

Best Practices Guide

GOAL 1

GENERAL TEACHER PREPARATION

GOAL 2

ELEMENTARY TEACHER PREPARATION

GOAL 3

SECONDARY TEACHER PREPARATION

GOAL 4

SPECIAL EDUCATION TEACHER PREPARATION

GOAL 5

ALTERNATE ROUTE TEACHER PREPARATION

GOAL 6

HIRING

GOAL 7

TEACHER AND PRINCIPAL EVALUATION

GOAL 8

TEACHER COMPENSATION

GOAL 9

RETAINING EFFECTIVE TEACHERS



STATE RESOURCES

Improving teacher policy is challenging yet worthwhile work for states, given the outsize impact that great teachers have on student learning and lives.

There is no single policy, alone, that can facilitate the full-range of necessary improvements in teacher quality. Accordingly, states must approach this work from a variety of angles. Nevertheless, despite consistent concerns regarding whether states are acting quickly and ambitiously enough to improve the quality of the teacher workforce, there is great work happening across many states in important policy areas affecting teacher quality.

This work deserves to be recognized, celebrated, and held up as a model for replication by other states. This *Best Practices Guide* is designed to do just that. It highlights leading state work across 37 different policy areas that impact teacher quality. In doing so, this resource serves as a guide to all states seeking concrete ideas and examples of how to improve teacher policy. By expanding the knowledge and awareness of exemplary policies and practices currently being implemented, we hope this tool provides states with a sense of what is possible, along with the necessary information to catalyze improvement, as they seek to drive positive change for their teachers and students.

ACKNOWLEDGMENTS



STATES

State Educational Agencies are our most important partners in this effort and the gracious cooperation of the states explicitly listed herein has helped us increase the factual accuracy and utility of this resource. We continue to be grateful to states for their willingness to engage with us to improve teacher quality.

FUNDERS

We are appreciative of the following funders for their generous support:

CARNEGIE CORPORATION
OF NEW YORK

THE JOYCE FOUNDATION

The National Council on Teacher Quality does not accept any direct funding from the federal government.

PROGRAM ENTRY

Every state should require teacher preparation programs to admit only candidates with strong academic records and support programs to encourage greater numbers of qualified individuals of color to become teachers.

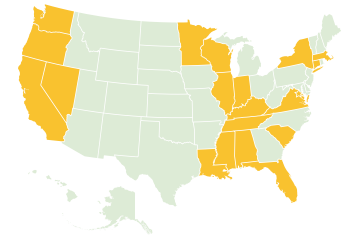
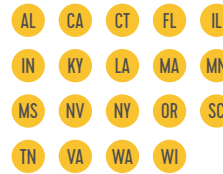
UTAH'S teacher preparation program admissions policies maintain a singularly-high academic bar for entry, as Utah is the only state that requires individual applicants to have a 3.0 GPA to be admitted. This 3.0 GPA threshold represents a truly rigorous standard, as the state does not allow candidates to circumvent this requirement with a passing score on the Praxis or any other test that is normed only to the prospective teacher population. The state provides some flexibility by allowing institutions to waive this requirement for up to 10 percent of the entrance cohort. Because Utah's policies ensure that at least 90 percent of all teaching candidates have demonstrated the academic aptitude necessary to be successful in a teacher preparation program, they are worthy of emulation by other states interested in ensuring that they are investing resources only in candidates who are likely to be successful in completing the program, passing licensure exams, and becoming effective teachers.

To determine best practice, NCTQ looked at whether the state:

- Requires a minimum 3.0 individual or 3.2 cohort grade point average (GPA), or limits admission to candidates scoring in the top half of the entire college-going population on tests of academic proficiency.
- Supports programs that encourage greater numbers of qualified individuals of color to enter into the teacher pipeline.



NINETEEN STATES EXPLICITLY SUPPORT PROGRAMS THAT ENCOURAGE QUALIFIED INDIVIDUALS OF COLOR TO ENTER THE TEACHER PIPELINE.



TEACHER SHORTAGES AND SURPLUSES

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

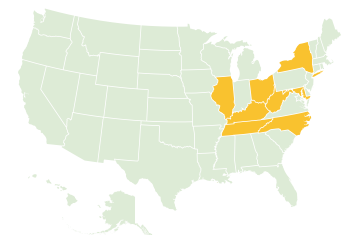
MARYLAND'S Teacher Staffing Report provides a model for any state that wishes to make data-informed policy decisions aimed at ameliorating teacher shortage and surplus concerns. The data used to populate this report—which are collected annually and published biannually—include graduates by program, ethnicity and gender. New-hire information is also broken down by these levels, and the state tracks the percentage of new hires that come from teacher programs within, as well as outside of, Maryland. These data are used to determine teacher shortage areas and areas of surplus. By connecting these data with teacher preparation program data, the state can also predict areas where there may be future staffing difficulties. The Teacher Staffing Report also includes demographic data for program completers and new hires, teacher attrition data, the number of retired/rehired teachers and principals, and incentives and strategies for recruiting and retaining quality teachers and principals.

To determine best practice, NCTQ looked at whether the state:

- Collects and publicly reports data relating to the supply of teachers from each approved teacher preparation program that is relevant to local hiring needs.
- Establishes clear parameters for its approved programs that govern the number of teachers trained in each major certification area.




MARYLAND IS AMONG THE **EIGHT STATES** THAT EXPLICITLY CONNECT SUPPLY DATA FROM EACH PREPARATION PROGRAM WITH DISTRICT-LEVEL HIRING NEEDS.



PROGRAM PERFORMANCE MEASURES

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

FLORIDA ensures that teacher preparation programs are producing effective teachers by collecting and meaningfully utilizing critical program performance data. The state assesses the effectiveness of teacher preparation programs, in part, by connecting data from program graduates to student outcomes. Florida disaggregates these data by subgroup, providing transparency about which programs are best preparing graduates to serve diverse student populations. In addition to student growth data, Florida tracks program graduate placement and retention rate data. As a condition of program completion, Florida requires all teacher candidates to demonstrate that they can facilitate positive student achievement during a student teaching experience in their area of program concentration. Florida further requires all programs to provide cost-free additional training to any program graduate who earns an *unsatisfactory* or *developing* rating during her first two years in the classroom. 

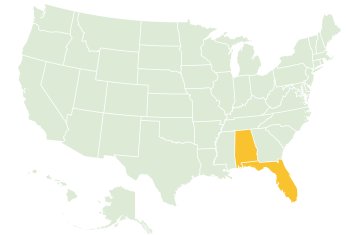
To determine best practice, NCTQ looked at whether the state:

- Collects and publicly reports data connecting student growth to teacher preparation programs.
- Collects and publicly reports meaningful data that inform a reasonable judgment of the performance of each approved teacher preparation program.

FLORIDA AND ALABAMA REQUIRE TEACHER PREPARATION INSTITUTIONS TO PROVIDE REMEDIATION, AT NO ADDITIONAL COST, FOR GRADUATES WHO DO NOT ACHIEVE SATISFACTORY TEACHER EVALUATION RATINGS DURING THEIR FIRST TWO YEARS IN THE CLASSROOM.


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PROGRAM REPORTING REQUIREMENTS

Every state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

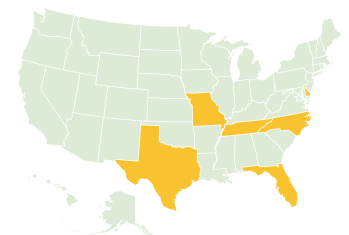
DELAWARE'S state-specific performance standards, reporting, and accountability framework for its teacher preparation programs uses metrics such as recruitment, candidate performance, placement, retention, graduate performance, and perceived quality of preparation among graduates. The state evaluates all programs against these state standards, with programs earning Tier 1 through Tier 4 designations in each domain and overall. The state also produces publicly-available, biennial program reports for each individual program, which includes metrics and sub-metrics and compares the performance in each area against the state average, state minimum score, and state target score. Delaware further provides a clear progression of consequences for underperforming programs, under which programs not meeting standard are designated as on probation for a two year cycle. Programs that do not improve after this two year cycle, may have their approval revoked or be placed on another two year probation cycle, after which their approval will be revoked if they are still not meeting the standards. 

To determine best practice, NCTQ looked at whether the state:

- Establishes a minimum standard of performance for each category of data that is collected.
- Holds teacher preparation programs accountable for meeting minimum standards of performance and has articulated consequences for programs failing to meet these standards.
- Produces and publishes an annual report card that provides all collected data for each individual teacher preparation program.
- Retains full authority over its process for approving teacher preparation programs.

DELAWARE IS AMONG THE SIX STATES THAT HOLD ALL PROGRAMS ACCOUNTABLE FOR THEIR PERFORMANCE AND PUBLISH REPORT CARDS WITH COMPLETER DATA BY PROGRAM.

DE FL
MO NC
TN TX



STUDENT TEACHING/CLINICAL PRACTICE

Every state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

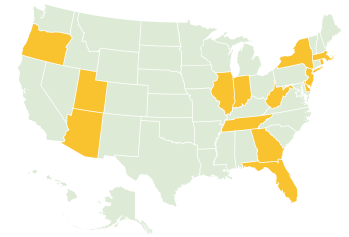
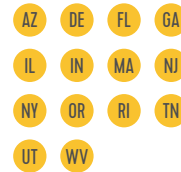
NEW JERSEY'S strong student teaching model is well-structured to enable candidates to apply the knowledge gained in their preparation program in a supportive environment prior to entering their own classrooms. New Jersey ensures that candidates are provided ample time to student teach by requiring each candidate to complete one semester of full time clinical practice and requires that a cooperating teacher be rated “as effective or highly effective on his or her most recently received summative evaluation.” New Jersey specifies that a candidate’s clinical practice experience must take place in the grade level corresponding to the license sought, thus ensuring that candidates receive practical training in their prospective grade level with cooperating teachers who will model effective practices. In order for candidates to be fully prepared on the first day of student teaching, New Jersey requires 175 hours of clinical practice experience before candidates enter the classroom as full-time student teachers.

To determine best practice, NCTQ looked at whether the state:

- Requires that all student teachers be placed with effective cooperating teachers.
- Requires all teacher candidates to spend at least 10 weeks student teaching at the appropriate grade level(s).




NEW JERSEY IS AMONG THE **FOURTEEN STATES** THAT REQUIRE COOPERATING TEACHERS BE SELECTED BASED ON EVIDENCE OF EFFECTIVENESS.



ELEMENTARY CONTENT KNOWLEDGE

Every 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.

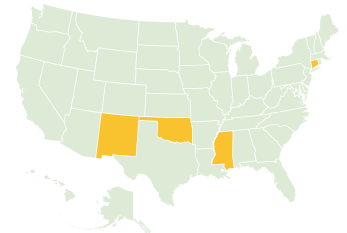
CONNECTICUT, along with 21 other states, ensures teacher candidates possess the necessary subject-matter knowledge for the broad range of subjects that must be taught in an elementary classroom by requiring a four-part content test. The state requires all elementary teacher candidates to pass the Praxis II Elementary Education: Multiple Subjects (5001) test, which is comprised of four subtests with individual scores in math, reading and language arts, science, and social studies. Candidates must pass each subtest to be eligible for licensure.

NEW MEXICO stands out as the only state that requires elementary candidates to complete an academic content major, thereby ensuring that prospective teachers have been broadly educated and maintain the academic content knowledge on par with their peers earning bachelor's degrees in other areas. The state requires candidates to complete the following coursework: 12 credit hours of English; 12 credit hours of history, including American history and Western civilization; six credit hours of government, economics or sociology; 12 credit hours of science; and six credit hours of fine arts. Candidates must complete an additional 24 to 36 credit hours in a specific content area. 

To determine best practice, NCTQ looked at whether the state:

- Requires all elementary teacher candidates to pass individually scored subject-matter tests in: English, math, science, and social studies.
- Requires all elementary teacher candidates to complete a content concentration of at least 15 or more credit hours in an academic subject area.

CONNECTICUT, MISSISSIPPI, NEW MEXICO, AND OKLAHOMA REQUIRE ELEMENTARY EDUCATION CANDIDATES TO HAVE A CONCENTRATION IN AN ACADEMIC SUBJECT AREA.



TEACHING ELEMENTARY MATHEMATICS

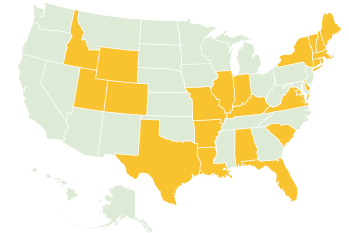
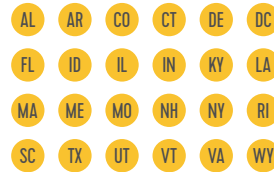
Every state should ensure that new elementary teachers have sufficient knowledge of the necessary mathematics content.

MASSACHUSETTS continues to set the standard in elementary mathematics preparation by requiring the Massachusetts Tests for Educator Licensure (MTEL), which evaluates mathematics knowledge beyond an elementary school level and challenges candidates' understanding of underlying mathematics concepts. Massachusetts also articulates elementary teaching standards that cover numbers and operations, functions and algebra, geometry and measurement, and statistics and probability. Importantly, Massachusetts specifies that candidates' learning in these topics must meet the needs of elementary students. The state also requires candidates to "demonstrate that they possess both fundamental computation skills and a comprehensive, in-depth understanding of K-8 mathematics ... [and] 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." Massachusetts also specifies coursework requirements regarding the following mathematics content: numbers and operations, functions and algebra, geometry and measurement, and statistics and probability.

To determine best practice, NCTQ looked at whether the state:

- Requires all elementary teacher candidates to pass a rigorous elementary math content exam in order to attain licensure.
- Requires teacher preparation programs to deliver elementary math content coursework of the appropriate breadth and depth to all elementary teacher candidates.

MASSACHUSETTS IS AMONG THE **TWENTY-FOUR STATES** THAT REQUIRE CANDIDATES TO PASS A STAND-ALONE MATH ASSESSMENT.



TEACHING ELEMENTARY READING

Every 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.

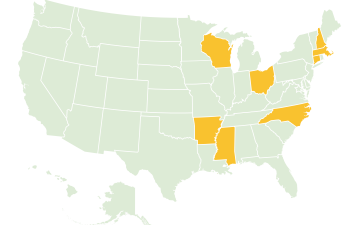
ARKANSAS ensures that elementary teachers are sufficiently prepared to teach reading and to deliver instruction that is aligned with college- and career-readiness standards. Arkansas requires all elementary candidates pass the Foundations of Reading test, which tests candidates' knowledge of all five components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension, and maintains elementary teacher competencies that incorporate the instructional shifts in literacy instruction and the use of text associated with college- and career-readiness standards.

Arkansas's competencies and preparation requirements for elementary teachers also require that candidates are prepared to intervene and support struggling readers by requiring elementary candidates to have "knowledge of intervention strategies for struggling readers." Further, the instruction must include "theories and strategies for teaching reading, diagnosis of reading difficulties, and intervention strategies for struggling readers." Arkansas's required reading test, the Foundations of Reading also addresses the needs of struggling readers.

To determine best practice, NCTQ looked at whether the state:

- Requires all elementary teacher candidates to pass a rigorous elementary test of scientifically based reading instruction in order to attain licensure.
- Requires that all teacher preparation programs prepare elementary candidates in the science of reading instruction.
- Ensures that all new elementary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction in all subject areas.

AMONG THE SEVENTEEN STATES THAT ADEQUATELY ASSESS ELEMENTARY CANDIDATES' SCIENCE OF READING INSTRUCTION KNOWLEDGE, **EIGHT STATES** USE THE FOUNDATIONS OF READING ASSESSMENT.



Every state should ensure that new teachers who earn an early childhood license that enables them to teach elementary grades possess sufficient content knowledge in all core subjects and know the science of reading instruction.

NEW YORK ensures that early childhood teachers who are certified to teach birth through grade 2 are equipped with the same elementary core subject content knowledge and preparation in the science of reading instruction as all other elementary teachers. New York requires early childhood education candidates to pass a content test with three separately scored subtests, including the equivalent of a standalone test of scientifically based reading instruction. The state’s tests for these teachers also address some components of college- and career-readiness standards.

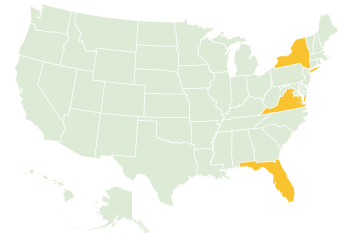
New York’s framework for the NYSTCE Multi-Subjects Test: Teachers of Early Childhood (Birth-Grade 2) includes some of the instructional shifts toward building content knowledge and vocabulary through increasingly complex texts and careful reading of informational and literary texts associated with the state’s college- and career-readiness standards. The test framework addresses “text complexity and instruction in text comprehension” and requires candidates to demonstrate the ability to promote literacy across “a wide range of text types and genres to support text comprehension through the development of academic background knowledge.” The test framework addresses struggling readers, maintaining that teachers “select and describe...effective strategies, activities, or interventions to address a student’s identified need” across content areas. The test framework also addresses the incorporation of literacy across all content areas by ensuring the teacher “applies... knowledge of developmentally appropriate, effective materials, instruction, and formal and informal assessment...to meet the literacy-learning needs of children from birth through grade 2 across content areas.”

To determine best practice, NCTQ looked at whether the state:

- Ensures that all new elementary teacher candidates teaching under an early childhood license possess sufficient elementary content knowledge in all core subjects, including mathematics.
- Requires that all new elementary teacher candidates teaching under an early childhood license pass a rigorous test of scientifically based reading instruction.
- Ensures 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.



FLORIDA, NEW YORK, AND VIRGINIA HOLD EARLY CHILDHOOD CANDIDATES TO THE SAME STANDARDS AS ELEMENTARY CANDIDATES BY REQUIRING PASSAGE OF A SEPARATELY SCORED CONTENT TEST AND A TEST OF SCIENTIFICALLY BASED READING INSTRUCTION.



MIDDLE SCHOOL CONTENT KNOWLEDGE

Every 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.

GEORGIA'S content knowledge requirements for middle school teachers help ensure that candidates are adequately prepared to teach middle school-level content by requiring candidates to demonstrate content knowledge through a combination of testing and coursework. All new candidates in Georgia are required to pass a subject-specific licensing test for every core academic subject they intend to teach. The state assesses this knowledge using the Georgia Assessments for the Certification of Educators (GACE) tests and requires candidates to achieve a passing score on each test prior to obtaining licensure. Recognizing the need for middle school teachers to maintain subject-matter expertise and also be broadly educated, Georgia requires candidates to complete two areas of concentration, with a minimum of 15 semester hours, in the following: reading, language arts, mathematics, science or social science.

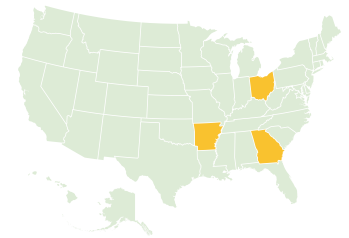
To determine best practice, NCTQ looked at whether the state:

- Requires all new middle school teachers to pass a separately scored subject-matter test in every core academic area for which they are licensed to teach.



ARKANSAS, GEORGIA, AND OHIO REQUIRE ALL MIDDLE SCHOOL CANDIDATES TO PASS A LICENSING TEST IN EVERY CORE ACADEMIC SUBJECT THEY ARE LICENSED TO TEACH, AND ALSO REQUIRE TWO AREAS OF CONCENTRATION IN A CONTENT AREA.

- AR
- GA
- OH



MIDDLE SCHOOL LICENSURE DEFICIENCIES

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

THIRTY-ONE STATES are currently implementing strong policies that prevent middle school teachers from teaching on generalist licenses. By requiring licenses that cover specific subjects in the middle/secondary grade span, rather than general K-8 licenses, states are ensuring that teachers are adequately prepared to teach core academic areas at the middle school level. These states maintain the critical requirement that candidates pass the appropriate subject-matter tests in each subject they intend to teach as a condition of licensure. Adopting middle school teacher preparation policies for all such teachers will help ensure that students in grades 7 and 8 have teachers who are appropriately prepared to teach grade-level content.

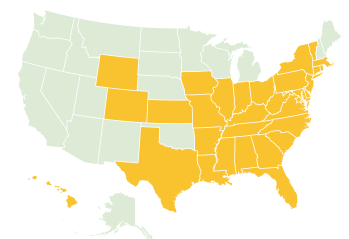
To determine best practice, NCTQ looked at whether the state:

- Prohibits middle school teachers from teaching on a generalist license that does not differentiate between the preparation of middle school teachers and the preparation of elementary teachers.



THIRTY-ONE STATES REQUIRE LICENSES TO COVER SUBJECTS IN THE MIDDLE/SECONDARY GRADE SPAN.

- AL AR CO CT DE DC FL GA
- HI IL IN IA KS KY LA MA
- MS MO NJ NY NC OH PA RI
- SC TN TX VT VA WV WY



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

FLORIDA'S licensing requirements ensure that middle and secondary teachers are fully prepared to meet the instructional requirements of college- and career-readiness standards for students, and maintain the ability to use text to build content knowledge in history/social studies, science, technical subjects and the arts to ensure that students are capable of accessing varied information about the world around them.

Florida's reading competencies require middle and secondary candidates to 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. For example, the state's reading competencies require that candidates:

- Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided; and
- Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., informational texts).

Florida also requires all middle and secondary school candidates to know how to incorporate literacy skills into the subjects that they teach. The state's Professional Education test contains competencies that require "knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning," which includes the following:

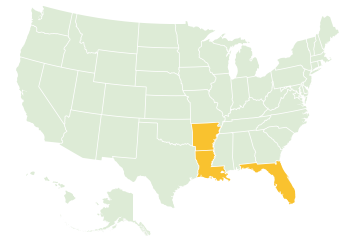
- Apply effective instructional practices to develop text reading skills in the appropriate content area
- Select instructional practices for developing and using content area vocabulary
- Determine instructional practices to facilitate students' reading comprehension through content areas



To determine best practice, NCTQ looked at whether the state:

- Ensures that all middle and secondary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction in all subject areas.
- Ensures that all new middle and secondary teachers are prepared to incorporate informational texts of increasing complexity into instruction.
- Ensures that all new middle and secondary teachers are prepared to incorporate literacy skills as an integral part of every subject.

ARKANSAS, FLORIDA, AND LOUISIANA MAINTAIN STANDARDS THAT ENSURE MIDDLE AND SECONDARY TEACHERS ARE FULLY PREPARED FOR THE INSTRUCTIONAL SHIFTS RELATED TO LITERACY ASSOCIATED WITH THE COLLEGE- AND CAREER-READINESS STANDARDS.



SECONDARY CONTENT KNOWLEDGE

Every state should ensure that secondary teachers are sufficiently prepared to teach appropriately rigorous grade-level content.

MINNESOTA'S requirements for obtaining secondary licenses ensure that teachers are sufficiently equipped with the content knowledge necessary to facilitate success in the classroom. Minnesota's secondary teacher candidates must pass a separately scored content test to teach any core secondary subject—both for initial licensure and to add an additional subject area to a secondary license. Minnesota offers a secondary license to teach mathematics, communication arts, and social studies in grades 5-12 or science in grades 9-12. Unlike most states, Minnesota does not offer a secondary general science license and instead offers single-subject science licenses, further ensuring that the teacher at the front of the classroom has subject-matter expertise.

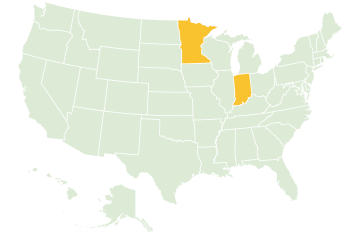
To determine best practice, NCTQ looked at whether the state:

- Requires all new secondary teachers to pass a separately scored subject-matter test in every subject they are licensed to teach.
- Requires all secondary teachers to pass a separately scored subject-matter test when adding subject-area endorsements.



INDIANA AND MINNESOTA REQUIRE THAT ALL SECONDARY CANDIDATES SEEKING INITIAL LICENSURE OR TO ADD AN ADDITIONAL SUBJECT AREA PASS A SINGLE-SUBJECT TEST FOR EVERY CORE SUBJECT THEY INTEND TO TEACH. THESE STATES ALSO DO NOT OFFER GENERAL SCIENCE LICENSURES.

IN
MN



SECONDARY LICENSURE DEFICIENCIES

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

MINNESOTA requires all candidates to earn single subject licenses in each science discipline they are going to teach, rather than requiring a general science licensing test which permits teachers to teach any subject within the science discipline. The state also mitigates the risk of a general social studies license by requiring candidates to pass the Minnesota Teacher Licensure Examinations (MTLE) Social Studies test, which is comprised of two subtests. The first subtest combines social studies skills, world history, and U.S. and Minnesota history. The second combines geography, government and citizenship, economics and behavioral sciences. Candidates must earn a passing score on each subtest to pass the test.

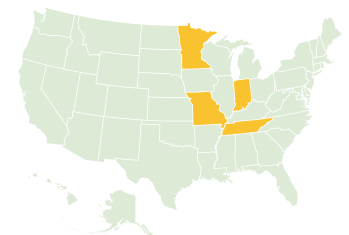
To determine best practice, NCTQ looked at whether the state:

- Requires all new secondary science teachers to pass a separately scored subject-matter test in each science discipline they are licensed to teach.
- Requires all new secondary social studies teachers to pass a separately scored subject-matter test in each social studies discipline they are licensed to teach.




INDIANA, MINNESOTA, MISSOURI, AND TENNESSEE ARE THE ONLY STATES THAT REQUIRE BOTH SECONDARY SCIENCE AND SECONDARY SOCIAL STUDIES CANDIDATES TO DEMONSTRATE SUBJECT-SPECIFIC CONTENT KNOWLEDGE ALIGNED TO THE DISCIPLINE THEY INTEND TO TEACH.

IN MN
MO TN



SPECIAL EDUCATION CONTENT KNOWLEDGE

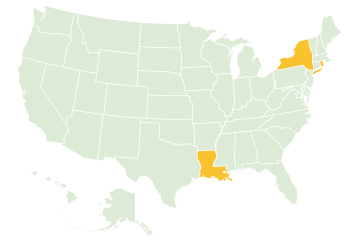
Every state should ensure that special education teachers know the subject matter they are licensed to teach.

LOUISIANA is taking steps in the right direction to help ensure that all special education teachers know the subject matter they are licensed to teach. Louisiana requires dual certification, meaning that all special education candidates will have passed a content exam appropriate to their certification level (grades 1-5, 4-8 or 6-12). To ensure that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the necessary subject matter, Louisiana requires elementary special education candidates to pass the Praxis II Elementary Education Multiple Subjects (5001) test, which contains separate subscores for each core content area. Middle and secondary teachers are required to pass a Praxis II single-subject test which helps to ensure that all secondary special education teachers are adequately prepared to help their students meet rigorous learning standards. 

To determine best practice, NCTQ looked at whether the state:


- Requires all new elementary special education candidates to pass a licensure test across all elementary subject areas that is no less rigorous than the test required of general education candidates.
- Requires that all new secondary special education candidates possess adequate content knowledge.

LOUISIANA, NEW YORK, AND RHODE ISLAND REQUIRE ELEMENTARY SPECIAL EDUCATION CANDIDATES TO PASS THE SAME ELEMENTARY CONTENT TESTS AS GENERAL EDUCATION ELEMENTARY CANDIDATES. THESE STATES ALSO REQUIRE SECONDARY SPECIAL EDUCATION CANDIDATES TO PASS RIGOROUS LICENSURE TESTS ACROSS ALL SUBJECT AREAS THEY INTEND TO TEACH.



TEACHING SPECIAL EDUCATION READING

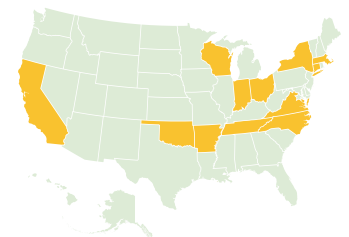
Every state should ensure that special education teachers know the science of reading instruction and are fully prepared for the instructional shifts related to literacy associated with college- and career-readiness standards.

CALIFORNIA ensures that all special education teachers are prepared to teach reading and meet the instructional requirements of college- and career-readiness standards for students by requiring all new special education teachers to pass a reading instruction test, the Reading Instruction Competence Assessment (RICA), as a condition for initial licensure. This assessment fully addresses the five components of scientific reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension, and requires that teachers must be able to “understand how to promote students’ comprehension of expository/informational texts and their development of student and research skills;” these skills are critically important skills for special education teachers given the high percentage of special education students who are identified for special educational services based on reading difficulties. California’s special education teaching candidates are further required by its educator preparation standards to know how to interpret reading assessment results, use those results to “demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners,” and incorporate literacy skills as an integral part of every core content area. 

To determine best practice, NCTQ looked at whether the state:

- Requires all new elementary special education teachers to pass a rigorous elementary test of scientifically based reading instruction.
- Requires that all teacher preparation programs prepare elementary special education candidates in the science of reading instruction.
- Ensures that all new special education teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction in all subject areas.

CALIFORNIA IS AMONG THE TWELVE STATES THAT REQUIRE A STRONG TEST MEASURING SPECIAL EDUCATION CANDIDATES’ SCIENCE OF READING INSTRUCTION.



SPECIAL EDUCATION LICENSURE DEFICIENCIES

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

FOURTEEN STATES distinguish between the differing needs and preparation requirements for elementary and secondary special education teachers by requiring specific elementary and secondary special education licenses. Commendably, these fourteen states also do not offer, as many states do, a K-12 mild to moderate special education license. For example, New York offers special education licenses in the following grade ranges: birth to grade 2, and grades 1-6, 5-9, and 7-12. Given that students with mild-to-moderate disabilities are held to the same academic standards as their general education peers, these states are taking a critically important step to ensuring that all special education teachers possess adequate knowledge of all the subject-matter he or she will be expected to teach. By offering special education licenses with shorter grade spans, these states are better positioned to ensure that all special education teachers are equipped with the appropriate subject-matter that is aligned with the needs of the students they will teach.

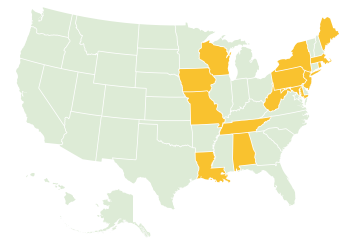
To determine best practice, NCTQ looked at whether the state:

- Requires distinct elementary and secondary special education licenses.



FOURTEEN STATES REQUIRE SPECIAL EDUCATION TEACHERS TO EARN A LICENSE APPROPRIATE TO THEIR INTENDED GRADE LEVEL.

- AL IA LA MA
- MD ME MO NJ
- NY PA RI TN
- WI WV



ALTERNATE ROUTE ADMISSION

Every 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.

ILLINOIS, MINNESOTA, and RHODE ISLAND

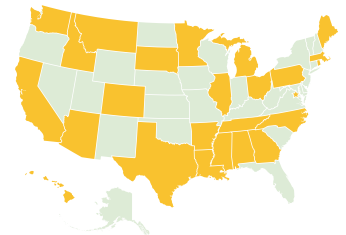
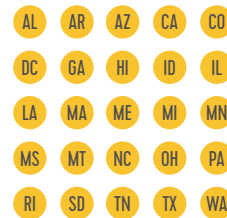
set a high bar for alternate route program entry that helps to ensure all candidates have the academic foundation necessary to be successful in the program. To be eligible for enrollment, candidates in each of these states, without exception, must have a bachelor's degree or higher with a minimum 3.0 individual GPA. In addition, all candidates in each of these states are required to pass the appropriate subject-matter exam for their intended teaching area prior to admission. In Illinois, candidates may also verify passage of an out-of-state subject-matter test that led to licensure in another state. Minnesota and Rhode Island both maintain coursework requirements that accommodate candidates with nontraditional backgrounds. Rhode Island allows candidates to demonstrate content knowledge on subject-matter tests in lieu of a content major; Minnesota does not require subject-specific coursework as a prerequisite to enrollment.

To determine best practice, NCTQ looked at whether the state:

- Requires alternate route candidates to demonstrate academic aptitude on a nationally normed test of academic ability or through a 3.0 individual or cohort average GPA.
- Requires all alternate route candidates to pass the state's subject-matter licensing test.
- Allows alternate route candidates lacking a major in the intended subject area to demonstrate the required content knowledge by passing a subject-matter test of sufficient rigor.



TWENTY-FIVE STATES ACCOMMODATE THE NONTRADITIONAL BACKGROUNDS OF ALTERNATE ROUTE CANDIDATES BY FORGOING CONTENT COURSE REQUIREMENTS OR PROVIDING TEST-OUT OPTIONS TO CONTENT COURSES



ALTERNATE ROUTE PREPARATION

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

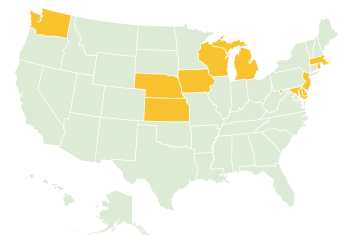
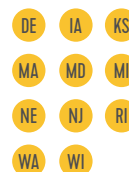
DELAWARE'S alternate route preparation requirements ensure that all alternate route candidates are provided with efficient preparation prior to entering the classroom and strong induction supports throughout their initial weeks of teaching, including coursework on: subject-matter presentation, reading instruction and language skill development relevant to the candidates' intended teaching field, as well as classroom management and instruction. In addition, alternate route programs must provide candidates with a minimum 120 hour seminar/practicum experience prior to taking full responsibility for a classroom; the practicum must be structured, in part, to introduce candidates to basic teaching skills through supervised teaching experiences with students. To ensure that alternate route candidates are adequately supported throughout their initial weeks in the classroom, alternate route programs must also provide candidates with intensive on-the-job supervision for a minimum of 10 weeks, in addition to ensuring that candidates are provided with a mentor through the state-approved mentoring program.

To determine best practice, NCTQ looked at whether the state:

- Requires a supervised practice-teaching experience.
- Requires that all new teachers receive intensive induction support.
- Ensures that the amount of required coursework is manageable for a novice teacher.
- Ensures that all coursework requirements are targeted to the immediate needs of the new teacher.



DELAWARE IS AMONG THE **ELEVEN STATES** WHERE ALL ALTERNATE ROUTE PROGRAMS ENSURE THAT STUDENTS ARE PROVIDED WITH PRACTICE TEACHING OPPORTUNITIES PRIOR TO ENTERING THE CLASSROOM.



REQUIREMENTS FOR OUT-OF-STATE TEACHERS

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

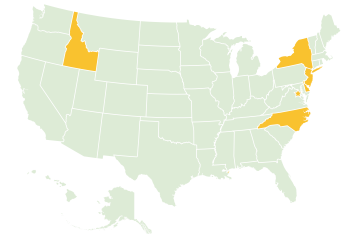
The **DISTRICT OF COLUMBIA'S** licensure reciprocity policy sets meaningful quality standards without overburdening out-of-state candidates with additional requirements that are not linked to successful teaching. The District of Columbia requires evidence of effective teaching during previous employment when licensing teachers prepared in other states. To demonstrate effectiveness, out-of-state teachers must present documentation verifying teaching experience in another state within the three previous years, achieving an overall evaluation rating equivalent to *effective* or higher in the most recent year. Further, to be eligible for its standard certification, the District of Columbia requires out-of-state teachers to pass a full criminal background check prior to licensure. Importantly, the District of Columbia does not require additional, in-state coursework for out-of-state teachers seeking to transfer a license to the District, which may serve to make licensure transfer more attractive to out-of-state teachers.

To determine best practice, NCTQ looked at whether the state:

- Requires evidence of effective teaching in previous employment from all out-of-state teachers.
- Requires all out-of-state teachers to possess a clean criminal record.
- Offers a standard license to fully certified, out-of-state teachers without requiring additional coursework.
- Accords the same process and set of requirements for all out-of-state teachers, regardless of whether they completed an approved alternate route or traditional preparation program.



THE DISTRICT OF COLUMBIA IS AMONG THE **SIX STATES** THAT REQUIRE SOME EVIDENCE OF EFFECTIVENESS WHEN DETERMINING IF OUT-OF-STATE TEACHERS ARE ELIGIBLE FOR LICENSURE.



PROVISIONAL AND EMERGENCY LICENSURE

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

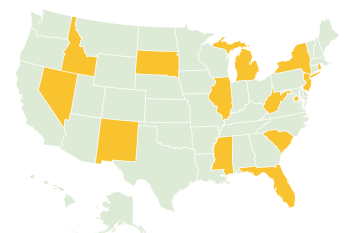
MISSISSIPPI and **NEW JERSEY** fully ensure that all teachers will have met licensing requirements prior to entering the classroom by not offering provisional or emergency licensure. Although permitting individuals who have not yet passed state licensing tests fails to ensure that all students are taught by adults capable of meeting minimal state teaching standards, NCTQ recognizes that several states may need to rely on the flexibility of emergency certifications in limited circumstances in order to fill vacancies. Accordingly, **Rhode Island** and **South Carolina's** policies—which allow for the use of emergency certifications, yet maintain an unequivocal requirement that all candidates must pass applicable content tests prior to receiving an emergency certification — are also worthy of recognition.

To determine best practice, NCTQ looked at whether the state:

- Requires all teachers to pass all required content licensing tests, without any exceptions, in order to be granted standard licensure.
- Only offers conditional or provisional licenses to teachers who have not passed the required licensing tests under limited circumstances and ensure that all requirements are met within one year.



FOURTEEN STATES REQUIRE ALL TEACHERS TEACHING UNDER EMERGENCY OR PROVISIONAL LICENSES TO PASS SUBJECT-MATTER LICENSING TESTS.



MEASURES OF STUDENT GROWTH

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

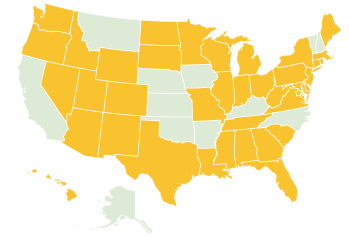
INDIANA ensures that teacher evaluation ratings are indicative of a teacher’s ability to improve student academic outcomes by requiring that objective measures of student growth—which must include student growth as measured on the state standardized assessment for teachers of tested grades and subjects—are the determinative factor in a teacher’s evaluation ratings. The state maintains that teachers must meet their student growth goals or be rated at least *effective* for the student growth portion of their evaluation in order to earn an overall rating of *effective*. Specifically, Indiana requires its 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*.

To determine best practice, NCTQ looked at whether the state:

- Requires that districts use an evaluation instrument that includes objective student growth measures.
- Requires the evaluation instruments used by districts to be 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.



THIRTY-NINE STATES REQUIRE STUDENT GROWTH TO BE INCLUDED—IN SOME CAPACITY—IN TEACHER EVALUATIONS.



MEASURES OF PROFESSIONAL PRACTICE

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

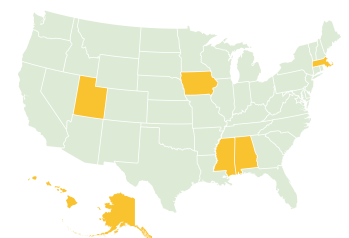
IOWA helps ensure that its teacher evaluations are valid, reliable, and appropriately assess professional practice by requiring that all teachers receive multiple classroom observations and by allowing observations to be conducted by peer reviewers or others with appropriate subject knowledge. Iowa also requires that anyone conducting teacher evaluations must complete an evaluator training program and obtain evaluator certification. The state further requires that “supporting documentation from parents, students, and other teachers” be used to evaluate teachers. Additionally, the evaluation must include the teacher’s progress, as well as implementation of the individual professional development plan.

To determine best practice, NCTQ looked at whether the state:

- Requires all teachers to be observed in the classroom.
- Requires or explicitly allows student surveys to be included in its teacher evaluation system.
- Requires classroom evaluators to be trained to a high level of reliability through ongoing training and an explicit certification process.
- Requires or explicitly encourages the use of multiple observers or third-party observers with demonstrated subject-matter expertise.



IOWA IS AMONG THE SEVEN STATES THAT REQUIRE THE USE OF SURVEYS IN TEACHER EVALUATIONS.



FREQUENCY OF EVALUATION AND OBSERVATION

Every state should require annual evaluations of all teachers.

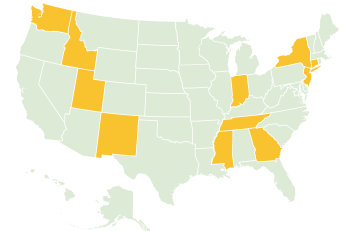
NEW JERSEY ensures that all teachers, including those with nonprobationary status, are evaluated at least annually based, in part, on multiple observations each year. Specifically, the state requires all non-tenured teachers to be observed at least three times by multiple observers, followed by post-observation conferences. All tenured teachers must be observed at least twice, and the state recommends that those observations be conducted by multiple observers. The state further requires that any teacher on a corrective action plan be observed at least one additional time by multiple observers. In addition, the state maintains that all teachers must receive at least one announced observation and one unannounced observation. New Jersey's policy further requires that observations occur during each semester, including the first semester, thereby ensuring that new teachers receive feedback early in the year.

To determine best practice, NCTQ looked at whether the state:

- Requires that all teachers receive an annual summative evaluation rating.
- Requires that all teachers receive multiple formal observations that provide feedback.
- Requires that all probationary teachers receive an observation within the first few months of the school year.



NEW JERSEY IS AMONG THE **ELEVEN STATES** THAT ENSURE ALL TEACHERS RECEIVE MULTIPLE CLASSROOM OBSERVATIONS EACH YEAR.



LINKING EVALUATION TO PROFESSIONAL GROWTH

Every state should ensure that teachers receive feedback about their performance and should require professional development to be based on needs identified through teacher evaluations.

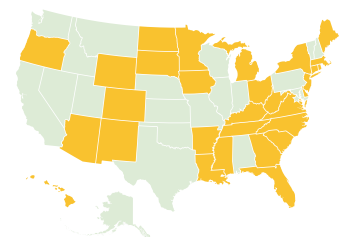
NORTH CAROLINA sufficiently links teacher evaluation to professional growth by requiring that all teachers be provided with evaluation feedback, including performance feedback following classroom observations and summary feedback at the end of the school year. The state further requires that professional development be connected to each teacher's evaluation results. Teachers who are rated at least *proficient* under North Carolina's evaluation system develop an individual growth plan designed to improve performance on specific standards and elements. Teachers rated *developing* who are not recommended for dismissal participate in monitored growth plans and are given one year to achieve proficiency. Teachers rated *not demonstrated* and those rated *developing* for two consecutive years, and who are not recommended for dismissal, are placed on directed growth plans and given one year or less to achieve proficiency. North Carolina's teacher evaluation system includes five rating categories: *distinguished*, *accomplished*, *proficient*, *developing* and *not demonstrated*.

To determine best practice, NCTQ looked at whether the state:

- Requires evaluation systems to provide teachers with adequate feedback about their performance.
- Requires that all teachers who are rated as ineffective or its equivalent be placed on a performance improvement plan.
- Requires districts to align professional development content with the findings from teachers' evaluations.
- Requires evaluation instruments to differentiate among various levels of teaching using more than two rating categories.



NORTH CAROLINA IS AMONG THE **THIRTY STATES** THAT REQUIRE TEACHER EVALUATIONS TO INFORM TEACHERS' PROFESSIONAL DEVELOPMENT.



DATA SYSTEMS NEEDED FOR EVALUATION

Every state should maintain a data system that contributes some of the evidence needed to assess teacher effectiveness.

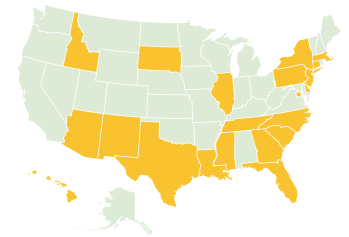
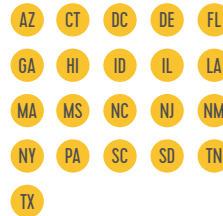
GEORGIA'S data system has the capacity to link student level data with teacher performance and further assess teacher effectiveness. The state defines teacher of record as a teacher “responsible for a specified portion of a student’s learning within a course aligned to performance measures,” which adequately reflects 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, which will be fully integrated into the State Longitudinal Data System beginning in July 2018. By connecting these data, stakeholders are able to make meaningful determinations of teacher effectiveness, identify staffing trends, and measure overall school performance and the performance of teacher preparation programs. Georgia also publishes the “K-12 Teacher and Leader Workforce Report,” which tracks both inter-district and intra-district mobility, teacher mobility in high- and low-poverty schools, and specifics regarding years of experience for teachers changing districts and schools. By making these data publicly available, the state is helping to build a cohesive picture of the state’s teacher labor market and workforce needs, as well as identify areas of inequitable teacher distribution across its districts and schools.

To determine best practice, NCTQ looked at whether the state:

- Provides an adequate definition for “teacher of record.”
- Has a process in place for teacher roster verification.
- Links student-level data to teacher performance data.
- Tracks and makes publicly available teacher mobility data.



TWENTY-ONE STATES, INCLUDING GEORGIA, HAVE DEMONSTRATED THE CAPACITY TO LINK STUDENT-LEVEL DATA TO INDIVIDUAL TEACHERS.



DISTRIBUTING TEACHER TALENT EQUITABLY

Every state should publicly report districts’ distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

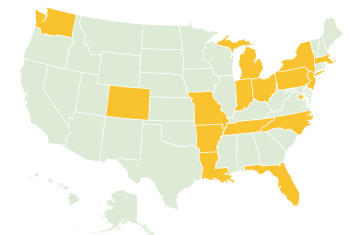
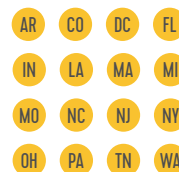
TENNESSEE reports student- and school-level data about teacher performance that help support the equitable distribution of teacher talent. The state’s ESSA plan includes equity gap calculations for low-income students, students of color, and additional student subgroups, including students with disabilities. Tennessee also calculates and reports equity gaps by content area (i.e., English language arts and mathematics), which highlights whether certain subjects have more significant or persistent equity gaps and therefore provides Tennessee with an opportunity to more narrowly target its strategies to eliminate existing gaps.

To determine best practice, NCTQ looked at whether the state:

- Makes aggregate school-level data about teacher effectiveness publicly available.
- Makes aggregate school-level data about annual teacher absenteeism rates, reported as a three-year average, publicly available.
- Provides a publicly available Teacher Characteristics index for each school that includes research-based factors associated with teacher effectiveness.



SIXTEEN STATES MAKE SCHOOL-LEVEL TEACHER PERFORMANCE DATA PUBLICLY AVAILABLE, WHICH IS THE FIRST STEP IN ADDRESSING GAPS IN THE EQUITABLE DISTRIBUTION OF TEACHERS.



PRINCIPAL EFFECTIVENESS

Every state should meaningfully assess principal performance.

CONNECTICUT'S Guidelines for Educator Evaluation ensure that school administrator performance is adequately assessed by requiring multiple indicators to contribute to a principal's overall rating. Forty-five percent of a principal's overall rating must be based on at least three student learning indicators aligned to Connecticut learning standards or research-based learning standards. Teacher effectiveness amounts to five percent of a principal's evaluation rating and stakeholder feedback on areas of principal and/or school practice described in the Connecticut Leadership Standards comprise 10 percent of a principal's evaluation rating. For all school-based administrators, feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members and students). Connecticut requires that all principals whose performance is evaluated as *less-than-effective* be placed on improvement and remediation plans. Districts and schools must identify resources, supports and other strategies to address needs identified through the evaluation process and provide appropriate professional learning opportunities for principals.

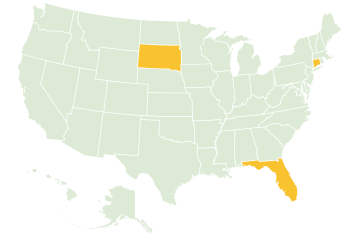
To determine best practice, NCTQ looked at whether the state:

- Requires objective measures of student growth to be used in part to determine principal effectiveness.
- Requires principal evaluations to contain an explicit link to teacher effectiveness or instructional leadership.
- Requires all principals who are rated as less than effective to be placed on improvement plans.
- Requires or explicitly allows surveys (e.g. school climate, teacher, student, school community) to be used in part to determine principal effectiveness.



CONNECTICUT, FLORIDA, AND SOUTH DAKOTA REQUIRE OBJECTIVE STUDENT GROWTH MEASURES TO BE INCLUDED IN A PRINCIPAL'S OVERALL EVALUATION RATING AND LINK PRINCIPAL EVALUATIONS TO TEACHER EFFECTIVENESS AND INSTRUCTIONAL LEADERSHIP.

- CT
- FL
- SD



PRINCIPAL EVALUATION AND OBSERVATION

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

NEW YORK requires all principals to be observed multiple times each year, with at least one observation conducted by a supervisor or other trained administrator and a second conducted by one or more impartial, independently trained evaluators. The state further requires that one of the mandatory observations must be unannounced and allows an optional third school visit by a trained peer administrator who has recently been rated overall *effective* or *highly effective*. All evaluators, including impartial and independent observers and peer observers, must be appropriately trained and maintain their inter-rater reliability over time, with certification and periodic recertification required for all lead evaluators.

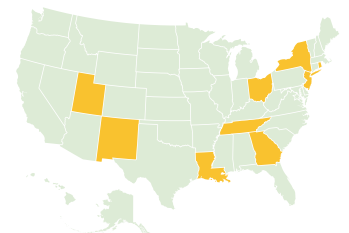
To determine best practice, NCTQ looked at whether the state:

- Requires that all principals be evaluated annually.
- Requires that all principals receive multiple observations over the course of the school year.
- Requires that all principal evaluators to be trained and certified.



NEW YORK IS AMONG THE NINE STATES THAT ENSURE ALL PRINCIPALS RECEIVE MULTIPLE OBSERVATIONS AND AN ANNUAL EVALUATION BY TRAINED EVALUATORS EACH YEAR.

- GA
- LA
- NJ
- NY
- NM
- OH
- RI
- TN
- UT



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

Four states—Florida, Indiana, Louisiana, and Utah—maintain model pay policies ensuring that effective teachers are rewarded while still providing districts with sufficient flexibility to define performance pay criteria.

FLORIDA maintains a performance pay schedule, with adjustments for highly effective teachers being the highest available through any salary schedule, adjustments for *effective* teachers that are 50 percent to 75 percent that of *highly effective* teachers, and no available salary adjustment for teachers who earn a rating other than *highly effective* or *effective*. In addition, Florida requires that “a district school board may not use advanced degrees in setting a salary schedule... unless the advanced degree is held in the individual’s area of certification and is only a salary supplement.”

INDIANA and **LOUISIANA** both require local districts to establish salary schedules based on myriad criteria, including effectiveness; education and/or experience; and demand as determined by particular school need, geographic area, or subject area. Indiana requires that education and/or experience may not account for more than 33 percent of the calculation used to determine a teacher’s salary increase and that a teacher rated *ineffective* or *improvement necessary* may not receive a pay raise the following year. Teachers in their first two years of teaching are eligible to earn a pay raise, regardless of evaluation rating. Louisiana requires that no one criterion can account for more than 50 percent of the formula used to compute salaries and that any teacher rated *ineffective* may not receive a higher salary in the year following that evaluation rating. Louisiana also allows local districts to adopt “an incentive compensation program providing for monetary awards based on performance,” in addition to the state’s salary schedule requirements.

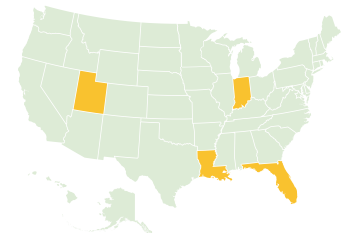
UTAH districts are required to implement compensation systems that align with annual evaluation systems. Any advancement must be based primarily on evaluation, and an employee may not advance if his or her rating on the most recent evaluation is at the lowest level of an evaluation instrument. Teacher evaluations are required to use multiple lines of evidence, including self-evaluation, student and parent input, peer and supervisor observations, student achievement data and evidence of professional growth.

To determine best practice, NCTQ looked at whether the state:

- Refrains from requiring districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets the minimum pay at each level.
- Discourages districts from tying additional compensation to advanced degrees.
- Supports performance pay efforts that reward teachers for demonstrated classroom effectiveness and allows districts flexibility to define the criteria for performance pay, provided that such criteria reflect student growth.
- Adjusts its base pay requirements according to changes in the state’s cost of living at least every three years.



ALTHOUGH THESE **FOUR STATES** ARE TO BE COMMENDED FOR THEIR STRONG PERFORMANCE PAY POLICIES, NCTQ ENCOURAGES THESE STATES — AND ALL OTHER STATES — TO ENSURE THAT ONCE SUCH POLICIES ARE IMPLEMENTED AT THE LOCAL LEVEL THEY ARE CAREFULLY MONITORED BY THE STATE TO ENSURE THAT THEY ARE FAITHFULLY IMPLEMENTED.



HIGH-NEED SCHOOLS AND SUBJECTS

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

UTAH provides incentives for effective teachers to assume roles in high-need schools and subject areas. Through the Teacher Salary Supplement Program, Utah teachers with corresponding degrees assigned to teach full-time subjects deemed as critical shortage areas by the state are eligible for an annual salary supplement of \$4,100. Eligible teachers with part-time assignments receive a partial salary supplement. The salary supplement is a bonus to a teacher's regular pay and exists in conjunction with Utah's Effective Teachers in High Poverty Schools program, which offers annual salary bonuses of \$5,000 to teachers who are employed in a high-poverty school and achieve a median growth percentile of 70 or higher. In addition, Utah's National Board Certified teachers are eligible to receive a \$750 bonus; those teaching at a Title I school are eligible for an additional \$750 bonus, totaling \$1,500.

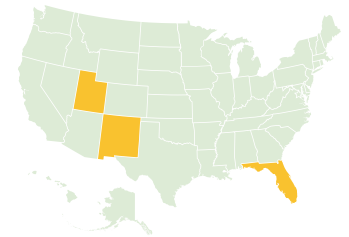
To determine best practice, NCTQ looked at whether the state:

- Supports differential pay for effective teaching in shortage-subject areas.
- Supports differential pay for effective teaching in high-need schools.



FLORIDA, NEW MEXICO, AND UTAH SUPPORT DIFFERENTIAL PAY FOR TEACHERS IN BOTH SHORTAGE AREAS AND HIGH-NEED SCHOOLS.

FL
NM
UT



PRIOR WORK

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

NORTH CAROLINA allows teachers to be compensated for prior work experience, thereby providing incentives to attract critical talent from other relevant fields. North Carolina teachers are awarded one year of credit, for salary purposes, for every two years of “full-time relevant non-teaching work experience” prior to earning a bachelor's degree and one year of experience credit for every year of “full-time relevant non-teaching experience” after earning a bachelor's degree. “Relevant non-teaching work experience” is defined as professional work experience in public or private sectors that is directly related to the individual's area of licensure and work assignment. Credit is not transferable to other licensure areas for which the experience is not relevant. To be eligible, the experience must also meet the following criteria: must be at least 20-plus hours per week, must be completed after age 18, must not include on-the-job training, and must be paid and documented.

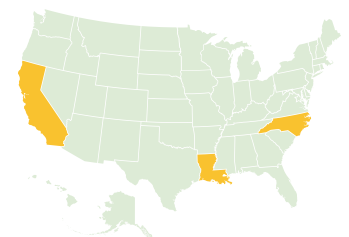
To determine best practice, NCTQ looked at whether the state:

- Encourages districts to compensate new teachers with relevant prior work experience (e.g., starting these teachers at an advanced step on the pay scale).



CALIFORNIA, LOUISIANA, AND NORTH CAROLINA DIRECT DISTRICTS TO MAKE ADJUSTMENTS IN STARTING SALARY FOR NEW TEACHERS WHO HAVE RELEVANT PRIOR WORK EXPERIENCE.

CA
LA
NC



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

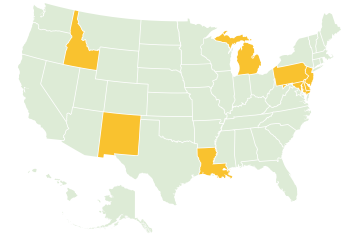
LOUISIANA'S licensure advancement policy integrates its teacher certification, certification renewal and evaluation processes. Not only do the state's certification standards require both licensure advancement and licensure renewal to be based on evidence of teacher effectiveness, but teachers must also meet the state standards of effectiveness for three years during their five-year initial certification period in order to advance to the Level 2 Professional Certificate. Louisiana's standards for effectiveness are set under its performance evaluation system, which includes objective measures of student growth. For teachers seeking to renew their certification, Louisiana requires that they, too, meet this standard for effectiveness for three years during the five-year renewal period.



To determine best practice, NCTQ looked at whether the state:

- Requires evidence of effectiveness to be considered as a factor for advancement from a probationary to a nonprobationary license.
- Allows teachers to obtain professional licensure without requiring an advanced degree.
- Ensures that any coursework requirements tied to advancing from a probationary to a nonprobationary license address the specific needs of an individual teacher, rather than a need that is generic and unspecified.

EIGHT STATES, INCLUDING LOUISIANA, REQUIRE TEACHERS TO SUPPLY EVIDENCE OF EFFECTIVENESS TO QUALIFY FOR A PROFESSIONAL LICENSE.



TENURE

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

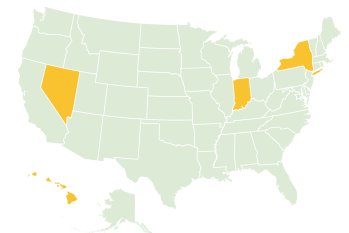
INDIANA ensures that tenure is awarded to teachers who have demonstrated effectiveness or success in the classroom by requiring that probationary teachers receive evaluation ratings of either *effective* or *highly effective* for three years over a five year period in order to become professional teachers and earn nonprobationary status. Further, professional teachers in Indiana revert to probationary status after receiving an ineffective evaluation rating. Indiana's evaluation policy does not allow teachers rated *less-than-effective* for student growth to earn an overall rating of *effective*. Therefore, basing tenure decisions on its evaluation ratings ensures that classroom effectiveness is appropriately considered.



To determine best practice, NCTQ looked at whether the state:

- Requires tenure decisions to be based on a process that evaluates cumulative evidence of classroom effectiveness.
- Requires evidence of effectiveness to be the determinative factor in tenure decisions.

HAWAII, INDIANA, NEVADA, AND NEW YORK LINK TENURE DECISIONS TO EVIDENCE OF TEACHER EFFECTIVENESS.



LEADERSHIP OPPORTUNITIES

RETENTION OF EFFECTIVE TEACHERS

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

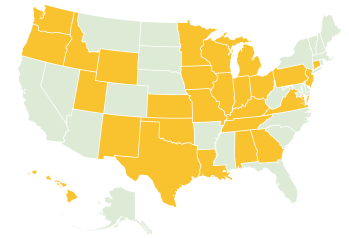
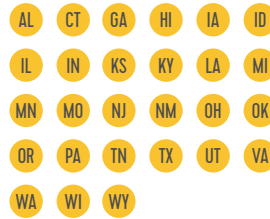
OHIO’S senior professional educator license and lead professional educator license provide effective leaders with critical teacher leadership opportunities by enabling them to advance in their professional careers and serve as school improvement leaders without leaving the teaching profession. Among the requirements for the senior professional educator license is demonstration of effective practice at the *accomplished* or *distinguished* level of performance as defined in the Ohio Standards for the Teaching Profession (specifically, by successful completion of the master teacher portfolio and designation as a master teacher). To obtain the lead professional educator license teachers must demonstrate effective practice at the *distinguished* level of performance defined in the Ohio Standards for the Teaching Profession (specifically, by holding National Board Certification, or successful completion of the master teaching teacher portfolio with master teacher designation and holding the teacher leader endorsement). These certifications offer advanced steps on the career ladder, which may result in additional compensation to be determined at the local level.

To determine best practice, NCTQ looked at whether the state:

- Supports, through a specific policy or initiative, opportunities for teachers to assume leadership roles and/or advanced career positions that allow them to continue teaching.
- Requires that teachers are selected for leadership roles based on content knowledge and classroom effectiveness.
- Offers, or encourages districts to offer, financial incentives or nonmonetary supports (e.g., reduced class loads) for teachers who assume leadership roles.



TWENTY-SEVEN STATES EXPLICITLY SUPPORT TEACHER LEADERSHIP OPPORTUNITIES.



DISMISSAL

Every 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.

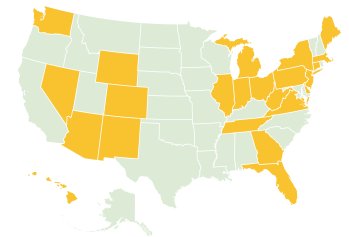
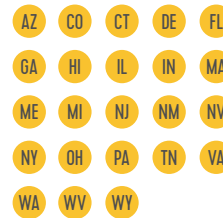
NEW YORK'S dismissal policy helps ensure that only effective teachers remain in the classroom by requiring ineffective classroom performance to be a basis for dismissal. New York maintains that all teachers, regardless of licensure status, can be dismissed for incompetency through a streamlined process if they receive a rating of *ineffective* for two or more years in a row. The state allows districts to bring incompetence charges for any teacher who has received two consecutive *ineffective* ratings, and requires districts to bring such charges for teachers should they receive three consecutive *ineffective* ratings. The state also allows a due process 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. It is incumbent upon any teacher receiving three *ineffective* ratings to demonstrate clear and convincing evidence that the APPR rating was affected by fraud; if not successfully overcome, the finding is just cause for removal. New York requires that, upon receiving written notice of dismissal, a teacher has 10 days to file a request for a hearing by a single hearing officer; the state further specifies that the hearing process must not take longer than 90 days for teachers who have received two consecutive *ineffective* ratings and not longer than 30 days for teachers who have received three consecutive *ineffective* ratings.

To determine best practice, NCTQ looked at whether the state:

- Articulates that consistent ineffective classroom performance is grounds for dismissal, regardless of tenure status.
- Ensures that the appeals processes for teachers who are terminated for poor performance is reasonable and efficient.
- Ensures 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.



NEW YORK IS AMONG THE **TWENTY-THREE STATES** THAT ARTICULATE INSTRUCTIONAL INEFFECTIVENESS IS GROUNDS FOR DISMISSAL.



LAYOFFS

Every 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.

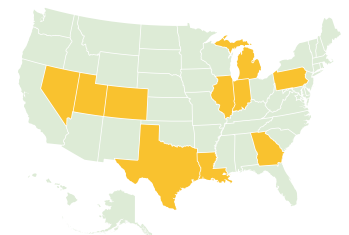
LOUISIANA requires teacher effectiveness in the classroom to be the most important criterion in determining which teachers are laid off during reductions in force. All reduction in force decisions are based “solely upon demand, performance, and effectiveness,” as determined by the state’s performance evaluation system. The reduction in force is completed “by dismissing the least effective teacher within each targeted subject area or area of certification first, and then proceeding by effectiveness rating until the reduction in force has been accomplished.” Districts may not include seniority or tenure as the “primary criterion” when making reduction-in-force decisions.

To determine best practice, NCTQ looked at whether the state:

- Requires that districts consider teacher effectiveness in determining which teachers are laid off during reductions in force and ensures that seniority is not the only factor used.



LOUISIANA IS AMONG THE **TEN STATES** THAT REQUIRE INSTRUCTIONAL EFFECTIVENESS TO BE THE MOST IMPORTANT CRITERION DURING REDUCTION IN FORCE DECISIONS.





STATE RESOURCES

States are often each other's best resource. In an effort to support increased state collaboration, the links below provide direct access to the state policies, resources and in some cases, applicable contact information, associated with the best practices highlighted in this guide.

TO SEE A FULL REVIEW OF EACH STATE'S TEACHER POLICIES, VISIT

WWW.NCTQ.ORG

GENERAL TEACHER PREPARATION

PROGRAM ENTRY

UTAH CONTACT: Diana Suddreth
Diana.Suddreth@schools.utah.gov

UTAH RESOURCES:

- [Educator Licensing and Retention Rules](#)
- <https://www.ets.org/praxis/ut>

TEACHER SHORTAGES AND SURPLUSES

MARYLAND CONTACT:

Sarah Spross
sarah.spross@maryland.gov

MARYLAND RESOURCES:

- [Maryland Teacher Staffing Report](#)
- [Maryland Program Approval](#)
- [Program Performance Criteria](#)

PROGRAM PERFORMANCE MEASURES

FLORIDA CONTACT:

Eileen McDaniel
Eileen.McDaniel@fldoe.org

FLORIDA RESOURCES:

- [Florida State Board of Education Administration Rules 6A-5.066](#)
- [Florida Statute Title XLVIII K-20, Education Code 1004.04](#)

STUDENT TEACHING/CLINICAL PRACTICE

NEW JERSEY RESOURCES:

- [New Jersey Administrative Code 6A:9A-3.2, 4.4](#)

ELEMENTARY TEACHER PREPARATION

ELEMENTARY CONTENT KNOWLEDGE

CONNECTICUT CONTACT:

Katie Moirs, Katie.Moirs@ct.gov

CONNECTICUT RESOURCES:

- [State of Connecticut Regulation of State Board of Education Section 10-145d-436](#)

TEACHING ELEMENTARY MATHEMATICS

MASSACHUSETTS CONTACT:

edprep@doe.mass.edu

MASSACHUSETTS RESOURCES:

- [Test Requirement](#)
- [603 CMR 7.06](#)
- [Guidelines for the Mathematical Preparation of Elementary Teachers](#)

TEACHING ELEMENTARY READING

ARKANSAS RESOURCES:

- [Act 416](#)
- [State Board Approved Protocols for Program Approval](#)
- [Competencies for Elementary Teachers](#)

ELEMENTARY LICENSURE DEFICIENCIES

NEW YORK RESOURCES:

- [New York State Teacher Certification Examinations](#)
- [NYSTCE Early Childhood Content Specialty Test Requirements](#)
- [Sample Test](#)

SECONDARY TEACHER PREPARATION

MIDDLE SCHOOL CONTENT KNOWLEDGE

GEORGIA CONTACT:

Penney McRoy,
penney.mcroys@gapscc.com

GEORGIA RESOURCES:

- [GACE Test Requirement](#)
- [GAPSC Rules 505-3-19; 505-2-60; 505-2-61; 505-2-62; 505-2-63; 505-2-64](#)

MIDDLE SCHOOL LICENSURE DEFICIENCIES

To learn more about the best practice policies in this area, please visit www.nctq.org/yearbook or contact Elizabeth Ross at eross@nctq.org.

ADOLESCENT LITERACY

FLORIDA CONTACT:

Eileen McDaniel
Eileen.McDaniel@fldoe.org

FLORIDA RESOURCES:

- [Florida Teacher Certification Examinations](#)
- [Florida Rule 6A-5.066](#)
- [Florida Rule 6A-4.0163](#)
- [Florida Statute 1012.56](#)

SECONDARY CONTENT KNOWLEDGE

MINNESOTA CONTACT: Alex Liuzzi
alex.liuzzi@state.mn.us

MINNESOTA RESOURCES:

- [Minnesota Teacher Licensure Examinations](#)
- [Minnesota Administrative Rules 8710.0500, 4800](#)
- [Minnesota Statutes 122A.18](#)

SECONDARY LICENSURE LOOPHOLES

MINNESOTA CONTACT: Alex Liuzzi
alex.liuzzi@state.mn.us

MINNESOTA RESOURCES:

- [Minnesota Teacher Licensure Examinations](#)
- [Minnesota Administrative Rules 8710.4770, 4880](#)

SPECIAL EDUCATION TEACHER PREPARATION

SPECIAL EDUCATION CONTENT KNOWLEDGE

LOUISIANA CONTACT:

Penney McRoy
believeandprepare@la.gov

LOUISIANA RESOURCES:

- [Louisiana Bulletin 746, Sections 219, 221, 223 and Section 243](#)

TEACHING SPECIAL EDUCATION READING

CALIFORNIA RESOURCES:

- [California Education Code 44283\(c\), 44283.2](#)
- [California Educator Credentialing Exams](#)
- [Education Specialist and Other Related Services Credentials](#)

SPECIAL EDUCATION LICENSURE DEFICIENCIES

To learn more about the best practice policies in this area, please visit www.nctq.org/yearbook or contact Elizabeth Ross at eross@nctq.org.

ALTERNATE ROUTE TEACHER PREPARATION

ALTERNATE ROUTE ADMISSION

ILLINOIS CONTACT:

Jason Helfer, jhelfer@isbe.net

ILLINOIS RESOURCES:

- [Illinois Alternative Licensure](#)
- [23 Illinois Administrative Code 25.60, 25.720](#)
- [105 ILCS 5/21B-50](#)

MINNESOTA CONTACT: Alex Liuzzi
alex.liuzzi@state.mn.us

MINNESOTA RESOURCES:

- [Minnesota Statutes 122A.245](#)
- [Guidelines for the Approval of Alternative Teacher Preparation Providers](#)

RHODE ISLAND RESOURCES:

- [Standards for Alternative Routes](#)
- [Regulations Governing the Certification of Educators in Rhode Island 8.2.1 & 8.2.11](#)

ALTERNATE ROUTE PREPARATION

DELAWARE CONTACT:

Shannon Holston
Shannon.Holston@doe.k12.de.us

DELAWARE RESOURCES:

- [Delaware Alternative Route Licensure](#)
- [14 Delaware Code 1261-1262](#)



STATE RESOURCES

States are often each other's best resource. In an effort to support increased state collaboration, the links below provide direct access to the state policies, resources and in some cases, applicable contact information, associated with the best practices highlighted in this guide.

TO SEE A FULL REVIEW OF EACH
STATE'S TEACHER POLICIES, VISIT
WWW.NCTQ.ORG

HIRING

REQUIREMENTS FOR OUT-OF-STATE TEACHERS

DISTRICT OF COLUMBIA CONTACT:

Tony Graham,
Anthony.Graham@dc.gov

DISTRICT OF COLUMBIA

RESOURCES:

- [DC Municipal Regulations 5-A1601](#)

PROVISIONAL AND EMERGENCY LICENSURE

MISSISSIPPI RESOURCES:

- [Mississippi Educator Licensure](#)
- [Licensure Guidelines](#)

NEW JERSEY RESOURCES:

- [N.J.A.C. 6A:9B-8.1- 8.3](#)

RHODE ISLAND RESOURCES:

- [Rhode Island General Laws 16-11-1](#)

SOUTH CAROLINA POLICY

RESOURCES:

- [South Carolina Code of Regulations 43.53 Docket number 4699 \(2017\)](#)

TEACHER AND PRINCIPAL EVALUATION

MEASURES OF STUDENT GROWTH

INDIANA RESOURCES:

- [Indiana Code 20-28-11.5 511](#)
- [IAC 10-6-4](#)

MEASURES OF PROFESSIONAL PRACTICE

IOWA CONTACT: Larry Bice

Larry.Bice@iowa.gov

IOWA RESOURCES:

- [Iowa Code 284.8](#)

FREQUENCY OF EVALUATION

NEW JERSEY RESOURCES:

- [6A:10-4.4](#)
- [Requirements and Resources for Teacher Evaluations](#)

LINKING EVALUATION TO PROFESSIONAL GROWTH

NORTH CAROLINA CONTACT:

Maria Pitre-Martin
Maria.Pitre-Martin@dpi.nc.gov

NORTH CAROLINA RESOURCES:

- [Teacher Evaluation Handbook](#)

DATA SYSTEMS NEEDED FOR EVALUATION

GEORGIA CONTACT: Cynthia Saxon,

csaxon@doe.k12.ga.us

GEORGIA RESOURCES:

- [TKES Handbook](#)
- [GA Awards](#)

DISTRIBUTING TEACHER TALENT EQUITABLY

TENNESSEE CONTACT:

Amy Wooten, amywooten@tn.gov

TENNESSEE RESOURCES:

- [School Report Cards](#)
- [Submitted ESSA Plan](#)

PRINCIPAL EFFECTIVENESS

CONNECTICUT CONTACT:

Katie Moirs, Katie.Moirs@ct.gov

CONNECTICUT RESOURCES:

- [Guidelines for Educator Evaluation](#)

PRINCIPAL EVALUATION AND OBSERVATION

NEW YORK RESOURCES:

- [Annual Professional Performance Review Law and Regulations](#)
- [New York Code 8 CRR-NY 30 30-3](#)

TEACHER COMPENSATION

PERFORMANCE

FLORIDA CONTACT:

Eileen McDaniel
Eileen.McDaniel@fldoe.org

FLORIDA RESOURCES:

- [Florida Statutes 1012.22\(1\)\(c\)\(5\)](#)

INDIANA RESOURCES:

- [Indiana Code 20-28-9-15](#)

LOUISIANA CONTACT:

believeandprepare@la.gov

LOUISIANA RESOURCES:

- [Louisiana Revised Statutes 17:418](#)
- [Louisiana Revised Statutes 17:10.2](#)

UTAH CONTACT: Diana Suddreth

Diana.Suddreth@schools.utah.gov

UTAH RESOURCES:

- [Utah Code 53G-11-507, -518 ; SB 11 \(2018\)](#)

HIGH-NEED SCHOOLS AND SUBJECTS

UTAH CONTACT: Diana Suddreth

Diana.Suddreth@schools.utah.gov

UTAH RESOURCES:

- [Utah Code 53F-2-504](#)
- [Utah Code 53A-17a-173](#)

PRIOR WORK

NORTH CAROLINA CONTACT:

Maria Pitre-Martin
Maria.Pitre-Martin@dpi.nc.gov

NORTH CAROLINA RESOURCES:

- [NC State Board of Education Policy Manual, LICN-006](#)

RETAINING EFFECTIVE TEACHERS

LICENSURE ADVANCEMENT

LOUISIANA CONTACT:

believeandprepare@la.gov

LOUISIANA RESOURCES:

- [Certification](#)
- [Bulletin 746 Louisiana Standards for State Certification of School Personnel](#)

TENURE

INDIANA RESOURCES:

- [Indiana Code 20-28-6-75](#)

LEADERSHIP OPPORTUNITIES

OHIO CONTACT: Julia Simmerer
Julia.simmerer@education.ohio.gov

OHIO RESOURCES:

- [Senior Professional Educator and Lead Professional Educator Licenses](#)

DISMISSAL

NEW YORK RESOURCES:

- [Laws of New York 3012-c: 3020-b; 3020-a](#)

LAYOFFS

LOUISIANA CONTACT:

believeandprepare@la.gov

LOUISIANA RESOURCES:

- [Louisiana Revised Statute 17:81.4 \(D\)](#)