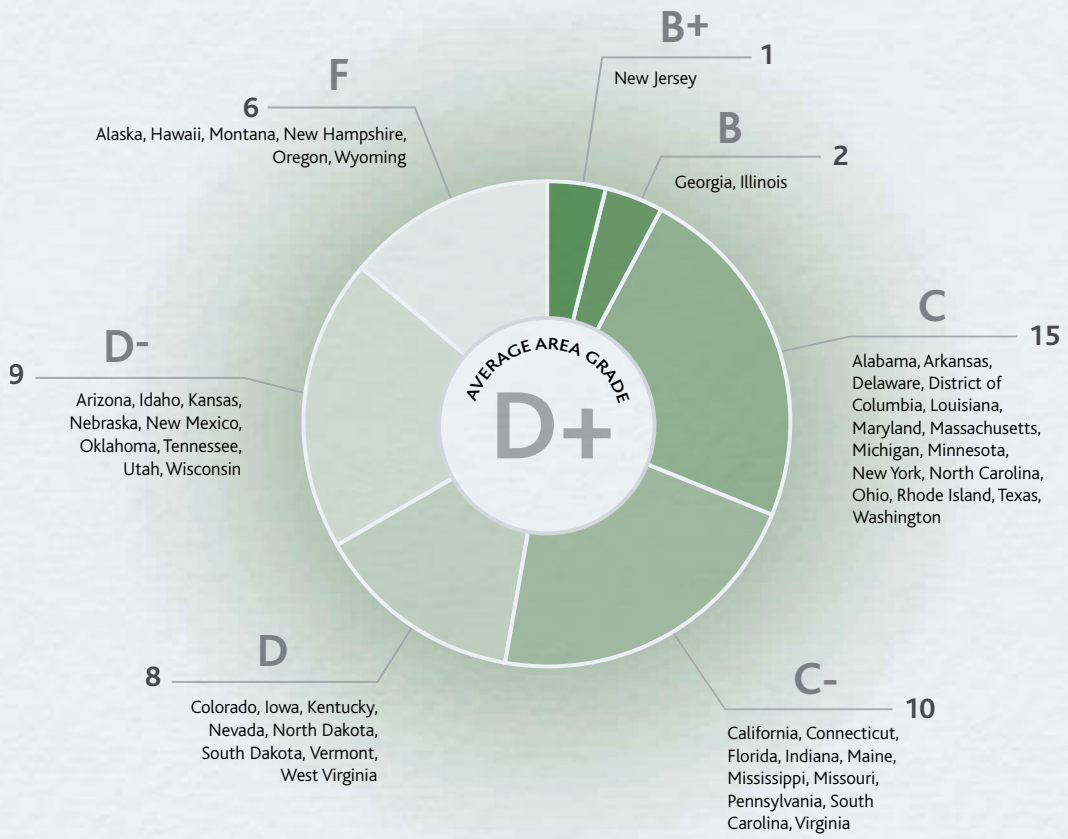


1. Strong Practice: Alabama, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, New Jersey[4], New York, Pennsylvania, Rhode Island, Tennessee, West Virginia, Wisconsin
2. Arizona, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Minnesota, Mississippi, Nebraska, Nevada, New Hampshire, South Carolina, South Dakota, Texas, Vermont, Virginia, Washington, Wyoming
3. Alaska, Arkansas, California, Florida, Kentucky, Michigan, Montana, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Utah
4. Although New Jersey does issue a K-12 certificate, candidates must meet discrete elementary and/or secondary requirements.

Area 5 Summary

How States are Faring on Alternate Route Teacher Preparation

State Area Grades



Topics Included In This Area

- Program Entry
- Preparation for the Classroom

Area 5: Alternate Route Teacher Preparation

Goal A – Program Entry

The state should require alternate route programs to limit admission to candidates with strong academic backgrounds while also being flexible to the needs of nontraditional candidates.

Goal Components

The factors considered in determining states' ratings for the goal:

1. With some accommodation for successful performance in a previous professional career, alternate route programs should be required to set a rigorous bar for program entry by requiring applicants to provide evidence of solid academic aptitude. This should be demonstrated in a nationally normed test of academic ability or through a 3.0 individual or cohort average GPA.
2. The state should require all alternate route candidates, including elementary candidates and those with a major in their intended subject area, 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 the required content knowledge by passing a subject-matter test of sufficient rigor.

Findings

In many ways, the emergence of so many alternate routes into teaching over the last 30 years has been a boost to the quality of the teacher pipeline. After all, many individuals decide to enter teaching well after having completed an undergraduate degree and often after having worked a number of years. The concept behind alternate route preparation programs accommodates these individuals, making it less cumbersome for talented individuals without teaching degrees to enter the classroom.

In exchange for this more flexible path into teaching, the notion behind alternate routes was that candidates should have strong subject-area knowledge and academic backgrounds. The reality is anything but, with many alternate routes requiring little of applicants. Many alternate routes can best be described as little more than a glorified emergency license.

How States are Faring in Program Entry

2 Best Practice States
Illinois ⬆, Michigan

4 States Meeting Goal
District of Columbia, Minnesota, Rhode Island, Texas ⬆

13 States Nearly Meeting Goal
Alabama ⬆, Arkansas, Georgia ⬆, Louisiana, Maine, Massachusetts, Mississippi, New Jersey, New York, North Carolina ⬆, Ohio, Pennsylvania, Washington

11 States Partly Meeting Goal
Arizona, California, Connecticut, Florida, Indiana, Maryland, Missouri, Nevada, South Carolina, Vermont ⬆, Virginia

16 States Meeting a Small Part of Goal
Colorado, Delaware, Idaho, Iowa, Kansas, Kentucky ⬇, Montana, New Hampshire, New Mexico, North Dakota, Oklahoma ⬇, South Dakota, Tennessee, Utah ⬆, West Virginia, Wisconsin ⬆

5 States Not Meeting Goal
Alaska, Hawaii, Nebraska, Oregon ⬇, Wyoming

Progress on this Goal Since 2015:
⬆ : 8 ⬇ : 2

Findings (continued)

To ensure that alternate route preparation programs are producing classroom-ready candidates, states must insist upon a rigorous academic bar for entry. That can be interpreted as at least a 3.0 individual or cohort average GPA, or a score on a nationally normed test (as opposed to one that is given only to prospective teachers) that falls in the top half of the college-going population. They also need to pass a subject-matter test.

Although showing slight improvement from 2015, most states still fail to require programs to screen candidates seeking admission into their alternate routes. Ten states—**District of Columbia, Georgia, Illinois, Michigan, Minnesota, New Jersey, New York, North Carolina, Rhode Island** and **Texas**—require at least a 3.0 individual or cohort GPA for admission into all alternate programs. Among the 33 states that require subject-matter testing for all alternate route candidates, only 13 make the sensible requirement that alternate route candidates pass a subject-matter test prior to admission into a program—before the program and candidate have invested the time and fees to complete other parts of the training.

To preserve the original intent and benefits of alternate route programs, states should provide some flexibility in the ways individuals demonstrate their subject-matter knowledge. While many candidates may not have earned a major in a subject, other experiences may compensate. Currently, 11 states still insist on coursework in the subject, rather than giving candidates the option of taking a test, representing a decrease from the 20 we reported in 2015.

Examples of Best Practice

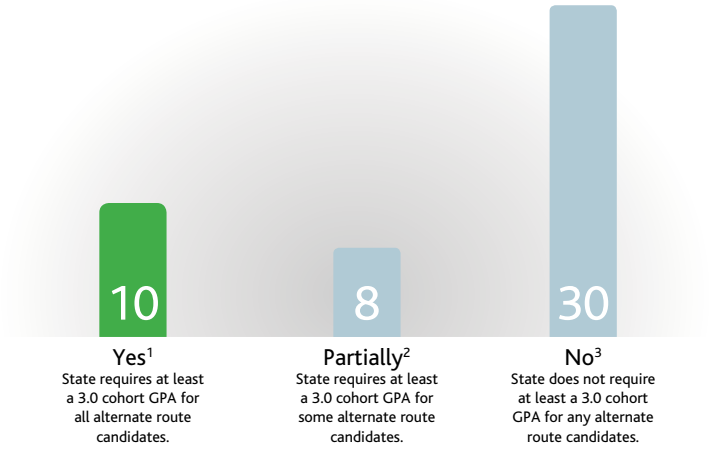
Illinois and **Michigan** both set high bars for entry to alternative certification by requiring programs to admit applicants with a minimum college GPA of 3.0. These states also require all candidates to pass subject-matter licensing tests in any subject areas they intend teach prior to admission to alternate route programs, which helps to ensure that the candidates have the prerequisite content knowledge necessary to be successful in their alternative certification program and, ultimately, the classroom. Additionally, neither Illinois nor Michigan requires alternate route candidates to have a major or other subject-specific coursework, enabling candidates to demonstrate content knowledge through passing rigorous assessments.

SUMMARY OF PROGRAM ENTRY FIGURES

- **Figure 34** Do states require that alternate routes limit admission to candidates with a sufficiently high GPA?
- **Figure 35** Do states require subject-matter tests for alternate route candidates?
- **Figure 36** Do states accommodate the nontraditional background of alternate route candidates when assessing subject-matter expertise?

Figure 34

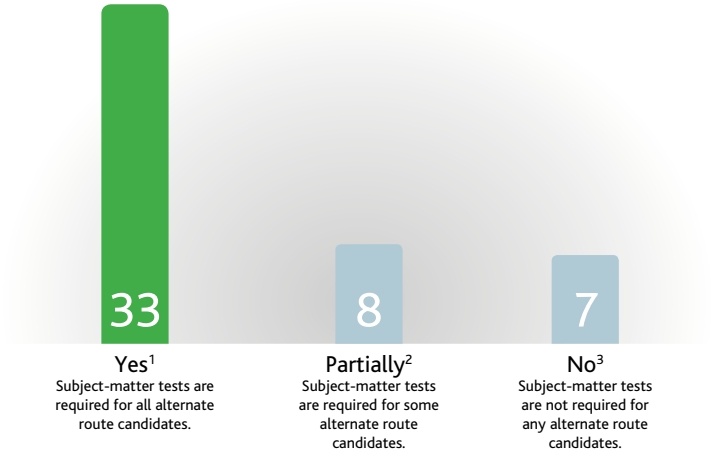
Do states[4] require that alternate routes limit admission to candidates with a sufficiently high GPA?



1. Strong Practice: District of Columbia[5], Georgia, Illinois, Michigan, Minnesota, New Jersey, New York, North Carolina, Rhode Island, Texas
2. Alabama, Connecticut, Indiana, Kentucky, Mississippi, Pennsylvania, Vermont, West Virginia
3. Arizona, Arkansas, California, Colorado, Delaware[6], Florida, Hawaii, Idaho, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, Virginia, Washington, Wisconsin
4. Not applicable (no alternate routes offered): Alaska, Oregon, Wyoming
5. Exceptions to the minimum GPA for alternate route candidates in the District of Columbia are made for those with exceptional professional experience.
6. State has a minimum GPA requirement of 3.0, but allows it to be substituted for qualifying scores on the Praxis, SAT, or ACT.

Figure 35

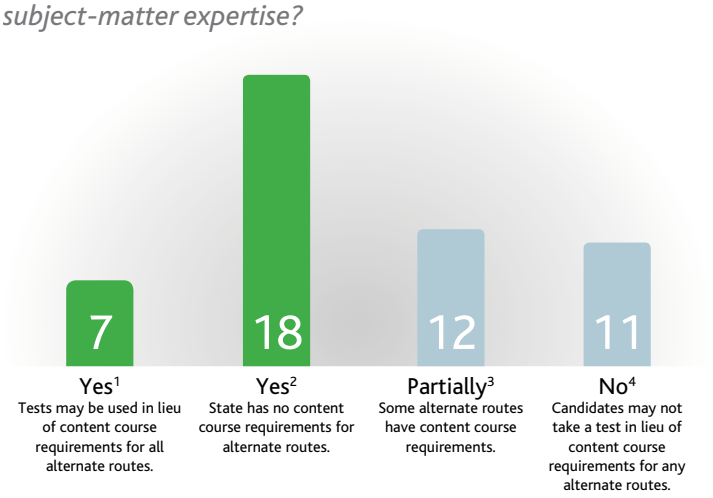
Do states[4] require subject-matter tests for alternate route candidates?



1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island[5], South Carolina, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin
2. Arizona, California, Colorado, Georgia, Kentucky, New Mexico, North Dakota, Utah
3. Hawaii, Idaho, Montana, Nebraska, North Carolina, South Dakota, Tennessee
4. Not applicable (no alternate routes offered): Alaska, Oregon, Wyoming
5. Only for secondary candidates.

Figure 36

Do states[5] accommodate the nontraditional background of alternate route candidates when assessing subject-matter expertise?



1. Strong Practice: Alabama, Georgia, Maine, North Carolina, Rhode Island, Tennessee, Texas
2. Strong Practice: Arizona, Arkansas, California, Colorado, District of Columbia, Hawaii, Idaho, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Ohio, Pennsylvania, South Dakota, Washington
3. Connecticut, Florida, Indiana, Kentucky[6], Maryland, Missouri, New Hampshire, North Dakota, Oklahoma, South Carolina, Utah, Virginia
4. Delaware, Iowa, Kansas, Nebraska, Nevada, New Jersey, New Mexico, New York, Vermont, West Virginia, Wisconsin
5. Not applicable (no alternate routes offered): Alaska, Oregon, Wyoming
6. Only one of Kentucky's eight alternate routes offers a test in lieu of a major/content coursework.

Area 5: Alternate Route Teacher Preparation

Goal B – Preparation for the Classroom

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require a supervised practice-teaching experience.
2. The state should require that all new teachers receive intensive induction support.
3. 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 may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than six credit hours in the summer, three credit hours in the spring, and three credit hours in the fall.
4. The state should ensure that all coursework requirements are targeted to the immediate needs of the new teacher (e.g., seminars with other grade-level teachers, classroom management techniques, training in a particular curriculum, reading instruction).

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

How States are Faring in Preparation for the Classroom

2 Best Practice States
Delaware, New Jersey

0 States Meeting Goal
none

2 States Nearly Meeting Goal
Georgia, Maryland

23 States Partly Meeting Goal
Alabama, Arkansas, California, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kentucky, Louisiana, Massachusetts, Missouri, Nebraska, New York, North Carolina, North Dakota, Ohio, South Carolina, South Dakota, Virginia, Washington, West Virginia

18 States Meeting a Small Part of Goal
District of Columbia, Hawaii, Idaho, Kansas, Maine, Michigan, Minnesota, Mississippi, Nevada, New Mexico, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Vermont, Wisconsin

6 States Not Meeting Goal
Alaska, Arizona, Montana, New Hampshire, Oregon, Wyoming

Findings

States must ensure that their alternate route programs are attractive to potential candidates but also are responsibly structured so that candidates arrive classroom ready. While few argue that alternate routes should be free of preparation requirements, if the only option for mid-career professionals and other non-education degree holders was to return to school for several years, and then complete an unpaid student-teaching assignment, the profession would lose out on many promising educators. Provided alternate route candidates have demonstrated mastery of the content they will teach, their primary needs are threefold: 1) manageable and directly relevant coursework, 2) a practice-teaching opportunity prior to becoming the teacher of record, and 3) intensive mentoring and induction supports once in the classroom.

Unfortunately, the quality of states' alternate route programs varies significantly both across and within states, as many states do not do enough to ensure that their alternate route programs adequately and efficiently prepare and support their new teachers.

Many states articulate fairly ambiguous coursework guidelines, which are often not directly relevant to surviving the first year of teaching. We find few changes in policy since 2015. In 2017, only 18 states ensure that alternate route programs provide coursework that is targeted to the immediate needs of new teachers. Further, only six of these 18 states also set guidelines that protect alternate route candidates from burdensome amounts of coursework requirements. Eleven states—**Delaware, Iowa, Kansas, Maryland, Massachusetts, Michigan, Nebraska, New Jersey, Rhode Island, Washington** and **Wisconsin**—require that alternate route teachers have the critical opportunity to practice teach prior to entering the classroom as the teacher of record, the same number of states that did so in 2015. Recognizing that most alternate route candidates are still entering the classroom with significantly less practice-teaching experience than traditionally certified teachers, the need for intensive induction and mentoring is essential. While many states require some form of mentoring, only 15 states require intensive induction and mentoring supports for alternate route candidates, a slight increase from the 13 we reported in 2015.

Examples of Best Practice

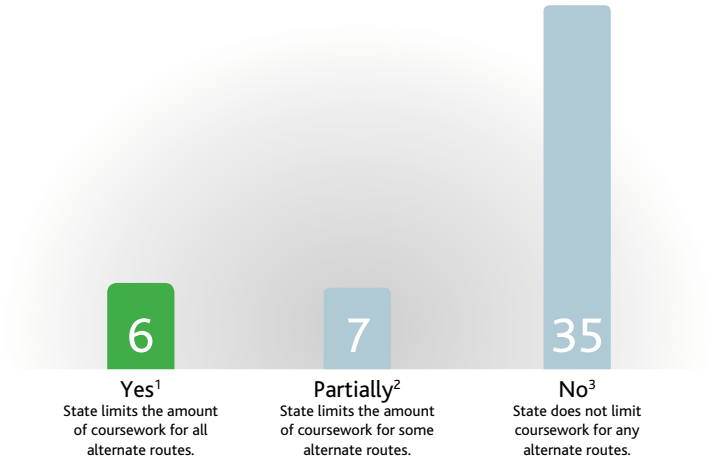
Delaware and **New Jersey** earn best practice designations for ensuring that alternate routes provide efficient preparation that meets the needs of new teachers. Both states require a manageable number of credit hours and relevant coursework. Delaware and New Jersey also ensure that new teachers are adequately prepared and supported to facilitate success in the classroom by providing for intensive induction supports and practice-teaching opportunities.

SUMMARY OF PREPARATION FOR THE CLASSROOM FIGURES

- **Figure 37** Do states limit coursework for alternate route candidates?
- **Figure 38** Do states require programs to provide clinical practice/student teaching opportunities?
- **Figure 39** Do states require intensive induction for alternate route candidates?
- **Figure 40** Do states tailor alternate route required coursework to the immediate needs of the new teacher?

Figure 37

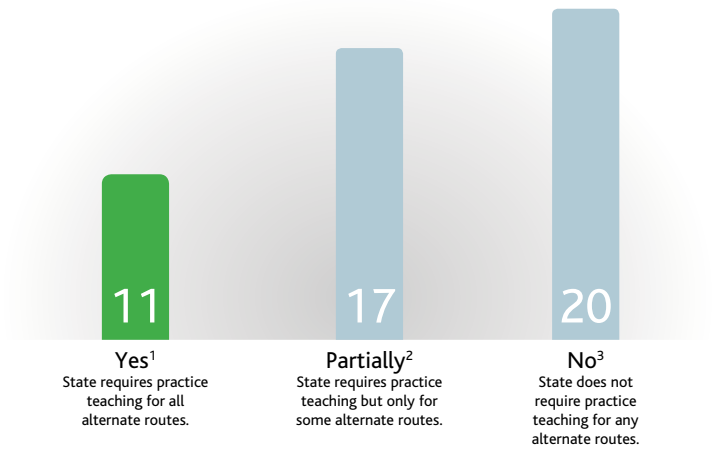
Do states[4] limit coursework for alternate route candidates?



1. Strong Practice: Colorado, Delaware, New Jersey, Ohio, Pennsylvania, South Dakota
2. Alabama, California, Connecticut, Mississippi, New York, South Carolina[5], Virginia
3. Arizona, Arkansas, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma, Rhode Island, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin
4. Not applicable (no alternate routes offered): Alaska, Oregon, Wyoming
5. For the state-sponsored program, PACE.

Figure 38

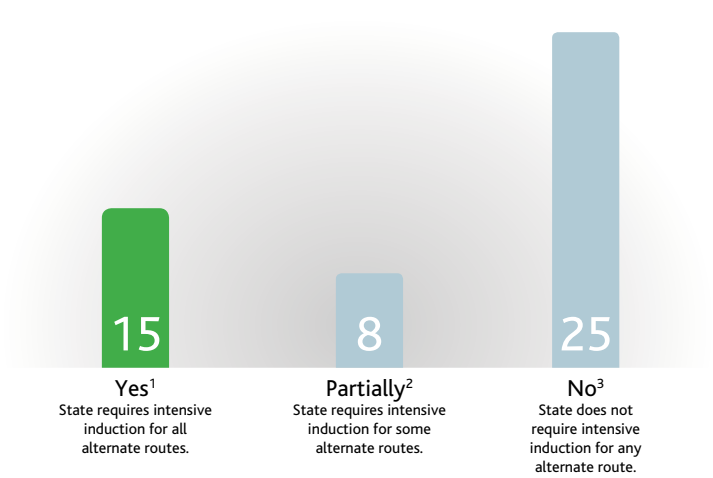
Do states[4] require programs to provide clinical practice/ student teaching opportunities?



1. Strong Practice: Delaware, Iowa, Kansas, Maryland, Massachusetts, Michigan, Nebraska, New Jersey, Rhode Island, Washington, Wisconsin
2. Alabama, Arkansas, Connecticut, District of Columbia, Hawaii, Idaho, Indiana, Kentucky, Louisiana, New Mexico, New York, North Carolina, South Carolina, South Dakota, Tennessee, Vermont, Virginia
3. Arizona, California, Colorado, Florida, Georgia, Illinois, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, Utah, West Virginia
4. Not applicable (no alternate routes offered): Alaska, Oregon, Wyoming

Figure 39

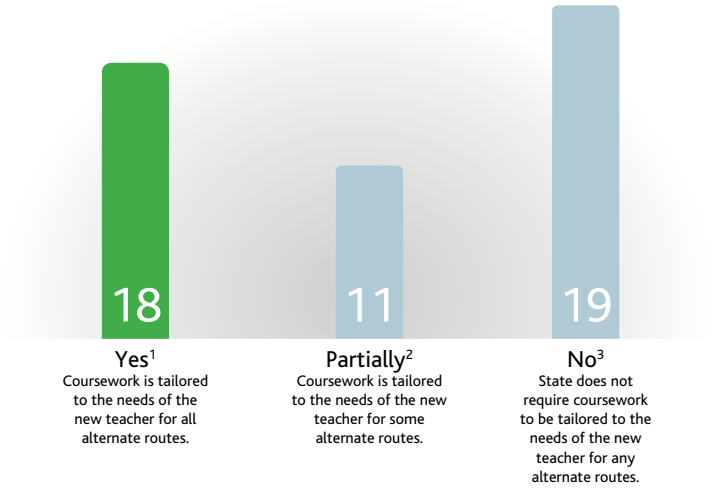
Do states[4] require intensive induction for alternate route candidates?



1. Strong Practice: Colorado, Delaware, District of Columbia, Georgia, Illinois, Maine, Maryland, Massachusetts, Minnesota, Missouri, New Jersey, New Mexico, North Carolina, North Dakota, West Virginia
2. Connecticut, Florida, Indiana, Kentucky, Louisiana, New York, South Carolina, Washington
3. Alabama, Arizona, Arkansas, California, Hawaii, Idaho, Iowa, Kansas, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Wisconsin
4. Not applicable (no alternate routes offered): Alaska, Oregon, Wyoming

Figure 40

Do states[4] tailor alternate route required coursework to the immediate needs of the new teacher?

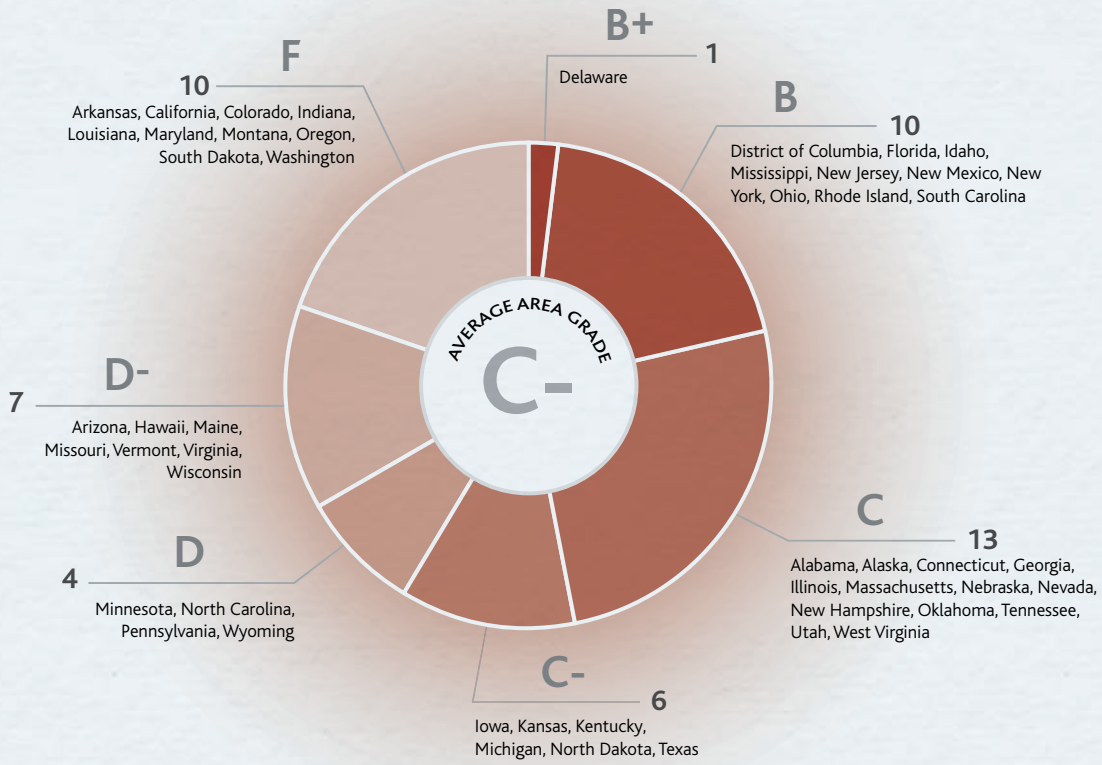


1. Strong Practice: Alabama, Delaware, Florida, Georgia, Illinois, Iowa, Louisiana, Maryland, Missouri, Nebraska, Nevada, New Jersey, North Dakota, Ohio, Oklahoma, South Dakota, Texas, West Virginia
2. Arkansas, California, Connecticut, Indiana, Kentucky, Mississippi, New York, North Carolina, South Carolina, Utah, Virginia
3. Arizona, Colorado, District of Columbia, Hawaii, Idaho, Kansas, Maine, Massachusetts, Michigan, Minnesota, Montana, New Hampshire, New Mexico, Pennsylvania, Rhode Island, Tennessee, Vermont, Washington, Wisconsin
4. Not applicable (no alternate routes offered): Alaska, Oregon, Wyoming

Area 6 Summary

How States are Faring on Hiring

State Area Grades



Topics Included In This Area

- Requirements for Out-of-State Teachers
- Provisional and Emergency Licensure

Area 6: Hiring

Goal A – Requirements for Out-of-State Teachers

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require evidence of effective teaching in previous employment from all out-of-state teachers.
2. The state should require all out-of-state teachers to possess a clean criminal record.
3. The state should uphold its content-knowledge standards by requiring all out-of-state teachers to meet or exceed its own state testing requirements.
4. The state should offer a standard license to fully certified, out-of-state teachers without requiring additional coursework based on transcript analyses or certifications that are out of date.
5. The state should accord the same process and set of requirements for out-of-state teachers who completed an approved alternate route program as it accords to out-of-state teachers prepared in traditional preparation programs.

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

How States are Faring in Requirements for Out-of-State Teachers

0 Best Practice States
None

0 States Meeting Goal
None

6 States Nearly Meeting Goal
Delaware, District of Columbia, Minnesota, North Carolina, Ohio, Pennsylvania

27 States Partly Meeting Goal
Alabama, Alaska, Arizona, Connecticut, Florida, Georgia, Hawaii, Idaho, Maine, Massachusetts, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin

17 States Meeting a Small Part of Goal
Arkansas, California, Colorado, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Montana, North Dakota, Oregon, South Dakota, Vermont, Washington, Wyoming

1 States Not Meeting Goal
Michigan

Findings

States should make it relatively straightforward for teachers to move from one state to another, simplifying the process for transferring a license across state lines. With the appropriate safeguards—including evidence of the teacher's previous performance, verification of content knowledge, and an updated criminal background check—the goal should be full portability among states. Most portability agreements have been fraught with bureaucracy and continue to require teachers to submit to a state department of education all transcripts for review and consideration.

With new systems for evaluating teacher effectiveness being implemented in so many states and districts, there is an opportunity to use their results to decide if a practicing teacher qualifies for a state license. In 2017, only six states – **Delaware, District of Columbia, Idaho, New Jersey, New York** and **North Carolina** – are taking full advantage of these evaluation results for the purposes of hiring out-of-state teachers, asking for evidence of effectiveness from the teacher's former state. This is up from just two states requiring evidence of effectiveness in 2015. Another 11 states require some data on past performance but do not explicitly require evidence of effectiveness. The remaining 34 states do not require any performance measures, including evidence of effectiveness.

States certainly will want to verify if a teacher's content knowledge meets their standards. Recognizing that content standards tend to differ across states, 16 states require out-of-state teachers to meet their own content standards as a condition of licensure. However, half of all states (25) make it difficult for teachers to move from one state to another by requiring new coursework without a test-out option or disqualifying teachers from consideration based on not having recently taught.

Examples of Best Practice

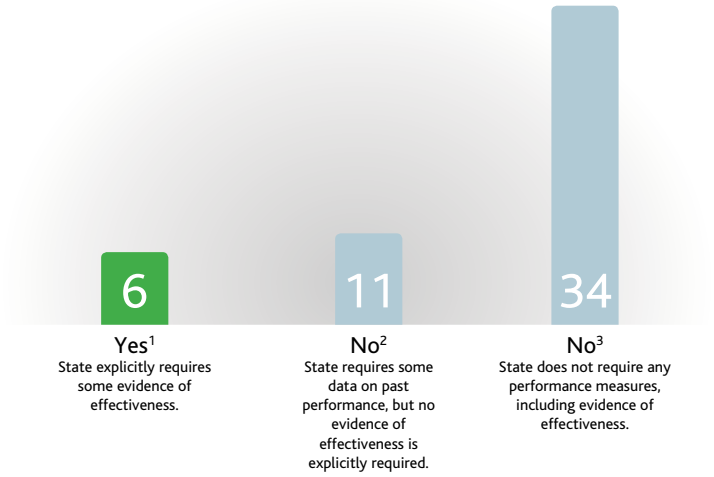
Although no state stands out for its overall reciprocity policies, two states are worthy of recognition for connecting reciprocal licensure requirements to evidence of teacher effectiveness: **Delaware** and the **District of Columbia**. Delaware requires all out-of-state teachers to have at least three years of "successful" experience, which may be demonstrated by submitting two satisfactory evaluations equivalent to the overall evaluations required of a Delaware teacher. The District of Columbia requires out-of-state teachers to submit proof of two years of effective teaching experience, as measured by an overall evaluation rating based upon the student growth component of an evaluation rating.

SUMMARY OF REQUIREMENTS FOR OUT-OF-STATE TEACHERS FIGURES

- **Figure 41** When determining if out-of-state teachers are eligible for full certification, do states require some evidence of effectiveness?
- **Figure 42** Do states require all out-of-state teachers to pass in-state licensure tests to receive licensure?
- **Figure 43** Do states treat out-of-state teachers equally regardless of whether they were prepared in a traditional or an alternate route program?

Figure 41

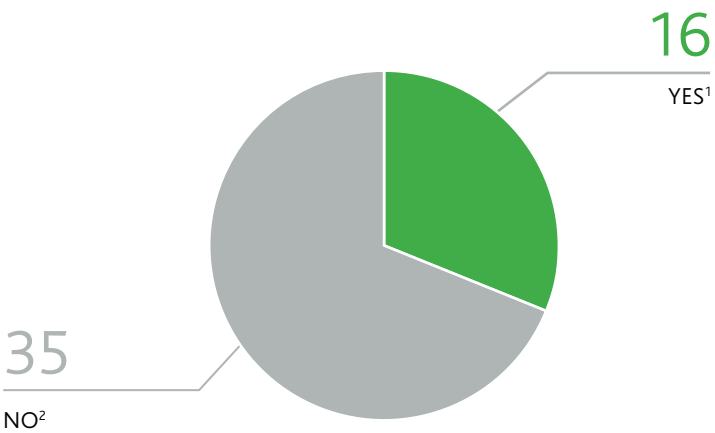
When determining if out-of-state teachers are eligible for full certification, do states require some evidence of effectiveness?



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

Figure 42

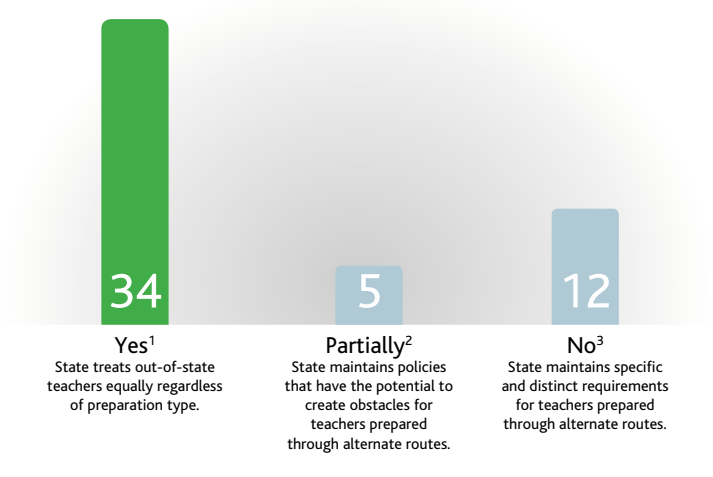
Do states require all out-of-state teachers to pass in-state licensure tests to receive licensure?



1. Strong Practice: Alaska, Maine, Massachusetts, Minnesota[3], Mississippi, Nebraska, New Hampshire, North Carolina, Ohio, Pennsylvania, Rhode Island, South Dakota, Tennessee[5], Texas, Utah, Wisconsin
2. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, Montana[4], Nevada, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, South Carolina, Vermont, Virginia, Washington, West Virginia, Wyoming
3. Teachers have up to four years to meet this requirement.
4. Subject-matter testing is not required for teacher certification.
5. Teachers have up to three years to submit passing scores.

Figure 43

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



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

Area 6: Hiring

Goal B – Provisional and Emergency Licensure

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should not, under any circumstance, award a standard license to a teacher who has not passed all required content licensing tests.
2. If the state finds it necessary to confer conditional or provisional licenses to teachers who have not passed the required licensing tests, the state should do so only under limited and exceptional circumstances and ensure that all requirements are met within one year.

Findings

Teachers who do not possess adequate knowledge of their subject area impede student learning. Yet, most states continue to allow teachers in classrooms who have not yet passed all required subject-matter licensing tests. In 2017, 38 states do not require teachers to pass all of their content exams prior to entering the classroom, reflecting a fairly casual approach to establishing a minimum standard for entering the classroom. Although it is understandable that some states may need to allow districts to fill classroom positions with individuals who do not yet hold full teaching credentials (for the same reason that districts may have to hire long-term substitutes), it is not as clear why these individuals enjoy the same status and salary as teachers who do hold such credentials. Only 6 states—**District of Columbia, Illinois, Mississippi, New Jersey, Rhode Island** and **South Carolina**— do not offer an emergency license and do not allow deferring passage of content tests prior to entering the classroom.

How States are Faring in Provisional and Emergency Licensure

4 Best Practice States
Mississippi, New Jersey, Rhode Island, South Carolina⬆

7 States Meeting Goal
Delaware, Florida, Idaho⬆, Illinois⬆, Michigan, New Mexico, New York

18 States Nearly Meeting Goal
Alabama, Alaska, Connecticut, District of Columbia⬆, Georgia, Iowa, Kansas, Kentucky, Massachusetts, Nebraska, Nevada, New Hampshire⬆, North Dakota, Ohio, Oklahoma, Tennessee, Utah, West Virginia

2 States Partly Meeting Goal
Texas, Wyoming

1 States Meeting a Small Part of Goal
Vermont

19 States Not Meeting Goal
Arizona, Arkansas⬇, California, Colorado, Hawaii, Indiana, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, North Carolina, Oregon, Pennsylvania, South Dakota⬇, Virginia, Washington, Wisconsin

Progress on this Goal Since 2015:

⬆: 5 ⬇: 2

SUMMARY OF PROVISIONAL AND EMERGENCY LICENSURE FIGURES

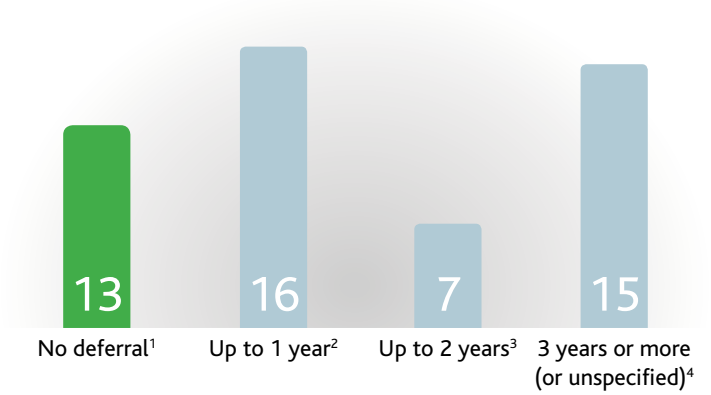
- **Figure 44** How long do states permit new teachers to teach under emergency or provisional licenses without passing licensing tests?
- **Figure 45** Do states mitigate risk associated with emergency or provisional licenses?

Examples of Best Practice

Mississippi and **New Jersey** are the only states that do not offer emergency certifications and that require all new teachers to pass subject-matter tests as a condition of initial licensure. **South Carolina** does not allow emergency certifications in core subject areas and **Rhode Island** requires that all new teachers, including emergency or provisional teacher candidates, pass all required subject-matter tests as a condition of initial licensure.

Figure 44

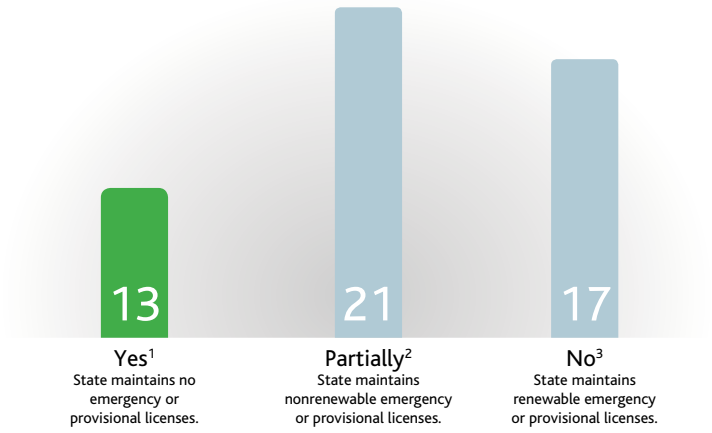
How long do states permit new teachers to teach under emergency or provisional licenses without passing licensing tests?



1. Strong Practice: District of Columbia, Florida, Idaho[5], Illinois, Michigan[6], Mississippi, Nevada[6], New Jersey, New Mexico, New York[6], Rhode Island, South Carolina, West Virginia[7]
2. Alabama, Alaska, Connecticut, Georgia, Iowa, Kansas, Kentucky, Massachusetts, Nebraska, New Hampshire[8], North Dakota, Ohio, Oklahoma, Texas[9], Utah, Wyoming
3. Arkansas, California, Colorado, Maryland, South Dakota, Vermont, Washington
4. Arizona, Delaware, Hawaii, Indiana, Louisiana, Maine, Minnesota, Missouri, Montana, North Carolina, Oregon, Pennsylvania, Tennessee[10], Virginia, Wisconsin
5. Out-of-state teachers can teach on a 3-year non-renewable license if they have not met Idaho's licensing requirements.
6. State's requirements for out-of-state teachers includes either delay in passage of required content tests, or test waivers/exemptions.
7. Out-of-state teachers can teach on a 1-year non-renewable license if they have not met West Virginia's licensing requirements.
8. "Permission to employ" is granted for one year to superintendents, not teachers.
9. Permits can be extended without passing licensing tests if districts receive hardship approval.
10. Tennessee does not offer emergency licenses but candidates for initial practitioner license have three years to pass licensure tests.

Figure 45

Do states mitigate risk associated with emergency or provisional licenses?

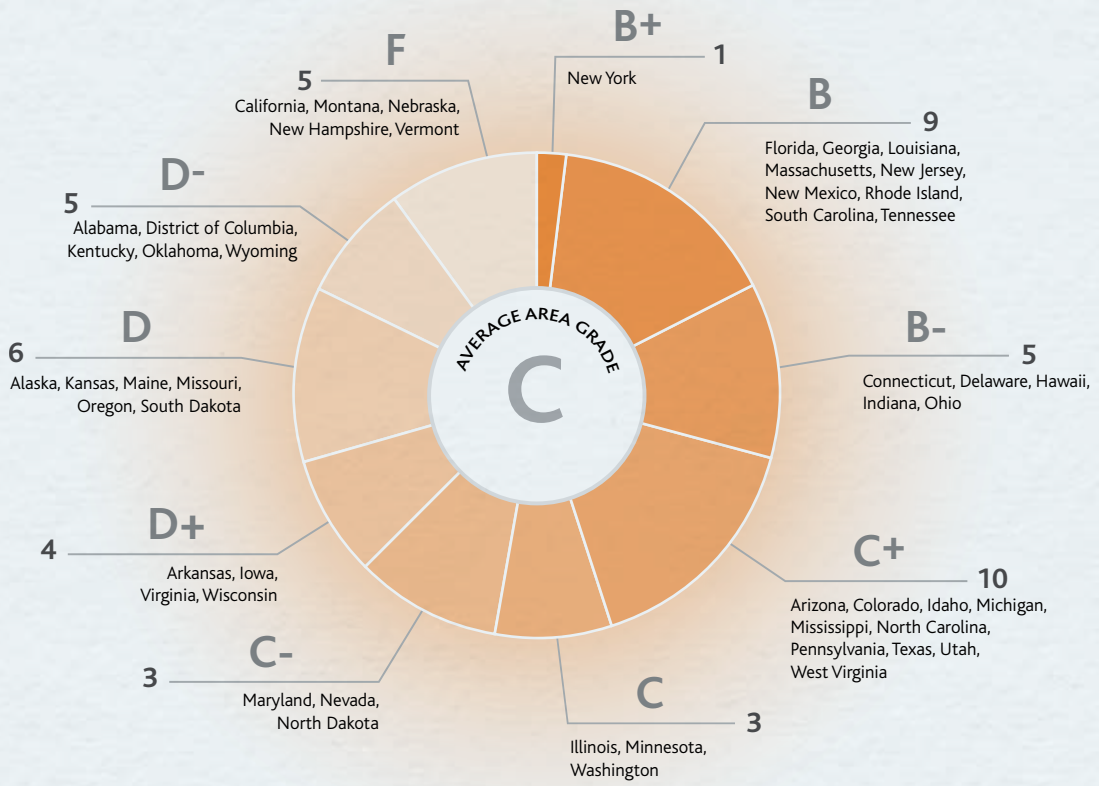


1. Strong Practice: District of Columbia, Idaho[4], Illinois, Michigan, Mississippi, Nevada, New Jersey, New Mexico[5], New York, Rhode Island, South Carolina, Tennessee, West Virginia[6]
2. Alabama, Alaska, Connecticut[7], Delaware, Florida, Georgia, Iowa, Kansas, Kentucky, Massachusetts, Nebraska, New Hampshire[8], North Carolina, North Dakota[9], Ohio[10], Oklahoma, Utah, Vermont, Virginia, Washington, Wyoming
3. Arizona, Arkansas, California, Colorado, Hawaii, Indiana, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana[11], Oregon, Pennsylvania, South Dakota[12], Texas[13], Wisconsin
4. Out-of-state teachers can teach on a 3-year non-renewable license if they have not met Idaho's licensing requirements.
5. New Mexico allows teachers in non-core academic areas to teach under endorsement waivers, provided evidence is presented of emergency circumstances.
6. Out-of-state teachers can teach on a 1-year non-renewable license if they have not met West Virginia's licensing requirements.
7. Interim certificates with an endorsement in bilingual education may be extended for up to two years by the state board of education.
8. "Permission to employ" is granted to superintendents not teachers.
9. In North Dakota, license is renewable, but only if licensure tests are passed.
10. In Ohio, license is renewable, but only if licensure tests are passed.
11. Montana does not require subject-matter testing for certification.
12. South Dakota does not require subject-matter testing for certification.
13. Can be renewed if used less than 90 calendar days in one school year.

Area 7 Summary

How States are Faring on Teacher and Principal Evaluation

State Area Grades



Topics Included In This Area

- 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 7: Teacher and Principal Evaluation

Goal A – Measures of Student Growth

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that districts use an evaluation instrument that includes objective student growth measures.
2. The state should require that the evaluation instruments used by districts are structured so that any teacher who is not rated as at least effective on measures reflecting student growth is not eligible to earn an overall rating of effective.

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

Findings

For too long, districts have used teacher evaluation systems that rely heavily on compliance-based policies or other subjective measures of classroom performance, many of which allow teachers to earn a satisfactory rating without any evidence that they are sufficiently advancing student learning. In spite of the many changes in recent years to teacher evaluation systems, many systems continue to rate nearly all teachers as effective or highly effective. Nevertheless, given that teacher evaluation systems have undergone a sea change—particularly in regard to their inclusion of objective measures of student learning and growth—it is appropriate to approach this work with diligence and patience and to view it through the lens of continuous improvement.

For the full benefits of teacher evaluation systems to be realized, such systems must prominently include objective measures of instructional effectiveness,

How States are Faring in Measures of Student Growth

such as student growth measures. Other factors should not be allowed to override evidence of teacher effectiveness in the classroom. When NCTQ began tracking teacher evaluations over a decade ago, very few states included measures of student learning in teacher evaluations, even by the most generous definitions. Among the few states that did include any objective measures, many states relied on objective measures of student achievement, which fail to fully recognize teachers' contributions to student learning and potentially exacerbate issues of educator inequity. States progress in the area of including objective measures of student growth in teacher evaluation systems has been substantial over the past decade. However, this year, too many states are moving in the wrong direction, with 39 states now requiring objective student growth data to be incorporated into teacher evaluations. This represents a decrease from the 43 states that included such measures in 2015.

Among the 39 states that currently include objective measures of student growth in their evaluation systems, there has yet to be a consensus regarding how much student growth should matter. In 2017, **Indiana** is the only state that requires teachers to be rated effective on student growth measures to be eligible for an overall rating of effective. Only three states—**Hawaii, Nevada** and **New York**—do not allow teachers who earn a rating of ineffective for the student growth portion of their evaluation to be eligible to earn an overall rating of effective. The remaining 35 states take a much weaker approach to using student growth to inform their teachers' evaluations, as these states' systems can be manipulated such that teachers who fail to make adequate contributions to student learning and growth can earn an overall rating of effective. Among such states, thirteen require that student growth count for at least 33 percent of a teacher's overall score, while 22 states require student growth to count for less than 33 percent. Regardless of how much weight is given to student growth, unless a state requires student growth to be a determinative factor within its evaluation system, there is no guarantee that teachers' overall evaluation ratings will adequately reflect their effectiveness in the classroom.

SUMMARY OF MEASURES OF STUDENT GROWTH FIGURES

- **Figure 46** Do states require student growth data to be included in teacher evaluations?
- **Figure 47** Do states require student growth to be a determinative factor in a teacher's overall rating?
- **Figure 48** Do states require districts to use a specific system to evaluate teachers?

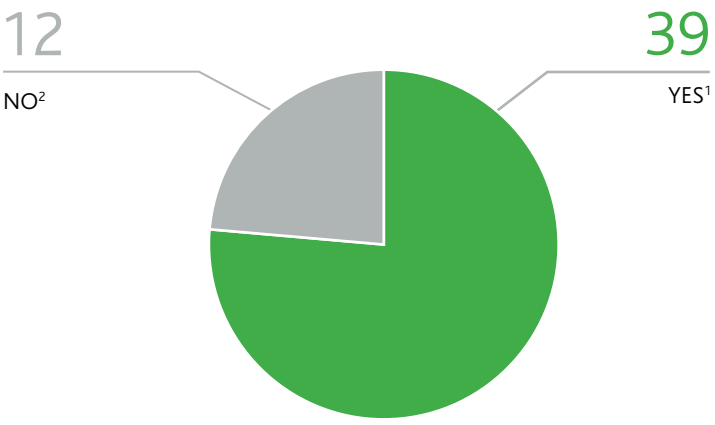
Examples of Best Practice

Among all 50 states and the District of Columbia, **Indiana** alone ensures that objective measures of student growth are the determinative factor in its teacher evaluations. Under Indiana's teacher evaluation system, teachers must meet student growth goals or be rated at least effective for the student growth portion of their evaluation to earn an overall rating of effective. Specifically, Indiana requires its districts' teacher evaluation systems to include a provision that a teacher who negatively affects student achievement and growth cannot earn a rating of highly effective or effective.

NCTQ would also like to recognize the three states—**Hawaii**, **Nevada**, and **New York**—that ensure teachers who are rated ineffective for student growth are not eligible to receive overall ratings of effective.

Figure 46

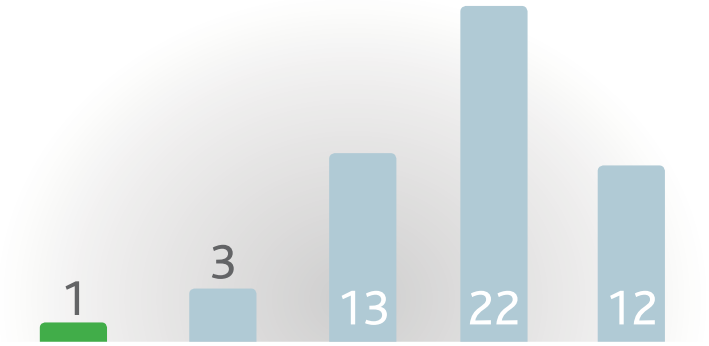
Do states require student growth data to be included in teacher evaluations?



1. Strong Practice: Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming
2. Alaska, Arkansas, California, Iowa, Kansas, Kentucky, Montana, Nebraska, New Hampshire, North Carolina[3], Oklahoma, Vermont
3. Student growth is tracked by the state but used only to drive professional development, and for school, district, and state reporting.

Figure 47

Do states require student growth to be a determinative factor in a teacher's overall rating?



Yes[1]
Teachers must earn at least an effective rating on student growth to earn an overall rating of effective.

Partially[2]
Teachers rated ineffective on student growth are not eligible for an overall effective rating. However, teachers rated needs improvement are eligible for an overall effective rating.

Unlikely[3]
Student growth constitutes at least 33 percent of a teacher's overall rating; however, teachers are not required to earn at least an effective rating on student growth to earn an overall rating of effective.

Unlikely[4]
Student growth constitutes less than 33 percent of a teacher's overall rating, and teachers are not required to earn at least an effective rating on student growth to earn an overall rating of effective.

No[5]
State does not require student growth data in its evaluation system.

1. Strong Practice: Indiana
2. Hawaii, Nevada, New York
3. Arizona, Colorado, Connecticut, Florida, Louisiana, Michigan, Minnesota, New Jersey, New Mexico, Ohio, Pennsylvania, Tennessee, Wisconsin
4. Alabama, Delaware, District of Columbia, Georgia, Idaho, Illinois, Maine, Maryland, Massachusetts, Mississippi, Missouri, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, West Virginia, Wyoming
5. Alaska, Arkansas, California, Iowa, Kansas, Kentucky, Montana, Nebraska, New Hampshire, North Carolina[6], Oklahoma, Vermont
6. Student growth is tracked by the state but used only to drive professional development, and for school, district, and state reporting.

Figure 48

Do states require districts to use a specific system to evaluate teachers?

Yes[1]
Districts must use the state's evaluation system.

No[2]
Districts may either use the state's evaluation system or develop their own.

No[3]
Districts design their own evaluation system based on specific criteria from the state.

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

Area 7: Teacher and Principal Evaluation

Goal B – Measures of Professional Practice

The state should ensure that teacher evaluations are well-structured to appropriately assess professional practice.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should explicitly require teachers to be observed in the classroom.
2. The state should require or explicitly allow student surveys to be included in its teacher evaluation system.
3. The state should require classroom evaluators to be trained to a high level of reliability through ongoing training and an explicit certification process.
4. The state should require or explicitly encourage the use of multiple observers or third-party observers with demonstrated subject-matter expertise.

NEW GOAL: THIS IS A NEW GOAL IN 2017.

Findings

Although a teacher's ability to advance student learning is a critical piece in understanding the value teachers bring to students and schools, there is widespread agreement that evaluations should draw from multiple data sources to provide a holistic picture of a teacher's professional practice. Carefully designed observations and well-crafted student surveys can provide a rich source of information for teachers, providing useful feedback to reflect on and improve their practice, particularly when conducted by trained, objective evaluators with sufficient content knowledge.

In 2017, 47 states require classroom observations. In an effort to maximize the validity and reliability of evaluators, 20 states require evaluators to be trained and certified. Another 24 states require evaluators to attend training, although they do not require any sort of certification. Recognizing the potential for biases to affect observation outcomes when they are

How States are Faring in Measures of Professional Practice

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

SUMMARY OF MEASURES OF PROFESSIONAL PRACTICE FIGURES

- **Figure 49** Do states require all teachers to be observed annually?
- **Figure 50** Do states facilitate the use of student surveys in teacher evaluations?

Findings (continued)

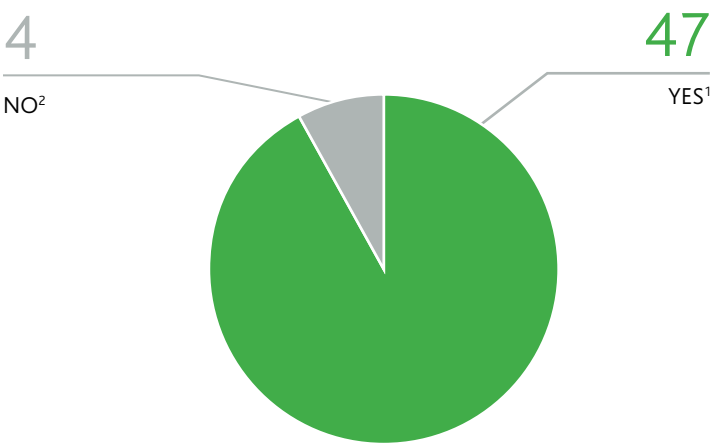
conducted solely by principals or other school leaders, 16 states require or explicitly allow multiple- or third-party observers to conduct classroom observations. The use of student survey data provides a richer picture of teacher effectiveness in the classroom and can further strengthen an evaluation system's ability to identify teachers' effects on outcomes beyond standardized test scores. Student perceptions of learning environments can be reliable and predictive indicators of student learning. Currently, 34 states require or explicitly allow student surveys to be incorporated into teacher evaluations, up from 33 states in 2015.

Examples of Best Practice

To measure a teacher's professional practice, **Iowa** not only requires classroom observations for all teachers, but also requires that teachers be observed multiple times by peer group reviewers. Iowa further requires that teacher evaluators be trained and hold an evaluator license, and that "supporting documentation from parents, students, and other teachers" is considered in a teacher's overall evaluation score.

Figure 49

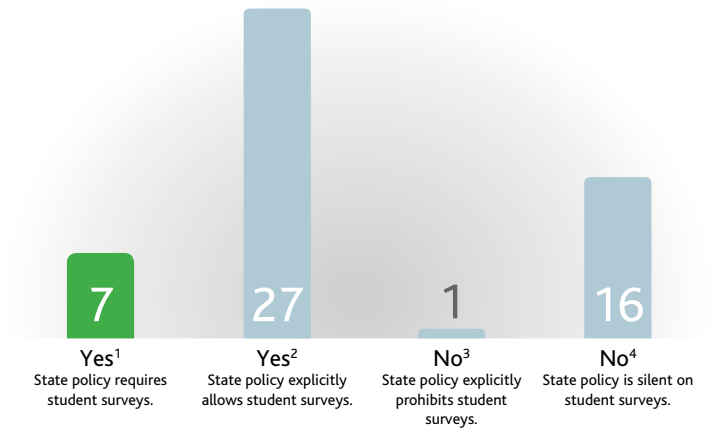
Do states require all teachers to be observed annually?



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

Figure 50

Do states facilitate the use of student surveys in teacher evaluations?



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

Area 7: Teacher and Principal Evaluation

Goal C – Frequency of Evaluation and Observation

The state should require annual evaluations of all teachers.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that all teachers receive an annual summative rating.
2. The state should require that all teachers receive multiple formal observations that provide feedback.
3. The state should require that all probationary teachers receive an observation within the first few months of the school year.

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

Findings

Evaluations of teacher effectiveness serve several purposes, not only for teachers but also for the schools and districts in which they teach. Evaluations can provide actionable, practice-embedded feedback for teachers while serving as a source of useful data to inform school- and district-level professional development and staffing decisions. However, if the aim of teacher evaluations is to help all teachers improve, then all teachers need feedback on their performance every year.

Given that teachers' performance in their first year is a strong predictor of their performance in later years, it is even more critical that new teachers receive early and frequent feedback on classroom practice. By requiring that new teachers receive their first evaluation early in the school year, school and district leadership can help ensure that new teachers are receiving adequate feedback and support early on. In instances where there is any indication of unsatisfactory performance, remediation plans can

How States are Faring in Frequency of Evaluation and Observation

3 Best Practice States
Idaho, New Jersey, Washington

1 States Meeting Goal
New Mexico

12 States Nearly Meeting Goal
Arizona, Delaware, Georgia, Indiana, Maryland, Mississippi, New York, North Dakota, Rhode Island, Tennessee, Utah, West Virginia

18 States Partly Meeting Goal
Alabama, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Kansas, Louisiana, Massachusetts, Minnesota, Nebraska, Nevada, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Wyoming

11 States Meeting a Small Part of Goal
Alaska, California, Illinois, Kentucky, Maine, Michigan, Montana, Oregon, South Dakota, Texas, Virginia

6 States Not Meeting Goal
Arkansas, Iowa, Missouri, New Hampshire, Vermont, Wisconsin

Findings (continued)

be put in place quickly, rather than potentially allowing a teacher—and potentially students—to continue struggling.

In 2017, half of all states (25) require annual evaluations for all teachers; however, just as in 2015, only one-third of all states (17) require feedback early in the year for new teachers. In addition, 11 states require that all teachers receive multiple observations, as was the case in 2015. Although there is certainly a need for more states to follow suit, these 11 states are taking important steps to ensure that sufficient data are collected regarding a teacher's practice to meaningfully inform their evaluation feedback.

Examples of Best Practice

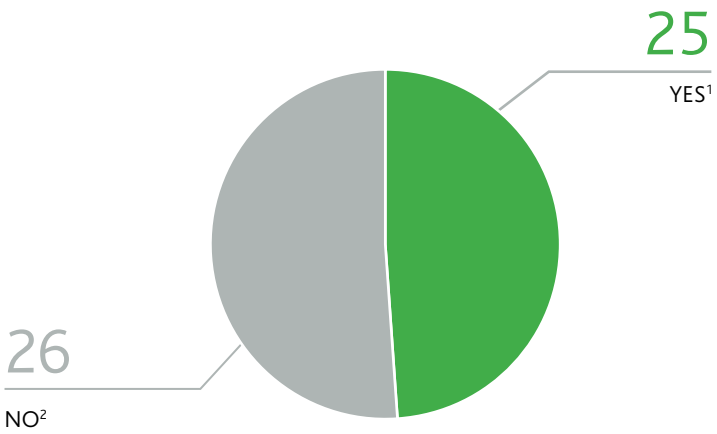
Idaho, **New Jersey** and **Washington** require that all teachers be evaluated at least annually, and require multiple observations each year for all teachers, even those with nonprobationary status. These states also require that new teachers be observed early in the year and receive feedback, ensuring that these teachers get the support they need and providing supervisors with critical information regarding which new teachers may be struggling or at risk for failing to meet minimum standards of performance.

SUMMARY OF FREQUENCY OF EVALUATION AND OBSERVATION FIGURES

- **Figure 51** Do states require districts to evaluate all teachers each year?
- **Figure 52** Do states require multiple classroom observations?
- **Figure 53** What factors dictate how many times a teacher will be observed?
- **Figure 54** Do states require districts to observe new teachers early in the school year?

Figure 51

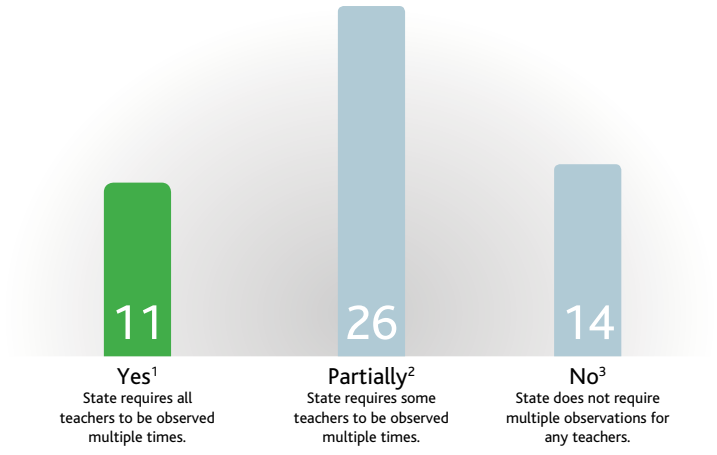
Do states require districts to evaluate all teachers each year?



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

Figure 52

Do states require multiple classroom observations?



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

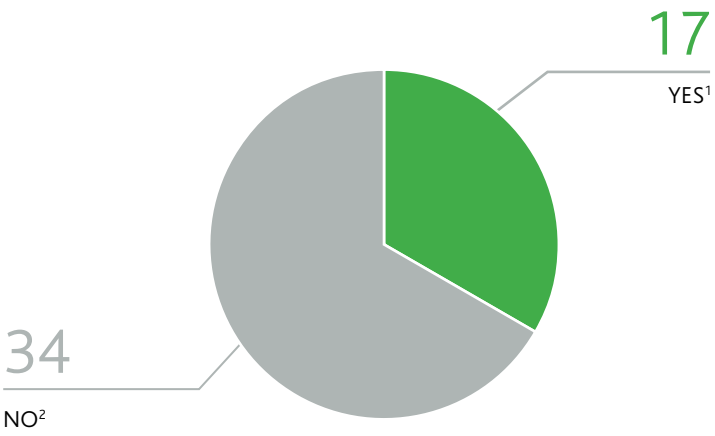
Figure 53

What factors dictate how many times a teacher will be observed?

	Observation frequency is the same for all teachers	Probationary status or years of experience	Prior evaluation rating	Combination of experience and prior rating	State does not require any observations
Alabama	■				
Alaska				■	
Arizona				■[1]	
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	■				
	13	**15**	**4**	**16**	**4**

Figure 54

Do states require districts to observe new teachers early in the school year?



1. Strong Practice: Delaware, Hawaii, Idaho, Kansas, Massachusetts, Minnesota, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Oklahoma, Rhode Island, South Carolina, Tennessee, Washington, West Virginia
2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Michigan[3], Mississippi, Missouri, Montana, New Hampshire, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia[4], Wisconsin, Wyoming
3. Teachers in their first year, and those who are rated ineffective, receive a midyear progress report.
4. Virginia teachers in their first year are informally evaluated early in the year.

1. In Arizona, the second observation may be waived for tenured teachers with high performance on their first observation.

Area 7: Teacher and Principal Evaluation

Goal D – Linking Evaluation to Professional Growth

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.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that evaluation systems provide teachers with adequate feedback about their performance.
2. The state should require that all teachers who are rated as ineffective, unsatisfactory, needs improvement or its equivalent must be placed on a performance improvement plan.
3. The state should require districts to align professional development content with the findings from teachers' evaluations.
4. The state should require that evaluation instruments differentiate among various levels of teacher performance beyond a binary system. A system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

Evaluation systems are useful for several reasons; however, they are most valuable when leveraged as tools to help teachers improve professionally. Too often, professional development completely misses the mark in terms of meeting teachers where they are and fails to be adequately tailored to individual teachers' specific needs, rendering it useless. However, as states continue to build out their evaluation systems to provide a more holistic picture of teacher performance, they are better positioned than ever to use the information provided by such systems to reinvent professional development such that it can help each and every teacher grow and improve.

How States are Faring in Linking Evaluation to Professional Growth

3 Best Practice States
Louisiana, New York, North Carolina

18 States Meeting Goal
Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Maine, Massachusetts, Michigan, Mississippi, New Jersey, New Mexico, Oregon, Rhode Island, South Carolina, Virginia, West Virginia

15 States Nearly Meeting Goal
Arkansas, Illinois, Indiana, Iowa, Kentucky, Minnesota, Missouri, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, Texas, Utah, Washington

6 States Partly Meeting Goal
Alaska, Idaho, Kansas, Maryland, Pennsylvania, Wyoming

4 States Meeting a Small Part of Goal
California, Nebraska, Nevada, Wisconsin

5 States Not Meeting Goal
Alabama, District of Columbia, Montana, New Hampshire, Vermont

SUMMARY OF LINKING EVALUATION TO PROFESSIONAL GROWTH FIGURES

- **Figure 55** Which of these essential features to help teachers improve are included in states' evaluation systems?

Findings (continued)

The teacher evaluation systems that states historically used were insufficient, as they largely relied upon binary evaluation ratings, categorizing teachers only as satisfactory or unsatisfactory and yielding little by way of feedback. This is changing. Currently, 43 states require at least three rating categories for teachers, and some states require as many as five rating categories. However, for evaluation systems to truly facilitate professional growth, they must also be designed to provide teachers with regular and actionable feedback, as well as to inform professional development opportunities based on identified strengths and weaknesses. In 2017, 36 states require that teachers receive adequate feedback based on their evaluation results (a disheartening reduction from 38 states in 2015). Furthermore, as of 2017, 30 states specifically require that teacher evaluation results be used to inform and shape professional development for all teachers, a slight reduction from the 31 states that maintained such a requirement in 2015. Currently, 35 states require improvement plans for teachers with poor ratings, as was the case in 2015.

Examples of Best Practice

Louisiana, **New York** and **North Carolina** all sufficiently link teacher evaluation to professional growth. In Louisiana, all teachers are required to participate in post-observation conferences with their evaluators, and districts are required to provide teachers with multiple opportunities for feedback throughout the school year. New York's evaluation feedback includes data on student growth as well as training on how teachers can use these data to improve instruction. North Carolina requires feedback following each classroom observation as well as summary evaluation conferences. All three states require that professional development be linked with evaluation results and that teachers rated less than effective be placed on improvement plans. Louisiana and New York require four rating categories; North Carolina requires five.

Figure 55

Which of these essential features to help teachers improve are included in states' evaluation systems?

	All teachers must receive feedback.	Results of evaluations drive professional development plans.	Improvement plans are required for teachers with less-than-effective ratings.	Evaluation instrument has at least three rating categories, sufficiently distinguishing quality.	None of these features are included.
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	☐	■	☐	■	☐
	36	**30**	**35**	**43**	**5**

Area 7: Teacher and Principal Evaluation

Goal E – Data Systems Needed for Evaluation

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 states' ratings for the goal:

1. The state should provide an adequate definition for "teacher of record."
2. The state should have a process in place for teacher roster verification.
3. The state should link student-level data to teacher performance data, consistent with applicable privacy constraints.
4. The state should track teacher mobility data and ensure that it is publicly available, consistent with applicable privacy constraints.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

Strong data systems are essential to assess and communicate the impact of teachers on student learning. Although most states have made significant strides in their ability to track student data, there is still considerable work ahead to adequately link student and teacher data. In 2017, 21 states have demonstrated the capacity to do this work.

For these data to be considered reliable, states must also ensure that the definition of "teacher of record" is both adequate and consistent across the state. As of 2017, only 19 states have developed and explicitly articulated a sufficient teacher of record definition. The consequence of not having a definition for this term in most states means that these states' data will be imperfect; the importance of data quality is paramount where states are attributing a teacher's contribution to student growth to a specific teacher.

How States are Faring in Data Systems Needed for Evaluation

1 Best Practice States
Georgia

3 States Meeting Goal
Louisiana, New York, Texas

7 States Nearly Meeting Goal
Delaware, Florida, Hawaii, Massachusetts, Pennsylvania, South Carolina, West Virginia

4 States Partly Meeting Goal
Idaho, North Carolina, Ohio, Rhode Island

17 States Meeting a Small Part of Goal
Arizona, Arkansas, Connecticut, District of Columbia, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Michigan, Mississippi, New Jersey, New Mexico, South Dakota, Tennessee, Wisconsin

19 States Not Meeting Goal
Alabama, Alaska, California, Colorado, Kansas, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Oklahoma, Oregon, Utah, Vermont, Virginia, Washington, Wyoming

SUMMARY OF DATA SYSTEMS NEEDED FOR EVALUATION FIGURES

- **Figure 56** Which of the essential elements needed to fairly measure teachers' instructional effectiveness are included in states' data systems?
- **Figure 57** Do states make teacher mobility data publicly available?

Findings (continued)

Further, only 13 states have articulated a process for teacher roster verification, which allows longitudinal student-teacher data linkages. Not only does linking student- and teacher-level data over time provide valuable insight into educator effectiveness, but it can also be used to ensure that certain student populations are not disproportionately taught by ineffective educators.

Aside from supporting the development of a more meaningful understanding of teacher effectiveness, state data systems can also provide valuable insight into the state's teacher labor market. By tracking when teachers leave schools or districts—as well as when they re-enter new ones—states are better equipped to develop policies that support workforce needs. In 2017, nine states currently track and publicly report teacher mobility data.

Examples of Best Practice

Georgia defines a teacher of record as one "responsible for a specified portion of a student's learning within a course aligned to performance measures," adequately reflecting a teacher's instructional responsibilities. The state has a process in place for teacher roster verification, and links teacher performance and student growth through its Teacher Leader Effectiveness (TLE) Electronic Platform. Georgia also publishes the "K-12 Teacher and Leader Workforce Report," which tracks both inter-district and intra-district mobility, as well as teacher mobility in high- and low-poverty schools.

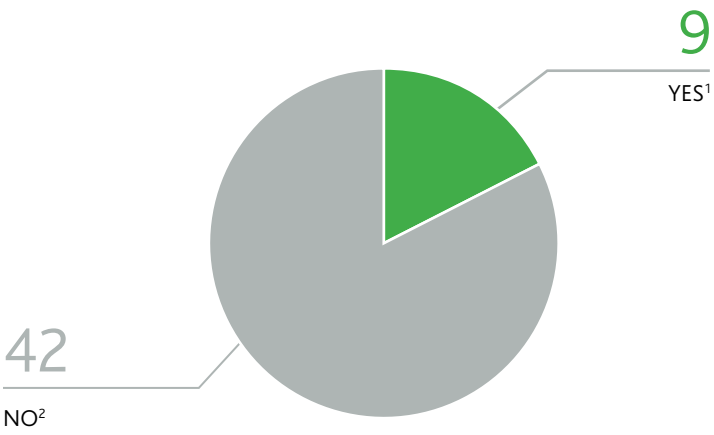
Figure 56

Which of the essential elements needed to fairly measure teachers' instructional effectiveness are included in states' data systems?

	State adequately defines the teacher of record.	State verifies the roster of teachers.	State has the capacity to link student-level data to individual 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	☐	☐	☐
	19	**13**	**21**

Figure 57

Do states make teacher mobility data publicly available?



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

Area 7: Teacher and Principal Evaluation

Goal F – Distributing Teacher Talent Equitably

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 states' ratings for the goal:

1. The state should make aggregate school-level data about teacher effectiveness publicly available, consistent with applicable privacy constraints.
2. The state should make aggregate school-level data about annual teacher absenteeism rates, reported as a three-year average, publicly available, consistent with applicable privacy constraints.
3. The state should provide a publicly available Teacher Characteristics index for each school that, consistent with applicable privacy constraints, includes research-based factors associated with teacher effectiveness, such as:
   a. Percentage of first- and second-year teachers
   b. Percentage of teachers on emergency credentials
   c. Percentage of effective teachers, disaggregated by school, student subgroup, and teaching area.

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

Findings

As it stands today, teacher talent is not equitably distributed among and within school districts, leaving certain students, in certain schools, to be disproportionately taught by ineffective, out-of-field, or inexperienced teachers. Although there is increasing capacity across states for collecting data associated with teacher effectiveness—such as evaluation scores, absenteeism rates, or licensure status—it is by making these data transparent and accessible to policymakers and the public that existing educator equity gaps can be recognized and addressed. In making these data

How States are Faring in Distributing Teacher Talent Equitably

★	0	**Best Practice States** None
●	0	**States Meeting Goal** None
◕	9	**States Nearly Meeting Goal** Florida, Indiana, Massachusetts, Michigan, New Jersey, New York, North Carolina, Tennessee, Washington
◑	11	**States Partly Meeting Goal** Arkansas, Colorado, Connecticut, District of Columbia, Illinois, Louisiana, Missouri, Ohio, Pennsylvania, Rhode Island, South Carolina
◔	11	**States Meeting a Small Part of Goal** California, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maryland, Minnesota, Utah, Virginia, Wisconsin
○	20	**States Not Meeting Goal** Alabama, Alaska, Arizona, Delaware, Georgia, Maine, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Vermont, West Virginia, Wyoming

SUMMARY OF DISTRIBUTING TEACHER TALENT EQUITABLY FIGURES

- **Figure 58** What school performance data, consistent with privacy constraints, do states make publicly available?

Findings (continued)

public, states should do so in a manner that is consistent with applicable privacy constraints.

Although there has been a slight improvement in the data-reporting requirements in some states, there is significant room for progress in many other states. Up three states from 2015, 16 states now make school-level data about teacher effectiveness publicly available. Four states—**Connecticut, Illinois, New Jersey** and **South Carolina**—require districts to publicly report school-level teacher absenteeism rates.

Examples of Best Practice

Although not awarding "best practice" honors for this goal, NCTQ commends the 16 states that give the public access to teacher performance data disaggregated at the school level. This transparency shines a light on how equitably teachers are distributed across and within school districts, helping to ensure that all students have access to effective teachers.

Figure 58

What school performance data, consistent with privacy constraints, do states make publicly available?

	Aggregate teacher performance data	Annual teacher absenteeism rates	Percentage of teachers teaching on emergency credentials	Percentage of effective teachers disaggregated by school and student subgroup
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	☐	☐	☐	☐
	16	**4**	**15**	**1**

Area 7: Teacher and Principal Evaluation

Goal G – Principal Effectiveness

The state should meaningfully assess principal performance.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require objective measures of student growth to be used in part to determine principal effectiveness.
2. The state should require principal evaluations to contain an explicit link to teacher effectiveness or instructional leadership.
3. The state should require that all principals who are rated as less than effective be placed on improvement plans.
4. The state should require or explicitly allow surveys (e.g., school climate, teacher, student, school community) to be used in part to determine principal effectiveness.

NEW GOAL: THIS IS A NEW GOAL IN 2017.

Findings

Like any organization, every school benefits from a skilled leader. High-quality principals affect student achievement, improve teacher retention rates, and enlist parent support for the school—all in addition to a number of other school climate indicators. However, principals vary significantly in the effectiveness of their leadership. Too often, principals are hired based on their administrative capabilities, with little attention given to instructional leadership skills. Principals' instructional effectiveness should be regularly evaluated using multiple metrics, including student growth, teacher effectiveness or instructional leadership, and relevant survey data from members of the school community. Mirroring the purposes of teacher evaluations, principal evaluations will ensure

How States are Faring in Principal Effectiveness

3 Best Practice States
Connecticut, Florida, South Dakota

9 States Meeting Goal
Colorado, Georgia, Massachusetts, Michigan, Minnesota, Pennsylvania, Rhode Island, South Carolina, West Virginia

14 States Nearly Meeting Goal
Arizona, Delaware, Hawaii, Idaho, Kansas, Missouri, Nevada, New Mexico, Oregon, Tennessee, Texas, Utah, Virginia, Wisconsin

14 States Partly Meeting Goal
Alabama, Alaska, Arkansas, Illinois, Indiana, Louisiana, Maryland, Mississippi, New Jersey, New York, North Carolina, North Dakota, Ohio, Washington

7 States Meeting a Small Part of Goal
District of Columbia, Iowa, Kentucky, Maine, Oklahoma, Vermont, Wyoming

4 States Not Meeting Goal
California, Montana, Nebraska, New Hampshire

Findings (continued)

that all principals receive the feedback and support necessary to improve their practice, and ultimately, enhance student and school outcomes.

This year marks the first time that NCTQ has examined state policies related to principal evaluations, and although there is significant work to be done in many states, the findings are generally encouraging. In 2017, 37 states require that overall student growth in a school be considered in principal evaluations, while 31 states require that a principal's own evaluation be explicitly linked to teacher effectiveness or instructional leadership. Recognizing that strong school leadership transcends more than simply academic outcomes, 30 states require or explicitly allow surveys (e.g., school climate, teacher, student, school community) to be used in part to determine principal effectiveness. In addition, 27 states show a commitment to the development of underperforming principals by requiring those rated less-than-effective to be placed on improvement plans.

Examples of Best Practice

The principal evaluation systems required in **Connecticut**, **Florida** and **South Dakota** all adequately address effectiveness of school administrators. These three states not only require objective student growth measures to be included in a principal's overall evaluation rating, but they also link principal evaluations to teacher effectiveness/instructional leadership. Florida requires that at least one-third of a principal's evaluation rating be based on instructional leadership. Connecticut requires that teacher effectiveness outcomes count for 5 percent of a principal's evaluation rating. South Dakota's standards used to evaluate principals include an instructional leadership domain.

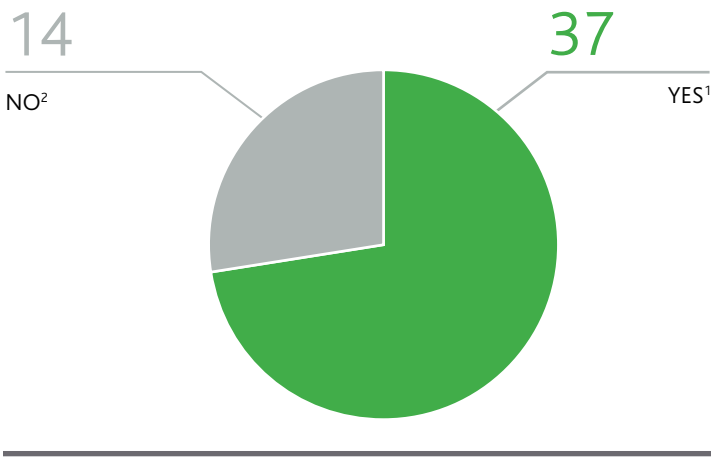
Further, all three states require improvement plans for ineffective principals, and surveys are either required or explicitly allowed. Connecticut requires that stakeholder feedback, which must include feedback from teachers and parents, comprise 10 percent of a principal's evaluation rating. South Dakota allows the use of surveys from parents, teachers, students, and the community, and Florida allows input from parents and teachers to contribute to a principal's evaluation rating.

SUMMARY OF PRINCIPAL EFFECTIVENESS FIGURES

- **Figure 59** Do states require student growth data to be included in principal evaluations?
- **Figure 60** Do states explicitly link principal evaluations to teacher effectiveness and/or instructional leadership?
- **Figure 61** Do states require principals with less-than-effective ratings to be placed on improvement plans?
- **Figure 62** Do states facilitate the use of survey data (climate, teacher, parent, student, etc.) in principal evaluations?

Figure 59

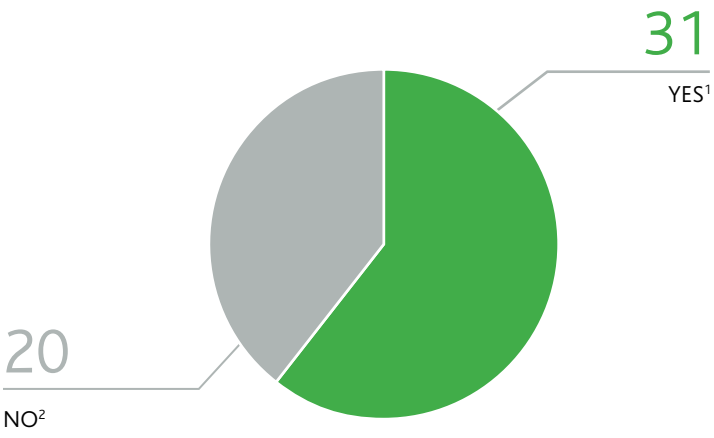
Do states require student growth data to be included in principal evaluations?



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

Figure 60

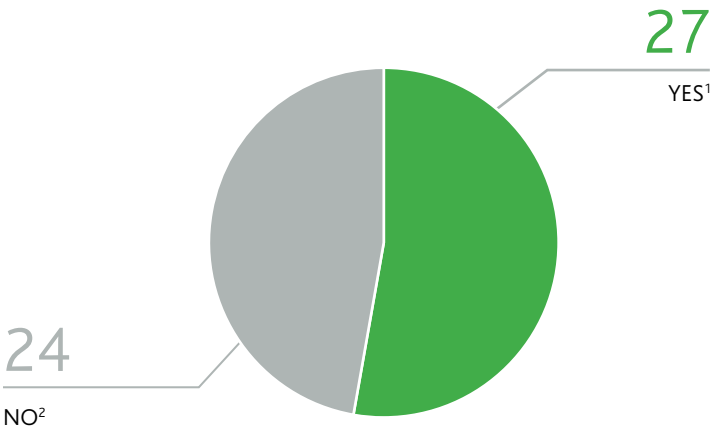
Do states explicitly link principal evaluations to teacher effectiveness and/or instructional leadership?



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

Figure 61

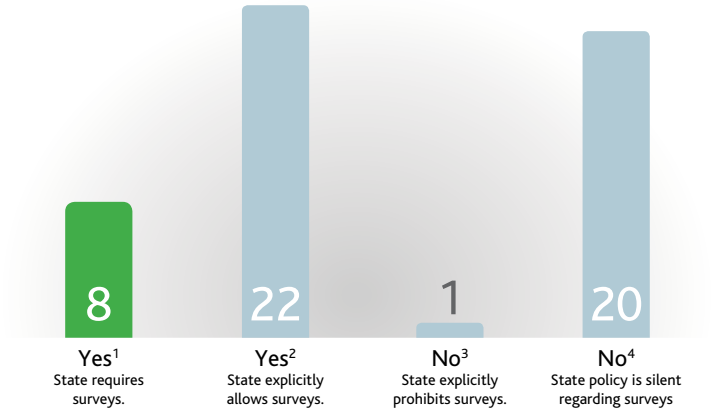
Do states require principals with less-than-effective ratings to be placed on improvement plans?



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

Figure 62

Do states facilitate the use of survey data (climate, teacher, parent, student, etc.) in principal evaluations?



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

Area 7: Teacher and Principal Evaluation

Goal H – Principal Evaluation and Observation

The state should require annual evaluations with frequent observations of all principals.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that all principals be evaluated annually.
2. The state should require that all principals receive multiple observations over the course of the school year.
3. The state should require that all principal evaluators be trained and certified.

NEW GOAL: THIS IS A NEW GOAL IN 2017.

Findings

Based on incontrovertible evidence suggesting that high-quality school leaders can improve school outcomes, states should be ensuring that principals are given the information and support necessary for professional development and growth. Performance evaluations have been identified as an effective tool for promoting professional growth; accordingly, principals should be receiving both feedback from observations and formal evaluations every year on the job.

As of 2017, 30 states require that principals receive annual evaluations, while 16 states require that principals receive multiple observations throughout the year. In an effort to maximize the reliability and validity associated with principal evaluations, 15 states require principal evaluators to be both trained and certified.

How States are Faring in Principal Evaluation and Observation

1 Best Practice States
New York

8 States Meeting Goal
Georgia, Louisiana, New Jersey, New Mexico, Ohio, Rhode Island, Tennessee, Utah

9 States Nearly Meeting Goal
Alaska, Connecticut, Delaware, Illinois, Indiana, Massachusetts, Mississippi, South Carolina, Texas

8 States Partly Meeting Goal
Arizona, Iowa, Maine, Minnesota, North Carolina, North Dakota, Oklahoma, Wisconsin

12 States Meeting a Small Part of Goal
Alabama, Colorado, Florida, Hawaii, Idaho, Kansas, Maryland, Michigan, Nevada, Washington, West Virginia, Wyoming

13 States Not Meeting Goal
Arkansas, California, District of Columbia, Kentucky, Missouri, Montana, Nebraska, New Hampshire, Oregon, Pennsylvania, South Dakota, Vermont, Virginia

Examples of Best Practice

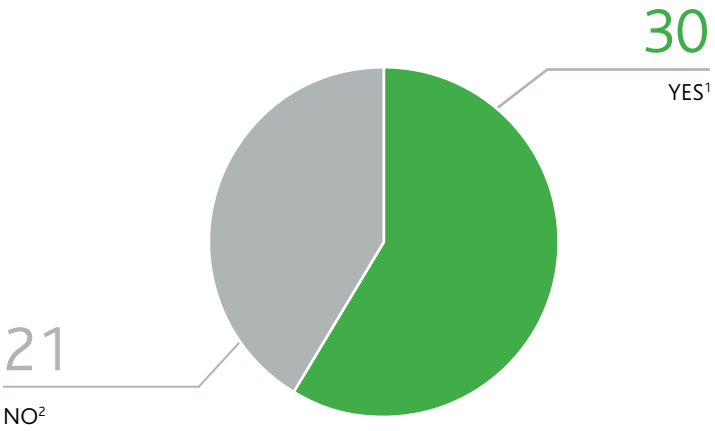
New York requires annual evaluations and multiple observations for all principals. At least one observation is conducted by a supervisor or other trained administrator; a second is conducted by one or more impartial, independently trained evaluators selected and trained by the district. An optional third component allows for school visits by a trained peer administrator who has been rated overall effective or highly effective the prior school year. New York requires that evaluators, including impartial and independent observers and peer observers, be appropriately trained. Lead evaluators must be certified.

SUMMARY OF PRINCIPAL EVALUATION AND OBSERVATION FIGURES

- **Figure 63** Do states require districts to evaluate all principals each year?
- **Figure 64** Do states require adequate principal observations or site visits?

Figure 63

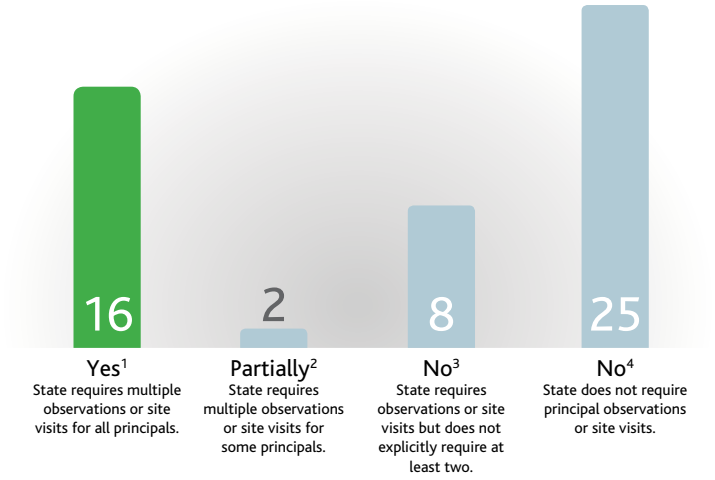
Do states require districts to evaluate all principals each year?



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

Figure 64

Do states require adequate principal observations or site visits?

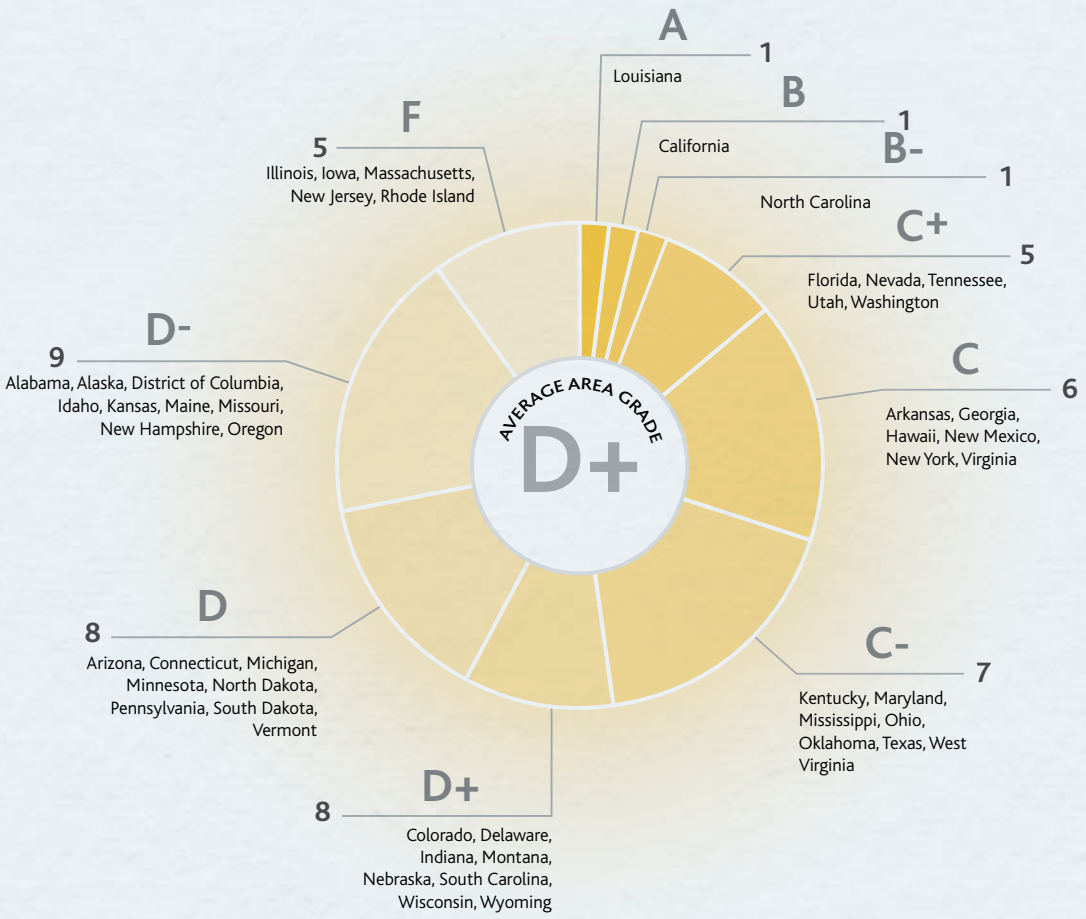


1. Strong Practice: Connecticut, Georgia, Illinois, Indiana, Louisiana, Maine, Massachusetts, Mississippi, New Jersey, New Mexico, New York, Ohio, Rhode Island, South Carolina, Tennessee, Utah
2. Nevada, Wisconsin
3. Alaska, Arizona, Hawaii, Minnesota, North Carolina, North Dakota, Oklahoma, Texas
4.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

Area 8 Summary

How States are Faring on Teacher Compensation

State Area Grades



Topics Included In This Area

- Performance
- High-need Schools and Subjects
- Prior Work

Area 8: Teacher Compensation

Goal A – Performance

While giving local districts authority over pay scales, the state should ensure that effectiveness is a factor in teachers' compensation.

Goal Components

The factors considered in determining states' ratings 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 the minimum pay at each level.
2. The state should eliminate state salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees. Accordingly, the state should also discourage districts from tying additional compensation to advanced degrees.
3. The state should support performance pay efforts that reward teachers for demonstrated classroom effectiveness and allow districts flexibility to define the criteria for performance pay, provided that such criteria reflect student growth.
4. The state should adjust its base pay requirements according to changes in the state's cost of living at least every three years.

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

Findings

In teaching, performance not only matters, it also varies considerably. Some teachers routinely produce a year and a half of learning in just one school year, and we know of no intervention more powerful than assigning students to a superstar teacher. Yet, while most professions reward successful performance with promotions and salary increases, this is not generally the case in the teaching profession. Most

How States are Faring in Performance

0 Best Practice States
None

4 States Meeting Goal
Florida, Indiana, Louisiana, Utah

6 States Nearly Meeting Goal
Arizona, Hawaii, Michigan, Minnesota, Nevada, Tennessee

29 States Partly Meeting Goal
Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Idaho, Kansas, Maine, Maryland, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, Wisconsin, Wyoming

9 States Meeting a Small Part of Goal
Illinois, Iowa, Kentucky, Massachusetts, New Jersey, North Carolina, Ohio, Oklahoma, Texas,

3 States Not Meeting Goal
Alabama, Rhode Island, West Virginia

SUMMARY OF PERFORMANCE FIGURES

- **Figure 65** What role do states play in deciding teacher pay rates?
- **Figure 66** Do states explicitly require districts to consider teacher performance in awarding pay?

Findings (continued)

districts continue to use traditional salary schedules that fail to differentiate for performance, instead paying teachers uniform salaries based on inputs that have little or no correlation with teacher effectiveness (i.e., experience, advanced degrees).

Although most states do not decide teachers' pay, all states can help to move the needle to reform the teacher salary system. In 2017, 22 states have policies in place that require or explicitly encourage performance pay for teachers. Among those 22 states, eight states—**Florida, Hawaii, Idaho, Indiana, Louisiana, Michigan, Nevada** and **Utah**—directly tie teacher compensation to teacher evaluation results. These states wisely require that districts build performance into salary schedules rather than treat performance pay as a bonus, which cannot always be relied upon.

States can encourage, even require, districts to use their existing resources in a more strategic manner, or they can mandate state funds that will encourage reform. Only one state, **North Carolina**, explicitly prohibits districts from linking additional pay to a teacher's attainment of advanced degrees.

The support that these states provide for performance pay is laudable; however, unless states guide districts in successfully implementing such policies, their impact will be limited. We therefore encourage states, including those with strong performance pay policies, to ensure that they are providing adequate oversight and support to their districts to facilitate the successful implementation of these important policies.

Examples of Best Practice

NCTQ is not awarding "best practice" honors this year for performance pay. After highlighting specific states in past *Yearbook*s, we studied implementation at the district level and found that these state-level policies were not necessarily effectively executed in ways that support performance pay. NCTQ encourages all states not only to implement strong performance pay policies, but also to ensure that, once these policies are implemented at the local level, teachers who are effective in the classroom are compensated in a meaningful way.

Figure 65

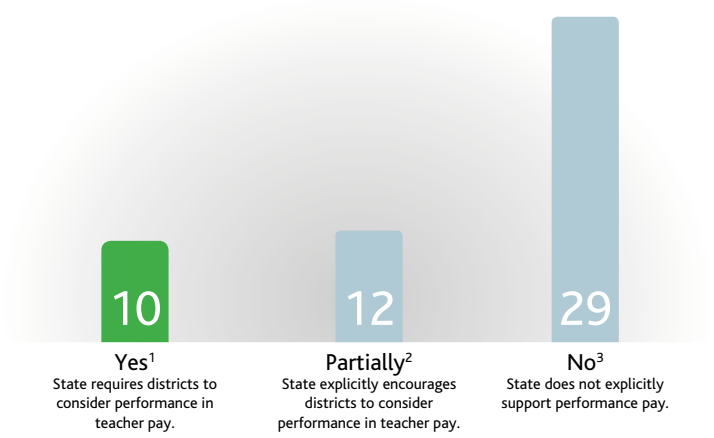
What role do states play in deciding teacher pay rates?

	State allows districts to set their own salary schedules.	State sets the minimum salary a teacher must earn but leaves the rest to districts.	State sets the minimum salary schedule.
Alabama	☐	☐	■
Alaska	■	☐	☐
Arizona	■	☐	☐
Arkansas	☐	☐	■
California	■	☐	☐
Colorado	■[1]	☐	☐
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	■[2]	☐	☐
South Carolina	☐	☐	■
South Dakota	■	☐	☐
Tennessee	☐	☐	■
Texas	☐	☐	■
Utah	■	☐	☐
Vermont	■	☐	☐
Virginia	■	☐	☐
Washington	☐	■	☐
West Virginia	☐	☐	■
Wisconsin	■	☐	☐
Wyoming	■	☐	☐
	28	**9**	**14**

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 66

Do states explicitly require districts to consider teacher performance in awarding pay?



1. Strong Practice: Florida, Georgia[4], Hawaii, Idaho, Indiana, Louisiana, Michigan, Minnesota[5], Nevada, Utah
2. Arizona[6], Arkansas, Colorado, Delaware, Kentucky, Mississippi, Missouri, New Mexico, Oklahoma, South Carolina, Tennessee, Virginia
3. Alabama, Alaska, California, Connecticut, District of Columbia, Illinois, Iowa, Kansas, Maine, Maryland, Massachusetts, Montana, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Washington, West Virginia, Wisconsin, Wyoming
4. Teachers do not get credit on the salary schedule for unsatisfactory or ineffective overall ratings, or for the second year in which two consecutive needs development ratings are earned. Although not technically performance pay, this policy effectively ties evaluation scores to compensation.
5. For districts implementing Q Comp
6. Arizona allocates funds for teacher compensation increases based on performance and employment related expenses; there is no clear requirement for compensation connected to evidence of effectiveness.

Area 8: Teacher Compensation

Goal B – High-Need Schools and Subjects

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

Goal Components

The factors considered in determining states' ratings 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.

Findings

Attracting effective and qualified teachers to high-need schools as well as teachers who are qualified to teach certain subject areas is one of the greatest challenges faced by districts and states. A higher level of compensation may be the best way to ameliorate these chronic shortages. In 2017, we can report that 23 states provide support for differential pay for teachers who teach in high-need schools, up from 22 states in 2015. However, the number drops precipitously to only 15 states that support differential pay for teachers in shortage-subject areas.

Some states have yet to support differential pay but they do support incentives such as loan forgiveness, mortgage assistance, and tuition reimbursements and scholarships. Six states provide loan forgiveness only for teachers who teach in high-need schools, and nine states provide the same support for teachers in shortage-subject areas.

While these incentives are certainly a step in the right direction, particularly in areas where budgetary constraints make it difficult to implement differential pay, they are unlikely to yield the same recruitment-related results. Many teachers may not find some of these support incentives meaningful because even the promise of bonuses and stipends may be viewed as unreliable from year to year, lessening their attractiveness.

How States are Faring in High-Need Schools and Subjects

3 Best Practice States
Florida, New Mexico, Utah⬆

11 States Meeting Goal
Arkansas, California, Kentucky, Louisiana, Nevada, New York, North Carolina⬆, Ohio, Oklahoma, Tennessee, Virginia

4 States Nearly Meeting Goal
Maryland, Mississippi⬆, Washington, West Virginia

9 States Partly Meeting Goal
Colorado, Georgia⬇, Hawaii, Montana, Nebraska, South Carolina, Texas, Wisconsin, Wyoming

5 States Meeting a Small Part of Goal
Connecticut, North Dakota⬆, Pennsylvania, South Dakota, Vermont

19 States Not Meeting Goal
Alabama, Alaska, Arizona, Delaware⬇, District of Columbia, Idaho, Illinois⬇, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, Oregon⬇, Rhode Island

Progress on this Goal Since 2015:

⬆ : 4 ⬇ : 4

SUMMARY OF HIGH-NEED SCHOOLS AND SUBJECTS FIGURES

- **Figure 67** Do states provide incentives to teach in high-need schools or shortage-subject areas?

Findings (continued)

In 2017, there are still 21 states that have no mechanism or support to incentivize teachers to address shortages in high-need schools or specific subject areas. Some of these states have been particularly vocal regarding the challenge presented by teacher shortages; however, despite their often fiery rhetoric, the states have failed to take meaningful action to address the shortages by implementing differential pay for effective teaching in high-need, hard-to-staff schools.

Examples of Best Practice

Florida, **New Mexico** and **Utah** all support differential pay for teachers in both shortage subject areas and high-need schools. Districts in Florida must provide salary supplements for teaching either critical shortage areas or in high-need schools. New Mexico's STEM and Hard-to-Staff Teacher Initiatives provide $5,000, $7,500, and $10,000 stipends per year to effective, highly effective, and exemplary teachers in hard-to-staff positions at low-performing schools. In Utah, teachers of critical shortage areas are eligible for annual salary supplements of $4,100. The state's Effective Teachers in High Poverty Schools Incentive Programs award annual salary bonuses of $5,000 to those teaching at high-poverty schools who achieve a median growth percentile of 70 or higher. Additionally, Utah's National Board Certified teachers are eligible to receive an additional $750 for teaching at a Title I school.

Figure 67

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

	Yes. State incentivizes teaching in high-need schools through differential pay.	Partially. State incentivizes teaching in high-need schools through loan forgiveness.	Yes. State incentivizes teaching in shortage subject areas through differential pay.	Partially. State incentivizes teaching in shortage subject areas through loan forgiveness.	No. State provides no incentives for teaching in high-need schools or shortage subject areas.
Alabama	☐	☐	☐	☐	■
Alaska	☐	☐	☐	☐	■
Arizona	☐	☐	☐	☐	■
Arkansas	■	☐	■	☐	☐
California	■	☐	■	☐	☐
Colorado	■	■	☐	☐	☐
Connecticut	☐	☐	☐	☐	■[1]
Delaware	☐	☐	☐	☐	■
District of Columbia	☐	☐	☐	☐	■
Florida	■	☐	■	☐	☐
Georgia	☐	☐	■	☐	☐
Hawaii	■	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	■
Illinois	☐	☐	☐	☐	■
Indiana	☐	☐	☐	☐	■
Iowa	☐	☐	☐	☐	■
Kansas	☐	☐	☐	☐	■
Kentucky	■	☐	■	☐	☐
Louisiana	■	☐	■	☐	☐
Maine	☐	☐	☐	☐	■
Maryland	■[2]	☐	☐	☐	☐
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	☐	☐	☐	☐	■[3]
Tennessee	■	☐	■	☐	☐
Texas	■	☐	☐	☐	☐
Utah	■	☐	■	☐	☐
Vermont	☐	☐	☐	■	☐
Virginia	■	☐	■	■	☐
Washington	■	☐	☐	■	☐
West Virginia	■	■	☐	■	☐
Wisconsin	■	☐	☐	☐	☐
Wyoming	■	☐	☐	☐	☐
	23	**6**	**15**	**9**	**21**

1. Connecticut offers mortgage assistance for teachers in high-need schools and of shortage subject areas.
2. Maryland offers tuition reimbursement for teacher retraining in specified shortage subject areas and offers a stipend for alternate route candidates teaching in subject shortage areas.
3. South Dakota offers scholarships to teachers in high-need schools.

Area 8: Teacher Compensation

Goal C – Prior Work

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

Goal Components

The factors considered in determining states' ratings 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.

Findings

Compensating teachers for prior work experience is a valuable recruitment tool that continues to go unrecognized by most states and many districts. As an increasing number of career changers enter the teaching profession, candidates with relevant prior work experience can be of significant value to a school or district, particularly when their experience is in hard-to-staff subjects such as science or math. Given the low starting teacher salaries relative to salaries of other professions, failing to compensate new teachers for prior work experience will likely result in a pay cut that career changers may be unwilling to take.

Holding constant from 2015, only three states—**California, Louisiana** and **North Carolina**—direct or encourage local districts to compensate all teachers for related prior work experience. An additional six states encourage local districts to compensate some teachers for related prior work experience.

How States are Faring in Prior Work

★	2	**Best Practice States** Louisiana, North Carolina
●	1	**States Meeting Goal** California
◕	0	**States Nearly Meeting Goal** None
◑	6	**States Partly Meeting Goal** Alabama, Delaware, Georgia, Texas, Washington, West Virginia
◔	1	**States Meeting a Small Part of Goal** Hawaii
○	41	**States Not Meeting Goal** Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, 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, Wisconsin, Wyoming

Progress on this Goal Since 2015:

⬆ : 0 ⬇ : 0

SUMMARY OF PRIOR WORK FIGURES

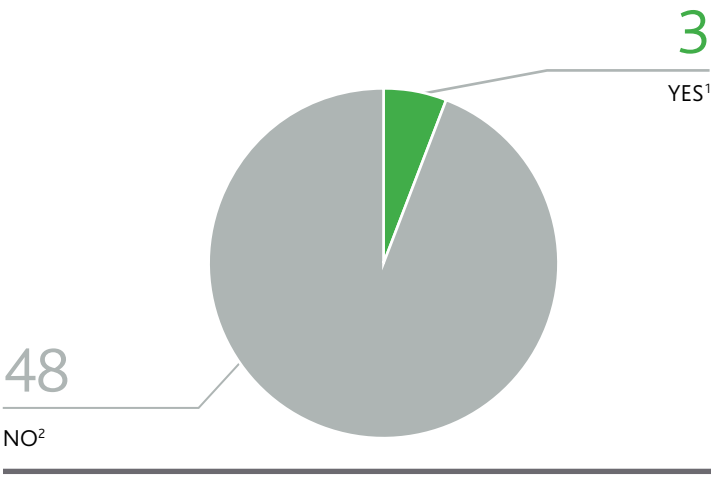
- **Figure 68** Do states direct districts to make adjustments in starting salary for new teachers who have relevant work experience?

Examples of Best Practice

North Carolina compensates new teachers with relevant prior-work experience by awarding 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. **Louisiana** districts are required to develop local compensation plans based on effectiveness, experience, and demand with no one factor accounting for more than 50 percent. Experience may include "relevant non-educational professional experience related to the teacher's content area."

Figure 68

Do states direct districts to make adjustments in starting salary for new teachers who have relevant work experience?

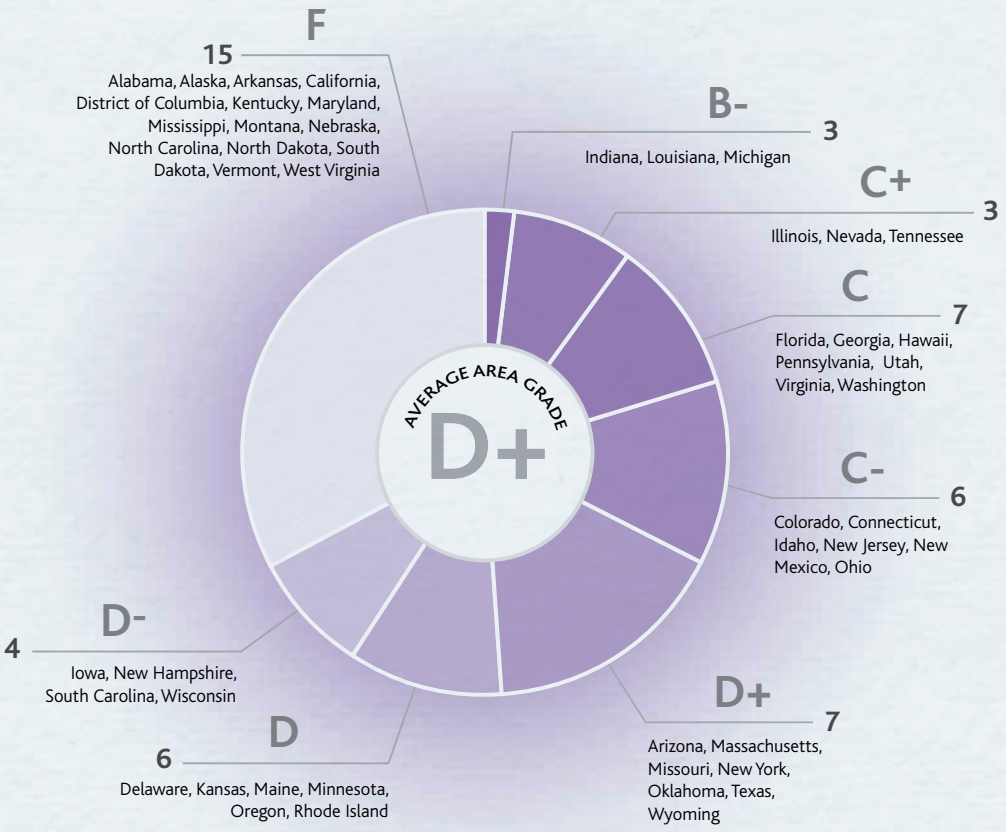


1. Strong Practice: California, Louisiana, North Carolina
2. Alabama[3], Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware[4], District of Columbia, Florida, Georgia[5], Hawaii[6], Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, 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, Texas[3], Utah, Vermont, Virginia, Washington[3], West Virginia[3], Wisconsin, Wyoming
3. Limited to career and technology teachers.
4. State awards credit for subject-related professional experience to teachers of trade and industry.
5. State allows a defined number of experiences to count toward salary requirements.
6. Hawaii's compensation is limited to prior military experience.

Area 9 Summary

How States are Faring on Retaining Effective Teachers

State Area Grades



Topics Included In This Area

- Licensure Advancement
- Tenure
- Leadership Opportunities
- Dismissal
- Layoffs

Area 9: Retaining Effective Teachers

Goal A – Licensure Advancement

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require evidence of effectiveness to be considered as a factor for advancement from a probationary to a nonprobationary license.
2. The state should not require teachers to earn an advanced degree as a condition of professional licensure.
3. The state should ensure that any coursework requirements tied to advancing from a probationary to a nonprobrationary license address the specific needs of an individual teacher, rather than a need that is generic and unspecified.

Findings

In most states, new teachers are initially granted a probationary license before qualifying for a professional or advanced license. In theory, the purpose of the probationary period is to determine whether these new teachers have the ability to become effective educators meriting professional licensure. While most states have yet to shift to a system in which evidence of a teacher's effectiveness is used to decide who qualifies for a professional license, there has been some movement in this policy area since 2015. In 2017, **Louisiana** is the only state to require objective evidence of effectiveness in both its licensure advancement and renewal policies, while an additional seven states—**Delaware, Idaho, Maryland, Michigan, New Jersey, New Mexico** and **Pennsylvania**—require evidence of effectiveness in just their advancement policies. This represents some improvement from the six states in 2015 that required teachers to show evidence of effectiveness before conferring professional licensure.

How States are Faring in Licensure Advancement

1 Best Practice States
Louisiana

0 States Meeting Goal
None

1 States Nearly Meeting Goal
New Mexico ⬆

10 States Partly Meeting Goal
Delaware, District of Columbia ⬆, Idaho, Illinois, Maryland, Michigan ⬆, New Jersey ⬆, Pennsylvania, Rhode Island ⬇, Tennessee

8 States Meeting a Small Part of Goal
Connecticut, Georgia ⬇, Minnesota, New Hampshire, South Carolina, Utah, Virginia ⬆, Washington

31 States Not Meeting Goal
Alabama, Alaska, Arizona, Arkansas ⬇, California, Colorado, Florida, Hawaii, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, Texas, Vermont, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2015:

⬆ : 5 ⬇ : 3

Findings (continued)

Further, where new teachers were previously expected to fulfill requirements that serve as poor proxies for teacher effectiveness (e.g., earning a master's degree or earning generic graduate credits), several states have now taken the initiative to remove such requirements. As of 2017, 31 states no longer require an advanced degree for teachers seeking professional licensure or renewing their license. This number is up from 29 states in both 2013 and 2015.

Examples of Best Practice

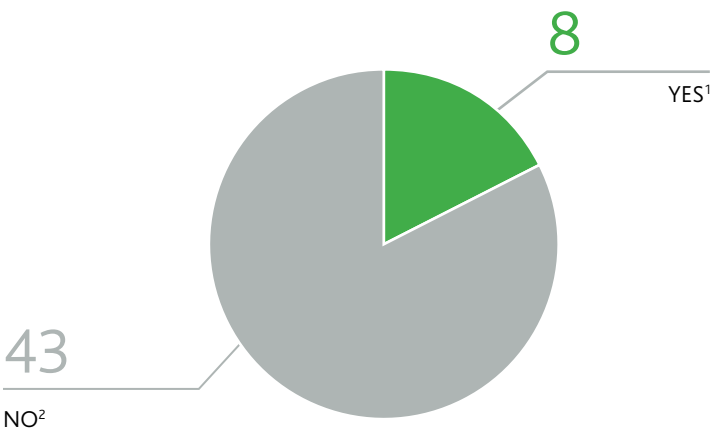
Louisiana commendably integrates its teacher certification, certification renewal, and evaluation processes. The state requires its teachers to meet the standard for effectiveness under its teacher evaluation system for three years during their initial certification or certification renewal period to be issued an initial teaching certificate or have their teaching certificate renewed.

SUMMARY OF LICENSURE ADVANCEMENT FIGURES

- **Figure 69** Do states require teachers to supply evidence of effectiveness to qualify for a professional license?
- **Figure 70** Do states require teachers to supply evidence of their effectiveness to renew a professional license?

Figure 69

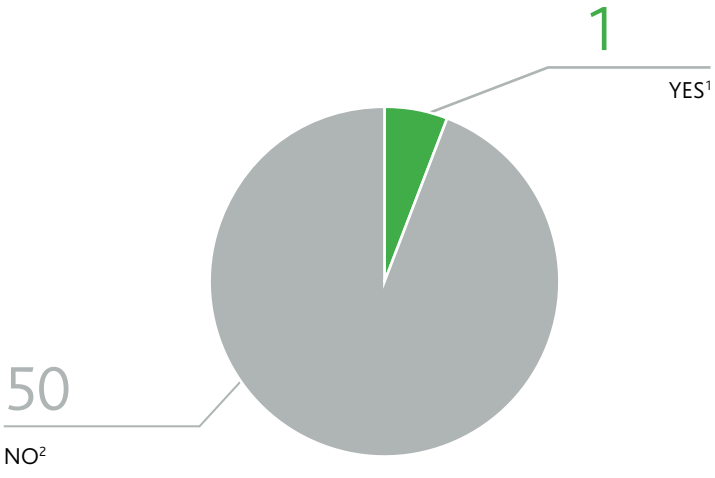
Do states require teachers to supply evidence of effectiveness to qualify for a professional license?



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

Figure 70

Do states require teachers to supply evidence of their effectiveness to renew a professional license?



1. Strong Practice: Louisiana
2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, 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 Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Area 9: Retaining Effective Teachers

Goal B – Tenure

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that tenure decisions be based on a process that evaluates cumulative evidence of classroom effectiveness.
2. The state should require that evidence of effectiveness be the determinative factor in tenure decisions.

REORGANIZED: THE COMPONENTS OF THIS GOAL HAVE BEEN REORGANIZED SINCE 2015.

Findings

Raising the bar for tenure criteria gives states the opportunity to make tenure a meaningful milestone in the career of a teacher. Over the last decade, many states have grappled with teacher tenure, and much of their deliberations have centered on making tenure less automatic and providing more time to consider all factors, as well as what evidence should be considered.

New data-collection systems established by both states and districts gather a wealth of information about teacher and student performance that can now be used to make better-informed tenure decisions, with an emphasis on evidence of effectiveness. Indeed, by 2015, nearly half of all states (23) elected to use these data. However, in 2017, concerned about using student test scores to evaluate teachers, a few states retreated from their decision, and only 19 states require tenure decisions to be tied to teacher performance based on evidence of teacher effectiveness. Four states – **Hawaii, Indiana, Nevada** and **New York** – not only continue to use these data, but also require evidence of effectiveness, including student growth data, to be the determinative criterion in tenure decisions.

How States are Faring in Tenure

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

SUMMARY OF TENURE FIGURES

- **Figure 71** Do states require that evidence of teacher effectiveness is considered in the tenure process?

Examples of Best Practice

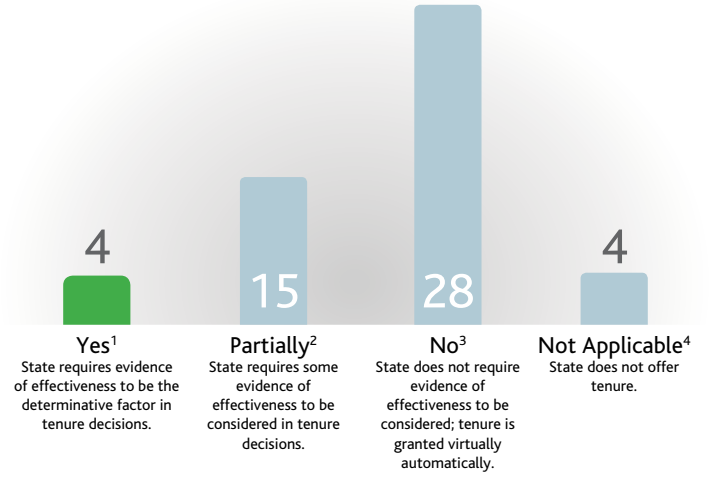
Hawaii, **Indiana**, **Nevada** and **New York** all link tenure decisions to evidence of effectiveness.

Hawaii requires teachers to earn at least two consecutive overall ratings of effective or better. Indiana requires a probationary teacher to receive evaluation ratings of either effective or highly effective for three years over a five-year period. A professional teacher in Indiana reverts to probationary status after receiving an ineffective evaluation rating. Nevada requires probationary teachers to demonstrate two years of at least effective performance on each teacher evaluation within a three-year period before they earn tenure. A postprobationary teacher who receives a rating of developing or ineffective for two consecutive years must then be deemed probationary and serve an additional probationary period. New York requires teachers to be rated effective or highly effective for three out of four years. Teachers who are rated effective or highly effective for the first three years of the probationary period but are rated ineffective in the fourth year will not receive tenure.

Evaluation policies in Hawaii, Indiana, Nevada, and New York do not allow teachers rated ineffective for student growth to be rated effective overall. Therefore, basing tenure decisions on these evaluation ratings ensures that classroom effectiveness is appropriately considered.

Figure 71

Do states require that evidence of teacher effectiveness is considered in the tenure process?



1. Strong Practice: Hawaii, Indiana, Nevada, New York
2. Arizona, Colorado, Connecticut, Delaware, Idaho, Illinois, Louisiana, Massachusetts, Michigan, New Jersey, South Carolina, Tennessee, Virginia, Washington, Wyoming
3. Alabama, Alaska, Arkansas, California, District of Columbia, Georgia, Iowa, Kentucky, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota[5], Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, West Virginia
4. Florida, Kansas, North Carolina, Wisconsin
5. No state-level policy.

Area 9: Retaining Effective Teachers

Goal C – Leadership Opportunities

The state should support teachers to take on leadership opportunities that allow them to continue teaching.

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should support, through a specific policy or initiative, opportunities for teachers to assume leadership roles and/or advanced career positions that allow them to continue teaching.
2. The state should require that teachers are strategically selected for leadership roles based on specific criteria, including content knowledge and classroom effectiveness.
3. The state should offer, or encourage districts to offer, financial incentives or nonmonetary supports (e.g., reduced class loads) for teachers who assume leadership roles.

NEW GOAL: THIS IS A NEW GOAL IN 2017.

Findings

The presence of teacher leadership opportunities in schools benefits all members of the school community. Not only do teacher leaders feel more empowered and professionally satisfied, they also can increase collaboration and spread best practices, particularly when instructional effectiveness is the basis for deciding who leads. Students also are likely to benefit when great teachers have the opportunity to lead, as the most effective teachers are more likely to remain in the classroom. Less effective teachers benefit as well, as they are provided an added layer of support.

In 2017, 27 states support teacher leadership opportunities, yet only 11 of these states— **Georgia, Indiana, Kansas, Michigan, Missouri, New Mexico, Ohio, Oregon, Texas, Utah** and **Wyoming**—require teacher leader selection criteria to include evidence of teacher effectiveness or strong content knowledge. Although support for teacher leadership in any capacity

How States are Faring in Leadership Opportunities

2 Best Practice States
Ohio, Utah

6 States Meeting Goal
Georgia, Indiana, Missouri, New Mexico, Oregon, Texas

12 States Nearly Meeting Goal
Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Louisiana, Michigan, Minnesota, Oklahoma, Washington, Wyoming

7 States Partly Meeting Goal
Alabama, Kentucky, New Jersey, Pennsylvania, Tennessee, Virginia, Wisconsin

2 States Meeting a Small Part of Goal
Maine, Massachusetts

22 States Not Meeting Goal
Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Maryland, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia

SUMMARY OF LEADERSHIP OPPORTUNITIES FIGURES

- **Figure 72** Do states explicitly support teacher leadership opportunities?
- **Figure 73** Do states require that teacher leader selection is based on effectiveness or appropriate content knowledge?
- **Figure 74** Do states require or encourage incentives for teachers who participate in leadership opportunities?

Findings (continued)

is a step in the right direction, strong teacher leadership systems must ensure that teacher leaders bring substantial teaching experience, knowledge of the curriculum, and effective instructional practices to the role.

States also need to provide incentives and strong supports for teacher leaders that allow these teachers to maintain a high caliber of instruction in their own classrooms while also successfully executing their leadership duties. Currently, of the 27 states supporting teacher leadership opportunities, 17 require that teacher leaders receive incentives or supports. While some of these supports come in monetary form, nonmonetary supports, such as reduced class loads, are also valuable.

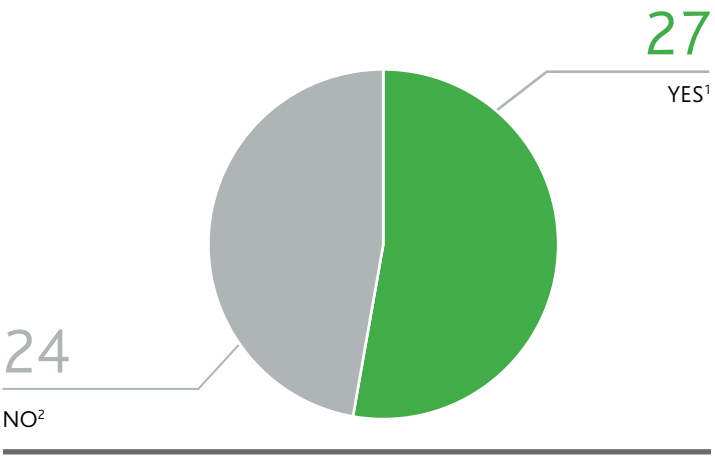
Examples of Best Practice

Ohio supports teacher leadership opportunities by offering senior professional educator and lead professional educator licenses. These licenses enable teachers to advance in their professional careers and serve as school improvement leaders without leaving the teaching profession. Among the requirements for the senior professional educator license is demonstration of effective practice at the accomplished or distinguished level. Among the requirements for the lead professional educator license is demonstration of effective practice at the distinguished level. These certifications offer advanced steps on the career ladder, resulting in additional compensation for Ohio's teacher leaders.

Utah supports teacher leadership opportunities through its teacher leader designation. Roles for these teachers include: mentoring student teachers or new teachers; modeling effective instructional strategies for other teachers; and guiding other educators in collecting, understanding, analyzing, and interpreting student achievement data and using those findings to improve instruction. In order to earn this designation, among other requirements, teachers must earn an evaluation effectiveness rating of effective or highly effective for at least the two years prior to designation. Utah districts are encouraged to provide both financial compensation as well as a reduced classroom workload so that teacher leaders have adequate time to perform their duties.

Figure 72

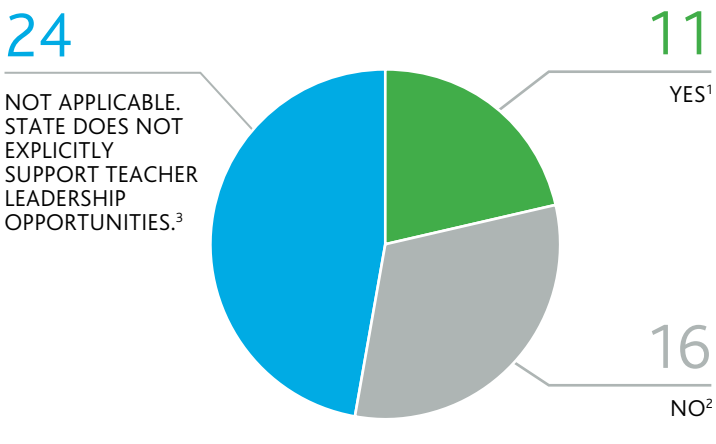
Do states explicitly support teacher leadership opportunities?



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

Figure 73

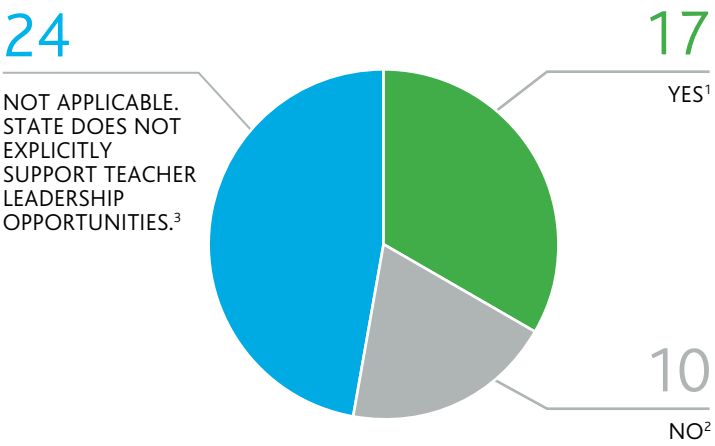
Do states require that teacher leader selection is based on effectiveness or appropriate content knowledge?



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

Figure 74

Do states require or encourage incentives for teachers who participate in leadership opportunities?



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

Area 9: Retaining Effective Teachers

Goal D – Dismissal

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 states' ratings for the goal:

1. The state should articulate that teachers may be dismissed for ineffective classroom performance. Any teacher who receives two consecutive, summative ratings of ineffective, 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 the opportunity to appeal only once. The state should require that the appeals process occurs within a reasonable time frame.
3. The state should ensure that there is a clear distinction between the appeals process and accompanying due process rights for teachers dismissed for ineffective classroom performance and those dismissed, or are facing license revocation, for felony, morality violations, or dereliction of duties.

Findings

Just as teacher evaluations help states, districts, and schools identify the most talented teachers—those who help students gain the most academic ground—they also play an important role in revealing which teachers are consistently ineffective. As many states have invested a significant portion of their time and resources in developing these evaluation systems over recent years, it is critical that states maximize the value of teacher evaluations by also using them as tools to hold teachers accountable for their performance in the classroom. Unfortunately, this remains one of the most controversial policy goals associated with teacher evaluations, as there has been a retreat in the number of states that allow ineffectiveness to be a cause for dismissal. In 2017, stemming from a concern that using test results was not a fair measure of a teacher's effectiveness, only

How States are Faring in Dismissal

2 Best Practice States
Nevada⬆, New York

2 States Meeting Goal
Florida, Hawaii

4 States Nearly Meeting Goal
Illinois, Indiana, Michigan, Tennessee

15 States Partly Meeting Goal
Arizona, Colorado, Connecticut, Delaware, Georgia, Maine, Massachusetts, New Jersey, New Mexico, Ohio, Pennsylvania, Virginia, Washington, West Virginia, Wyoming

11 States Meeting a Small Part of Goal
Idaho, Kansas, Louisiana⬇, Minnesota, Missouri, New Hampshire, Oklahoma⬇, Oregon, South Dakota, Utah, Wisconsin

17 States Not Meeting Goal
Alabama, Alaska⬇, Arkansas⬇, California, District of Columbia, Iowa, Kentucky, Maryland, Mississippi, Montana, Nebraska, North Carolina⬇, North Dakota, Rhode Island, South Carolina, Texas, Vermont

Progress on this Goal Since 2015:

⬆: 1 ⬇: 5

SUMMARY OF DISMISSAL FIGURES

- **Figure 75** Do states articulate that instructional ineffectiveness is adequate grounds for dismissing a teacher?
- **Figure 76** Are states' dismissal policies fair and efficient?

Findings (continued)

23 states articulate that ineffective teaching is grounds for termination, down from 28 states in 2015.

For the most part, the due process procedure remains cumbersome no matter where a state stands on using effectiveness data, but there is impressive progress on this front. Nine states—**Florida, Hawaii, Indiana, Kansas, Louisiana, Nevada, New York, Oklahoma** and **Wisconsin**—have taken the tough political steps to ensure that the appeals process for dismissed teachers occurs within a reasonable time frame. While the opportunity for a teacher to appeal a dismissal is an important safeguard, a swift resolution is mutually beneficial to all parties. Cases that persist beyond a reasonable time frame drain precious resources from school districts that could otherwise be put toward enhancing student learning and also create a disincentive for districts to attempt to terminate teachers with poor performance.

The due process rights provided to a teacher dismissed for being ineffective should be distinct from the rights provided to teachers dismissed on criminal or moral grounds. An ineffective teacher is not facing revocation of a license (as is the case for teachers charged with a crime or immoral conduct); accordingly, the appeals process should be considerably streamlined. A handful of states—**Florida, Hawaii, Illinois, Michigan, Nevada** and **New York**—recognize the need to differentiate due process rights for ineffective teachers and teachers dismissed for criminal or immoral conduct.

Decisions about a teacher's instructional performance should only be made by those with educational expertise, meaning that it is inappropriate for a court of law to serve as the final arbiter of the merits of such dismissals. Of the six states that recognize the distinction between due process rights for ineffective teachers and teachers dismissed due to inappropriate conduct, four—Florida, Hawaii, Nevada, and New York—use exclusively educators to resolve dismissals due to ineffectiveness.

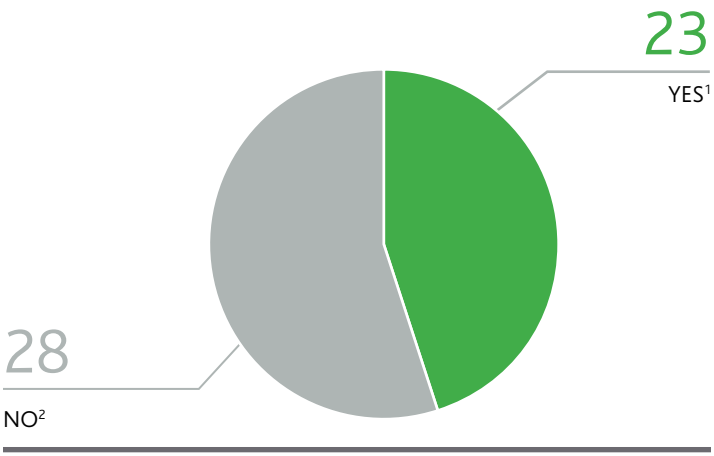
Examples of Best Practice

Both **Nevada** and **New York** require ineffectiveness in the classroom to be grounds for dismissal, and the appeals process occurs within a reasonable time frame. In Nevada, all postprobationary teachers return to probationary status if they receive two consecutive years of less-than-effective evaluation ratings. Those who face dismissal charges may opt for an expedited hearing. Once notice is given, a teacher may request a hearing before a hearing officer within 15 days. Within 30 days of the selection of a hearing officer, the hearing must be held. A report must then be filed within 15 days, and the decision of the State Board is final.

In New York, teachers can be dismissed for incompetency through a streamlined process if they receive a rating of ineffective for two or more years in a row. Upon written notice, a teacher has 10 days to file a request for a hearing by a single hearing officer. For teachers who have received two consecutive ineffective ratings, this process must not take longer than 90 days from the hearing request date. For teachers who have received three consecutive ineffective ratings, the timeline must not be longer than 30 days.

Figure 75

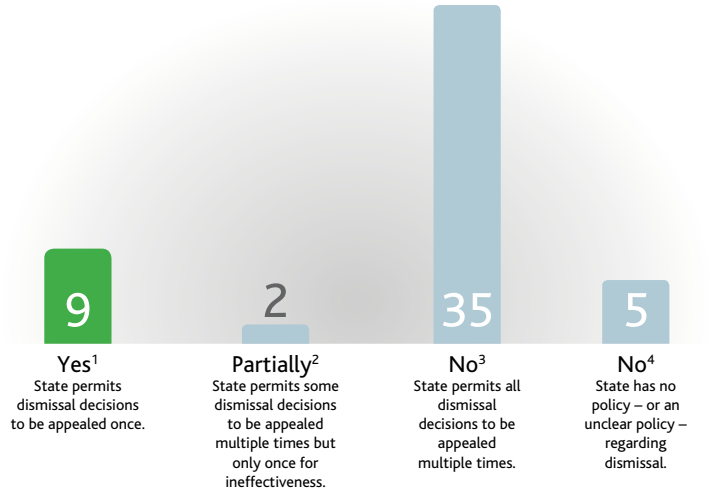
Do states articulate that instructional ineffectiveness is adequate grounds for dismissing a teacher?



1. Strong Practice: Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Illinois, Indiana, Maine, Massachusetts, Michigan, Nevada, New Jersey, New Mexico, New York, Ohio, Pennsylvania, Tennessee, Virginia, Washington, West Virginia, Wyoming
2. Alabama, Alaska, Arkansas, California, District of Columbia, Idaho, Iowa, Kansas[3], Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Wisconsin
3. Kansas has repealed the law that gave teachers who faced dismissal after three years in the classroom the right to an independent review of their cases.

Figure 76

Are states' dismissal policies fair and efficient?



1. Strong Practice: Florida, Hawaii[5], Indiana, Kansas[6], Louisiana, Nevada, New York, Oklahoma, Wisconsin
2. Colorado[7], Tennessee[8]
3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Idaho, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, 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, Utah, Vermont
5. Although teachers may appeal more than once, the process occurs within a reasonable timeframe.
6. Kansas has repealed the law that gave teachers who faced dismissal after three years in the classroom the right to an independent review of their cases.
7. Teachers in Colorado revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals.
8. Teachers in Tennessee revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals.

Area 9: Retaining Effective Teachers

Goal E – Layoffs

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

Goal Components

The factors considered in determining states' ratings for the goal:

1. The state should require that districts consider teacher effectiveness in determining which teachers are laid off during reductions in force and ensure that seniority is not the only factor used.

RAISED THE BAR: THE COMPONENTS FOR THIS GOAL HAVE CHANGED SINCE 2015. IN LIGHT OF STATE PROGRESS ON THIS TOPIC, THE BAR FOR THIS GOAL HAS BEEN RAISED.

Findings

When districts are faced with the necessary reality of having to reduce their teaching force, the primary consideration should be what is best for students. As such, teacher performance should be considered in any layoff decision. Yet, too often, states rely on arbitrary factors—notably seniority—that are not necessarily related to performance. After a flurry of activity from 2011 to 2015, the number of states taking initiative to prevent arbitrary layoff decisions has leveled off. In 2017, 20 states explicitly require performance to be considered when making layoff decisions, and another 23 states prevent seniority from being the sole factor. Only nine states remain exclusively wedded to a policy of seniority only.

How States are Faring in Layoffs

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

SUMMARY OF LAYOFFS FIGURES

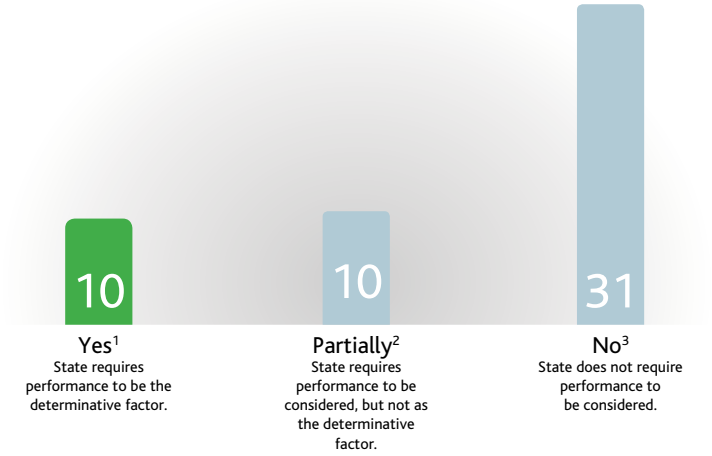
- **Figure 77** Do states require teacher performance to be considered when making layoff decisions?
- **Figure 78** Do states require teacher seniority to be considered when making layoff decisions?

Examples of Best Practice

Colorado, **Georgia** and **Louisiana** all require teacher effectiveness in the classroom to be the most important criterion in determining which teachers are laid off during reductions in force. In Colorado, other factors such as nonprobationary status and experience may only be considered after a teacher's effectiveness—as measured by performance evaluations—is taken into account. Districts in Georgia must use a teacher's effectiveness as the primary factor when determining reductions in force, and Georgia districts may not adopt any policies allowing seniority to be the primary factor in layoff decisions. Louisiana requires all reduction-in-force decisions to be based "solely upon demand, performance, and effectiveness," as determined by the state's performance evaluation system. The least effective teachers are dismissed first, followed by each preceding effectiveness rating, from lowest to highest, until the reduction in force is complete. Districts in Louisiana are not allowed to use seniority or tenure as the primary criterion when making layoff decisions.

Figure 77

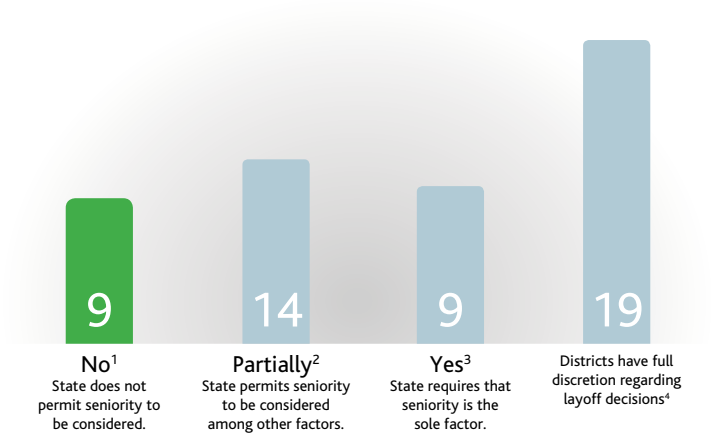
Do states require teacher performance to be considered when making layoff decisions?



1. Strong Practice: Colorado, Georgia, Illinois, Indiana, Louisiana, Michigan, Nevada, Pennsylvania, Texas, Utah
2. Florida, Maine, Massachusetts, Missouri, Ohio, Oklahoma, Rhode Island, Tennessee, Virginia, Washington
3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maryland, Minnesota, Mississippi, Montana, Nebraska[4], New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, South Carolina, South Dakota, Vermont, West Virginia, Wisconsin, Wyoming
4. Performance is explicitly allowed.

Figure 78

Do states require teacher seniority to be considered when making layoff decisions?



1. Strong Practice: Colorado[5], Georgia[6], Illinois[6], Indiana[6], Louisiana[7], Michigan[6], Nevada, Texas[6], Utah
2. Arizona, Florida, Idaho, Maine, Massachusetts[8], Missouri, New Hampshire, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Virginia, Washington
3. California[9], Hawaii, Kentucky[9], Minnesota[9], New Jersey, New York, Oregon, West Virginia, Wisconsin
4. Alabama, Alaska[10], Arkansas, Connecticut, Delaware, District of Columbia, Iowa, Kansas, Maryland, Mississippi, Montana, Nebraska[10], New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Wyoming
5. Other factors may only be considered once teacher effectiveness is taken into account.
6. Teacher effectiveness is the primary criterion in layoff decisions.
7. Decisions are based "solely upon demand, performance, and effectiveness."
8. Performance is used to determine reductions in force between teachers with similar tenure status.
9. Seniority and tenure status are the sole factors.
10. Nontenured teachers are laid off first.

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NCTQ is available to work with states to improve teacher quality. For more information, please contact:

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