

2011 State Teacher Policy Yearbook

New York

OVERALL GRADE

C



National Council on Teacher Quality

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Every state formally received a draft of the *Yearbook* in July 2011 for comment and correction; states also received a final draft of their reports a month prior to release. All but one state responded to our inquiries. While states do not always agree with the recommendations, their willingness to acknowledge the imperfections of their teacher policies is an important first step toward reform.

We also thank the many state pension boards that reviewed our drafts and responded to our inquiries.

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National Council on Teacher Quality

Executive Summary

For five years running, the National Council on Teacher Quality (NCTQ) has tracked states' teacher policies, preparing a detailed and thorough compendium of teacher policy in the United States on topics related to teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *2011 State Teacher Policy Yearbook* includes NCTQ's biennial, full review of the state laws, rules and regulations that govern the teaching profession. This year's report measures state progress against a set of 36 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers. For the first time, the *Yearbook* includes a progress rating for states on goals that have been measured over time. An overall progress ranking is also included, showing how states compare to each other in moving forward on their teacher policies.

New York at a Glance

Overall 2011 Yearbook Grade:



Overall 2009 Yearbook Grade: D+

Area Grades	2011	2009
Area 1 <i>Delivering Well Prepared Teachers</i>	D+	D+
Area 2 <i>Expanding the Teaching Pool</i>	C+	C
Area 3 <i>Identifying Effective Teachers</i>	C+	D-
Area 4 <i>Retaining Effective Teachers</i>	D+	C-
Area 5 <i>Exiting Ineffective Teachers</i>	C-	D

Overall Progress

Progress
ranking
among states

13th

Amount of
progress
compared to
other states

High

Highlights from recent progress in New York include:

- Evidence of student learning a significant criterion of teacher evaluations
- Consequences for unsatisfactory evaluations
- Dismissal for classroom ineffectiveness
- State data system with the capacity to provide evidence of teacher effectiveness

Area 1 Delivering Well Prepared Teachers

D+

Policy Strengths

- Middle school teachers must appropriately pass a single-subject content test.
- The state does not offer a K-12 special education certification.
- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass an adequate test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2 Expanding the Pool of Teachers

C+

Policy Strengths

- Admission criteria for alternate routes to certification are selective and provide flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- More could be done to provide streamlined preparation for alternate route teachers, although they do receive good induction support.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is extremely limited.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3 Identifying Effective Teachers

C+

Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is a significant criterion of teacher evaluations, although it is not the preponderant criterion.
- All teachers must be evaluated annually.

Policy Weaknesses

- Tenure decisions are connected to evidence of teacher effectiveness, but it is not the preponderant criterion.
- Although doing more than most states, more school-level data could be reported to support the equitable distribution of teacher talent.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4 Retaining Effective Teachers

D+

Policy Strengths

- All new teachers receive mentoring.
- Teachers can receive additional compensation for working in high-need schools or shortage subject areas.
- Teachers receive feedback from their evaluations, although the state could do more to ensure that professional development is aligned with findings from teachers' evaluations.
- The pension system is well funded.

Policy Weaknesses

- Districts are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The state does not support performance pay or additional compensation for relevant prior work experience.
- The pension system requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5 Exiting Ineffective Teachers

C-

Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.
- Ineffective classroom performance is grounds for dismissal, and the state distinguishes due process rights for teachers dismissed for ineffective performance from those facing other charges commonly associated with license revocation such as felony and/or morality violations.

Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.
- The state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.

New York Goal Summary

Goal Breakdown

★ Best Practice	0
● Fully Meets	6
◐ Nearly Meets	9
◑ Partially Meets	6
◒ Only Meets a Small Part	4
○ Does Not Meet	11

Progress on Goals Since 2009

 6
  1
  22
 NEW GOAL 7

Area 1: Delivering Well Prepared Teachers

1-A: Admission into Preparation Programs	◑
1-B: Elementary Teacher Preparation	◑
1-C: Teacher Preparation in Reading Instruction	◑
1-D: Teacher Preparation in Mathematics	◑
1-E: Middle School Teacher Preparation	◐
1-F: Secondary Teacher Preparation	●
1-G: Secondary Teacher Preparation in Science	◐
1-H: Secondary Teacher Preparation in Social Studies	◑
1-I: Special Education Teacher Preparation	◐
1-J: Assessing Professional Knowledge	●
1-K: Student Teaching	◑
1-L: Teacher Preparation Program Accountability	◑

Area 2: Expanding the Pool of Teachers

2-A: Alternate Route Eligibility	◐
2-B: Alternate Route Preparation	◐
2-C: Alternate Route Usage and Providers	●
2-D: Part Time Teaching Licenses	◑
2-E: Licensure Reciprocity	◐

Area 3: Identifying Effective Teachers

3-A: State Data Systems	●
3-B: Evaluation of Effectiveness	◐
3-C: Frequency of Evaluations	◐
3-D: Tenure	◐
3-E: Licensure Advancement	◑
3-F: Equitable Distribution	◐

Area 4: Retaining Effective Teachers

4-A: Induction	◐
4-B: Professional Development	◐
4-C: Pay Scales	◐
4-D: Compensation for Prior Work Experience	◑
4-E: Differential Pay	●
4-F: Performance Pay	◑
4-G: Pension Flexibility	◑
4-H: Pension Sustainability	◐
4-I: Pension Neutrality	◑

Area 5: Exiting Ineffective Teachers

5-A: Licensure Loopholes	◑
5-B: Unsatisfactory Evaluations	●
5-C: Dismissal for Poor Performance	◐
5-D: Reductions in Force	◑

About the *Yearbook*

The National Council on Teacher Quality (NCTQ) has long argued that no educational improvement strategies states take on are likely to have a greater impact than policies that seek to maximize teacher effectiveness. In this fifth edition of the *State Teacher Policy Yearbook*, NCTQ provides a detailed examination of state laws, rules and regulations that govern the teaching profession, covering the full breadth of policies including teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *Yearbook* is a 52-volume compendium of customized state reports for the 50 states and the District of Columbia, as well as a national summary overview, measuring state progress against a set of 36 specific policy goals. All of the reports are available from NCTQ's website at www.nctq.org/stpy.

The 36 *Yearbook* goals are focused on helping states put in place a comprehensive policy framework in support of preparing, retaining and rewarding effective teachers. The goals were developed based on input and ongoing feedback from state officials, practitioners, policy groups and other education organizations, as well as from NCTQ's own nationally respected advisory board. These goals meet five criteria for an effective reform framework:

1. They are supported by a strong rationale, grounded in the best research available. The rationale and research citations supporting each goal can be found at www.nctq.org/stpy.
2. They offer practical rather than pie-in-the-sky solutions for improving teacher quality.
3. They take on the teaching profession's most pressing needs, including making the profession more responsive to the current labor market.
4. They are, for the most part, relatively cost neutral.
5. They respect the legitimate constraints that some states face so that the goals can work in all 50 states.

The need to ensure that all children have effective teachers has captured the attention of the public and policy-makers across the country like never before. The *Yearbook* offers state school chiefs, school boards, legislatures and the many advocates who press hard for reform a concrete set of recommendations as they work to maximize teacher quality for their students.

How to Read the *Yearbook*

NCTQ rates state teacher policy in several ways.

For each of the 36 individual teacher policy goals, states receive two ratings. The first rating indicates whether, or to what extent, a state has met the goal. NCTQ uses these familiar graphics to indicate the extent to which each goal has been met:



A new feature of this year's *Yearbook* is a progress rating for each goal NCTQ has measured over time. These ratings are intended to give states a meaningful sense of the changes in teacher policy since the 2009 *Yearbook* was published. Using the symbols below, NCTQ determines whether each state has advanced on the goal, if the state policy has remained unchanged, or if the state has actually lost ground on that topic.

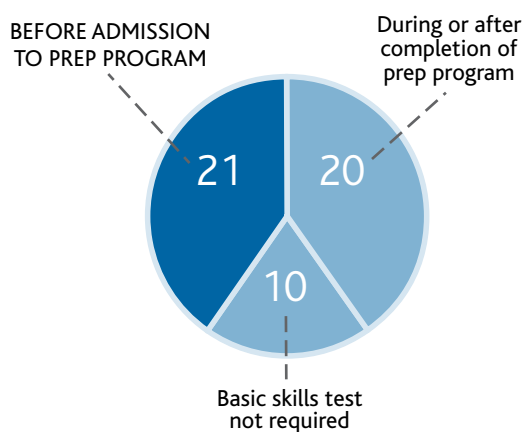


Some goals are marked with this symbol , which indicates that the bar has been raised for this goal since the 2009 *Yearbook*. With many states making considerable progress in advancing teacher effectiveness policy, NCTQ raised the standards for some goals where the bar had been quite low. As this may have a negative impact on some states' scores, those goals are always marked with the above symbol.

States receive grades in the five goal areas under which the 36 goals are organized: 1) delivering well prepared teachers; 2) expanding the pool of teachers; 3) identifying effective teachers; 4) retaining effective teachers and 5) exiting ineffective teachers. States also receive an overall grade that summarizes state performance across the five goal areas, giving an overall perspective on how states measure up against NCTQ benchmarks. New this year, states also receive an overall progress ranking, indicating how much progress each state has made compared to other states.

As always, the *Yearbook* provides a detailed narrative accounting of the policy strengths and weaknesses in each policy area for each state and for the nation as a whole. Best practices are highlighted. The reports are also chock full of reader-friendly charts and tables that provide a national perspective on each goal and serve as a quick reference on how states perform relative to one another, goal by goal.

Another new feature this year makes it easier to distinguish strong policies from weaker ones on our charts and tables. The policies NCTQ considers strong practices or the ideal policy positions for states are capitalized. This provides a quick thumbnail for readers to size up state policies against the policy option that aligns with NCTQ benchmarks for meeting each policy goal. For example, on the chart below, "BEFORE ADMISSION TO PREP PROGRAM" is capitalized, as that is the optimal timing for testing teacher candidates' academic proficiency.



Goals

AREA 1: DELIVERING WELL PREPARED TEACHERS

PAGE 9

1-A: Admission into Preparation Programs

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

1-B: Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

1-C: Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

1-D: Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

1-E: Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

1-F: Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

1-G: Secondary Teacher Preparation in Science

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

1-H: Secondary Teacher Preparation in Social Studies

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

1-I: Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

1-J: Assessing Professional Knowledge

The state should use a licensing test to verify that all new teachers meet its professional standards.

1-K: Student Teaching

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

1-L: Teacher Preparation Program Accountability

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

AREA 2: EXPANDING THE POOL OF TEACHERS

PAGE 59

2-A: Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

2-B: Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

2-C: Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

2-D: Part Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

2-E: Licensure Reciprocity

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

Goals

AREA 3: IDENTIFYING EFFECTIVE TEACHERS

PAGE 81

3-A: State Data Systems

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

3-B: Evaluation of Effectiveness

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

3-C: Frequency of Evaluations

The state should require annual evaluations of all teachers.

3-D: Tenure

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

3-E: Licensure Advancement

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

3-F: Equitable Distribution

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

AREA 4: RETAINING EFFECTIVE TEACHERS

PAGE 105

4-A: Induction

The state should require effective induction for all new teachers, with special emphasis on teachers in high-need schools.

4-B: Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

4-C: Pay Scales

The state should give local districts authority over pay scales.

4-D: Compensation for Prior Work Experience

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

4-E: Differential Pay

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

4-F: Performance Pay

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

4-G: Pension Flexibility

The state should ensure that pension systems are portable, flexible and fair to all teachers.

4-H: Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

4-I: Pension Neutrality

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

AREA 5: EXITING INEFFECTIVE TEACHERS

PAGE 149

5-A: Licensure Loopholes

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

5-B: Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

5-C: Dismissal for Poor Performance

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.

5-D: Reductions in Force

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.

Area 1: Delivering Well-Prepared Teachers

Goal A – Admission into Preparation Programs

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

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.
2. All preparation programs in a state should use a common admissions test to facilitate program comparison, and the test should allow comparison of applicants to the general college-going population and selection of applicants in the top half of that population.
3. Programs should have the option of exempting candidates from this test who submit comparable SAT or ACT scores at a level set by the state.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 1

How States are Faring in Admission Requirements



Progress on this Goal Since 2009:

↑ : 6 ↔ : 45 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

New York does not require aspiring teachers to pass a test of academic proficiency as a criterion for admission to teacher preparation programs, instead delaying its basic skills assessment until teacher candidates are ready to apply for licensure.

RECOMMENDATION

- **Require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.**

Teacher preparation programs that do not screen candidates end up investing considerable resources in individuals who may not be able to successfully complete the program and pass licensing tests. Candidates needing additional support should complete remediation prior to program entry, avoiding the possibility of an unsuccessful investment of significant public tax dollars

- **Require preparation programs to use a common test normed to the general college-bound population.**

The basic skills tests in use in most states largely assess middle school-level skills. To improve the selectivity of teacher candidates—a common characteristic in countries whose students consistently outperform ours in international comparisons—New York should require an assessment that demonstrates that candidates are academically competitive with all peers, regardless of their intended profession. Requiring a common test normed to the general college population would allow for the selection of applicants in the top half of their class, as well as facilitate program comparison.

- **Exempt candidates with comparable SAT or ACT scores.**

New York should waive the basic skills test requirement for candidates whose SAT or ACT scores demonstrate that they are in the top half of their class.

NEW YORK RESPONSE TO ANALYSIS

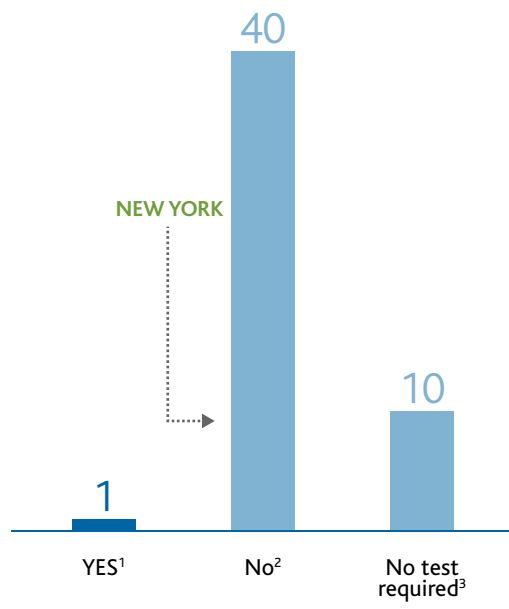
New York recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Although there are a number of states that require teacher candidates to pass a basic skills test as a criterion for admission to a preparation program, **Texas** is the only state that requires a test of academic proficiency normed to the general college bound population rather than just to prospective teachers. In addition, the state's minimum scores for admission appear to be relatively selective when compared to other tests used across the country.

Figure 2

Do states require a test of academic proficiency that is normed to the general college-going population?



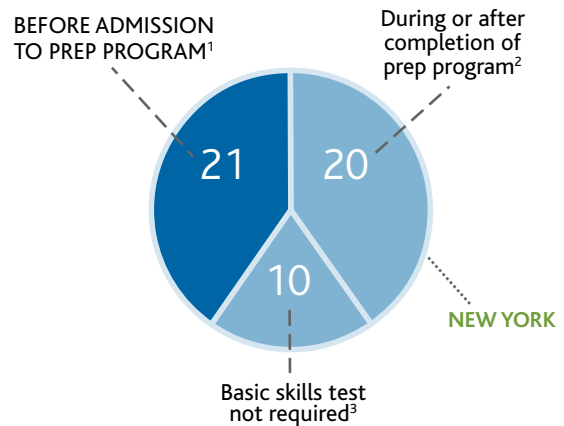
1. **Strong Practice:** Texas

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 3

When do states test teacher candidates' basic skills?



1. **Strong Practice:** Arkansas, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington, West Virginia, Wisconsin

2. Alabama, Alaska, California, Delaware, District of Columbia, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Vermont

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

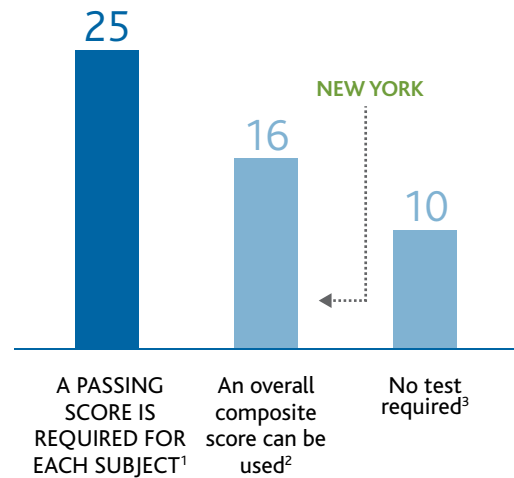
Figure 4

Do states appropriately test teacher candidates' academic proficiency?

	TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed only to teacher candidates before admission to prep program	Test normed only to teacher candidates during or after completion of prep program	No test required
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	☐	☐	☐	☒
	1	20	20	10

Figure 5

Do states measure performance in reading, mathematics and writing?



1. **Strong Practice:** Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin

2. California⁴, District of Columbia⁴, Hawaii⁴, Indiana, Iowa, Maine⁴, Maryland, New Hampshire⁴, New Mexico, New York, North Carolina, North Dakota⁵, Pennsylvania⁴, Rhode Island⁴, Vermont, Virginia

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

4. Minimum score must be met in each section.

5. Composite score can only be used if passing score is met on two of three subtests.

Area 1: Delivering Well-Prepared Teachers

Goal B – Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (Mathematics preparation for elementary teachers is discussed in Goal 1-D.)
2. The state should require elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.
3. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement also ensures that prospective teachers have taken higher level academic coursework.
4. Arts and sciences faculty, rather than education faculty, should in most cases teach liberal arts coursework to teacher candidates.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 6

How States are Faring in Elementary Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 44 ↓ : 4

**ANALYSIS**

Although New York has adopted the Common Core Standards, the state does not ensure that its elementary teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

New York requires elementary candidates to pass the New York State Teacher Certification Examination (NYSTCE) multi-subject content specialty test as well as the liberal arts and sciences test, neither of which reports teacher performance in each subject area, meaning that it may be possible to pass these tests and still fail some subject areas. (Subscores are generated but only for informational purposes.)

Elementary education candidates in New York must also complete a “content core” requirement consisting of a major, concentration or the equivalent in one or more of the liberal arts and sciences.

In addition, all teacher candidates in New York must complete a general education core in the liberal arts and sciences, including “artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.” Although these are sensible general requirements, the state’s language is not specific enough to ensure that these courses will be relevant to the topics covered in the PK-6 classrooms.

Finally, there is no assurance that arts and sciences faculty will teach liberal arts classes to elementary teacher candidates.

Supporting Research

Regulations of the Commissioner of Education Part 52.21

New York State Teacher Certification Examination

www.nystce.nesinc.com

RECOMMENDATION

■ **Require a content test that ensures sufficient knowledge in all subjects.**

New York should ensure that its subject-matter test for elementary teacher candidates is well aligned with the Common Core Standards, which represent an effort to significantly raise the standards for the knowledge and skills American students will need for college readiness and global competitiveness.

The state should also require separate passing scores for each content area on the test because without them it is impossible to measure knowledge of individual subjects. Further, to be meaningful, New York should ensure that these passing scores reflect high levels of performance.

■ **Provide broad liberal arts coursework relevant to the elementary classroom.**

New York should either articulate a specific set of standards or establish more comprehensive coursework requirements that are specifically geared to the areas of knowledge needed by PK-6 teachers. Further, the state should align its requirements for elementary teacher candidates with the Common Core Standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts.

■ **Require at least an academic concentration.**

Although New York's policy requires that elementary teacher candidates have at least an arts and sciences concentration, the state's language does not ensure that these teachers will earn a content specialization in an academic subject area.

■ **Ensure arts and sciences faculty teach liberal arts coursework.**

Although an education professor is best suited to teach effective methodologies in subject instruction, faculty from the university's college of arts and sciences should provide subject-matter foundation.

NEW YORK RESPONSE TO ANALYSIS

New York was helpful in providing NCTQ with facts that enhanced this analysis. The state also asserted that its early childhood and childhood certifications require preparation programs to prepare their teacher candidates in content knowledge that "ensures that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; languages other than English; mathematics, science and technology; and social studies."

New York reiterated that in January 2011, it adopted the Common Core Learning Standards for English language arts and literacy and for mathematics. Preparation programs will be preparing teacher candidates to teach to these new learning standards.

The state also noted that it is in the process of developing new teacher certification assessments, which will test candidates' knowledge of the P-12 NYS Common Core Learning Standards. The new content tests for elementary and common branch teachers will be designed to test knowledge of English language arts and literacy, mathematics, science, and arts, and candidates will be required to pass each part independently to attain certification.

LAST WORD

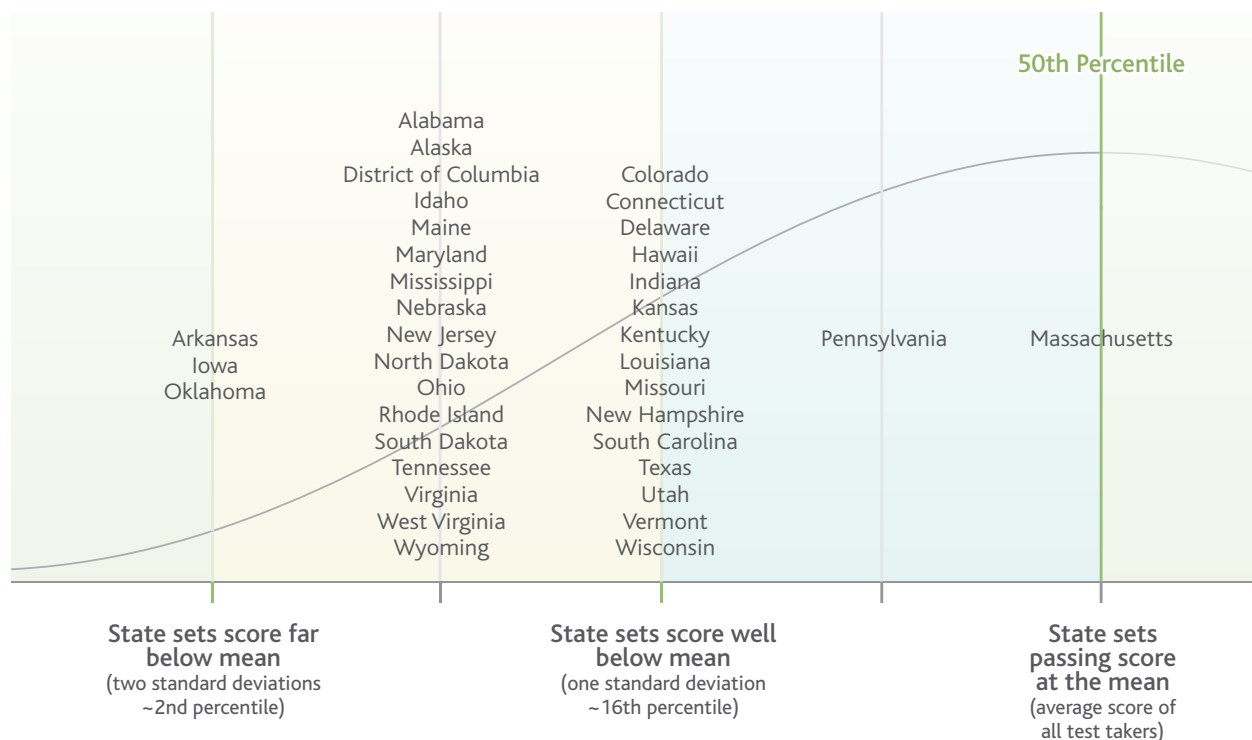
NCTQ looks forward to reviewing the state's progress in future editions of the *Yearbook*.

★ EXAMPLES OF BEST PRACTICE

Although no state meets this goal, three states have noteworthy policies. **Massachusetts's** testing requirements, which are based on the state's curriculum, ensure that elementary teachers are provided with a broad liberal arts education. **Indiana** and **Utah** are the first two states to adopt the new Praxis II "Elementary Education: Multiple Subjects" content test, which requires candidates to pass separately scored subtests in reading/language arts, mathematics, social studies and science.

Figure 7

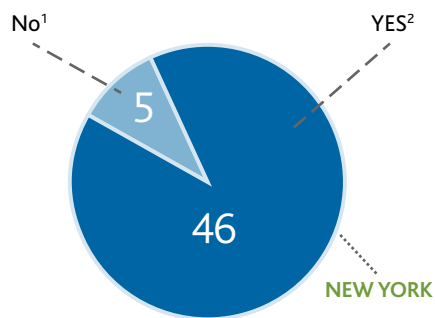
Where do states set the passing score on elementary content licensure tests¹?



¹ Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, New Mexico, **New York**, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.

Figure 8

Have states adopted the K-12 Common Core State Standards?



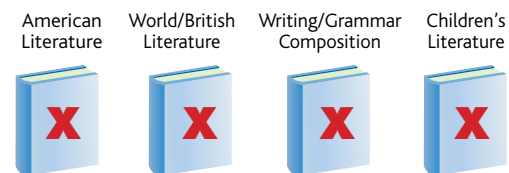
1. Alaska, Minnesota, Nebraska, Texas, Virginia

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

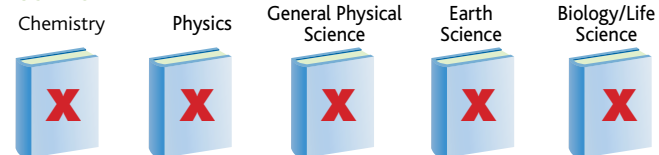
Figure 9

*What subjects does **New York** expect elementary teachers to know?*

ENGLISH



SCIENCE



SOCIAL STUDIES



FINE ARTS



	State requirements mention subject
	State requirements cover subject in depth
	State does not require subject

Figure 10

Do states expect elementary teachers to have in-depth knowledge of core content?

Figure 10

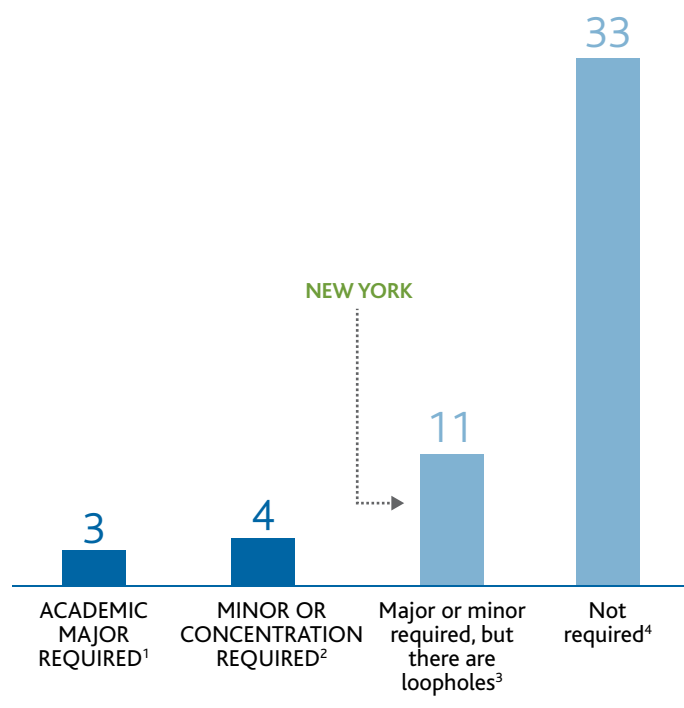
Do states expect elementary teachers to have in-depth knowledge of core content?

	ENGLISH				SCIENCE					SOCIAL STUDIES							FINE ARTS	
	American Literature	World/British Literature	Writing/Grammar/Composition	Children's Literature	Chemistry	Physics	General Physical Science	Earth Science	Biology/Life Science	American History I	American History II	American Government	World History (Ancient)	World History (Modern)	World History (Non-Western)	Geography	Art History	Music
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	☐	☐	☐	☐	☐	☐	■	■	■	☐	☐	☐	☐	☐	☐	■	☐	■

■ Subject mentioned ★ Subject covered in depth

Figure 11

Do states expect elementary teachers to complete an academic concentration?



1. **Strong Practice:** Colorado, Massachusetts, New Mexico

2. **Strong Practice:** Indiana, Mississippi, New Hampshire, Oklahoma

3. California, Connecticut, Iowa, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.

4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal C – Elementary Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. To ensure that teacher preparation programs adequately prepare candidates in the science of reading instruction, the state should require that these programs train teachers in the five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that new elementary teachers pass a rigorous test of reading instruction in order to attain licensure. The design of the test should ensure that prospective teachers cannot pass without knowing the science of reading instruction.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 12

How States are Faring in Elementary Teacher Preparation in Reading Instruction



Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0

**ANALYSIS**

New York does not require that teacher preparation programs for elementary teacher candidates address the science of reading. The state has neither coursework requirements nor standards related to this critical area. New York does require that all candidates complete six credit hours in language acquisition and literacy development of native English speakers and English language learners in developing listening, speaking, reading and writing skills. These regulations do not specifically address the five essential components of reading instruction.

However, elementary teachers in New York are required to pass the Multi-Subject Content Specialty Test (CST), which addresses the five components of the science of reading. However, the science of reading is just part of one subsection, and because subscores are reported for informational purposes only, candidates could do poorly in this area and still pass the test.

Supporting Research

Regulations of the Commissioner of Education Part 52.21

<http://www.highered.nysed.gov/ocue/spr/Part5221b3.htm>

http://www.nystce.nesinc.com/PDFs/NY_fld02_objs.pdf

RECOMMENDATION

- **Ensure that teacher preparation programs prepare elementary teaching candidates in the science of reading instruction.**

New York should ensure that teacher preparation programs adequately prepare elementary teacher candidates in the science of reading by requiring that these programs train candidates in the five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

- **Ensure that the state's reading assessment adequately measures skills related to the science of reading instruction.**

As part of its assessment, New York should report a subscore specifically for the science of reading. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

NEW YORK RESPONSE TO ANALYSIS

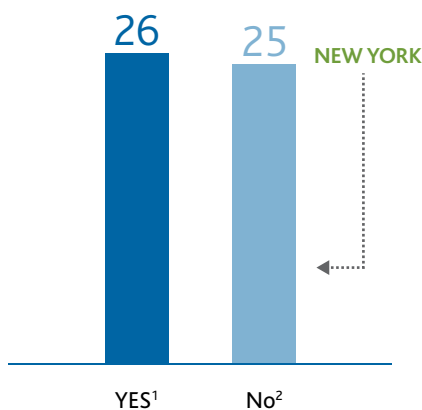
New York recognized the factual accuracy of this analysis. The state added that it is in the process of developing new teacher certification assessments, which will test candidates' knowledge of the P-12 Common Core learning standards. Further, New York noted that the new content assessments for elementary and common branch teachers will be designed to test for knowledge of English language arts and literacy, mathematics and science, and arts separately. A passing score on each section will be required.

★ EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that preparation programs for elementary teacher candidates address the science of reading and requiring that candidates pass comprehensive assessments that specifically test the five elements of instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut**, **Massachusetts** and **Virginia** confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

Figure 13

Do states require preparation for elementary teachers in the science of reading?

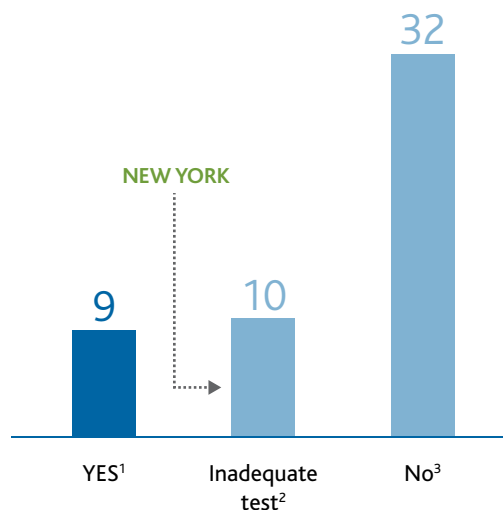


1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Idaho, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia

2. Alaska, Arizona, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming

Figure 14

Do states measure new teachers' knowledge of the science of reading?



1. **Strong Practice:** Alabama, Connecticut, Massachusetts, Minnesota⁴, New Mexico⁵, Oklahoma, Pennsylvania⁵, Tennessee, Virginia

2. Arkansas, California, Florida, Georgia, Idaho, Indiana, Missouri, New York, Oregon, Texas

3. Alaska, Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

4. Based on the limited information available about the test on the state's website.

5. Test is under development and not yet available for review.

Figure 15

Do states ensure that elementary teachers know the science of reading?

	PREPARATION REQUIREMENTS		TESTING REQUIREMENTS		
	FULLY ADDRESS READING SCIENCE	Do not address reading science	APPROPRIATE TEST	Inadequate test	No reading test
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	☒	☐	☒ ¹	☐	☐
Mississippi	☒	☐	☐	☐	☒
Missouri	☒	☐	☐	☒	☐
Montana	☐	☒	☐	☐	☒
Nebraska	☐	☒	☐	☐	☒
Nevada	☐	☒	☐	☐	☒
New Hampshire	☐	☒	☐	☐	☒
New Jersey	☐	☒	☐	☐	☒
New Mexico	☐	☒	☒ ²	☐	☐
NEW YORK	☐	☒	☐	☒	☐
North Carolina	☐	☒	☐	☐	☒
North Dakota	☐	☒	☐	☐	☒
Ohio	☒	☐	☐	☐	☒
Oklahoma	☒	☐	☒	☐	☐
Oregon	☒	☐	☐	☒	☐
Pennsylvania	☒	☐	☒ ²	☐	☐
Rhode Island	☐	☒	☐	☐	☒
South Carolina	☐	☒	☐	☐	☒
South Dakota	☐	☒	☐	☐	☒
Tennessee	☒	☐	☒	☐	☐
Texas	☒	☐	☐	☒	☐
Utah	☐	☒	☐	☐	☒
Vermont	☒	☐	☐	☐	☒
Virginia	☒	☐	☒	☐	☐
Washington	☒	☐	☐	☐	☒
West Virginia	☒	☐	☐	☐	☒
Wisconsin	☐	☒	☐	☐	☒
Wyoming	☐	☒	☐	☐	☒
	26	25	9	10	32

1. Based on the limited information available about the test on the state's website.

2. Test is under development and not yet available for review.

Area 1: Delivering Well-Prepared Teachers

Goal D – Elementary Teacher Preparation in 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 the states' rating for the goal.)

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry with some statistics).
2. The state should require elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure.
3. Such test can also be used to test out of course requirements and should be designed to ensure that prospective teachers cannot pass without sufficient knowledge of mathematics.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 16

How States are Faring in Teacher Preparation in Mathematics



Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0

**ANALYSIS**

New York relies on coursework requirements, its standards for teacher preparation programs and its subject-matter testing framework as the basis for articulating its requirements for the mathematics content knowledge of elementary teacher candidates.

The state requires all teacher candidates to complete a general education core curriculum that includes "mathematical processes." However, New York neither specifies the requisite content of these classes nor that they must meet the needs of elementary teachers. The state has also articulated teaching standards that its approved teacher preparation programs must use to frame instruction in elementary mathematics content.

All new elementary teachers in New York must pass the New York State Teacher Certification Examination liberal arts and sciences test, which covers "mathematical processes," and the Multi-Subject Content Specialty Test (CST). This test's standards address content in mathematics foundations, but although they outline such areas as algebra, geometry, statistics and data analysis, the standards are not specifically geared to meet the needs of elementary teachers. Further, neither state test provides a specific mathematics passing score, so it may be possible to fail the mathematics portion and still pass the tests.

Supporting Research

Regulations of the Commissioner of Education, Part 52.21

http://www.nystce.nesinc.com/NY_viewobjs_opener.asp

RECOMMENDATION

- **Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers.**

Although New York requires knowledge in some key areas of mathematics, the state should require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. This includes specific coursework in foundations, algebra and geometry, with some statistics.

- **Require teacher candidates to pass a rigorous mathematics assessment.**

New York should require a passing score specifically in math for its content assessments to ensure that teacher candidates have adequate mathematics knowledge and understanding of underlying mathematics concepts. Such a score could be used to allow candidates to test out of coursework requirements. Teacher candidates who lack minimum mathematics knowledge should not be eligible for licensure.

NEW YORK RESPONSE TO ANALYSIS

New York asserted that early childhood and childhood certifications require teacher preparation programs to ensure that candidates have a knowledge base for teaching to the student learning standards in math. Further, New York noted that in January 2011, the Board of Regents adopted the Common Core Learning Standards for English language arts and literacy and Common Core Learning Standards for mathematics. It is, therefore, expected that preparation programs will be preparing teacher candidates to teach to these new learning standards.

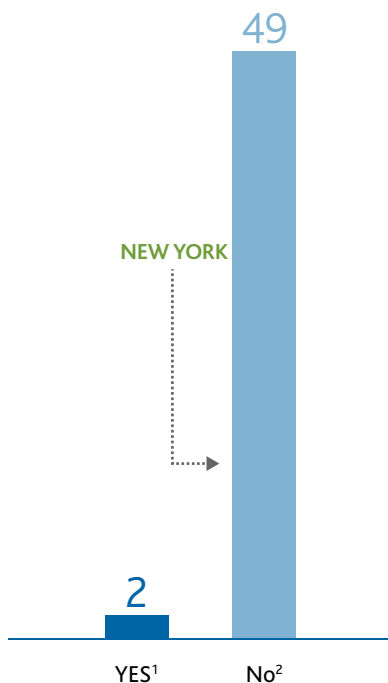
In addition, New York pointed out that it is in the process of developing new teacher certification assessments, which will test candidates' knowledge of the P-12 Common Core Learning Standards. The new content assessments for elementary and common branch teachers will be designed to test for knowledge of English language arts and literacy, mathematics and science, and arts separately. Teacher candidates will be required to pass each part independently to attain certification.

★ EXAMPLES OF BEST PRACTICE

Massachusetts is the only state that ensures that its elementary teachers have sufficient knowledge of mathematics content. As part of its general curriculum test, the state utilizes a separately scored mathematics subtest that covers topics specifically geared to the needs of elementary teachers.

Figure 17

Do states articulate appropriate mathematics preparation for elementary teachers?

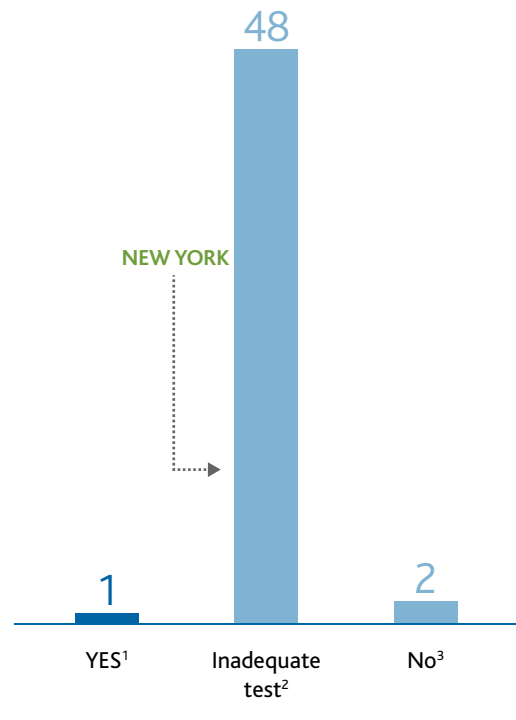


1. **Strong Practice:** Indiana, Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, 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

Figure 18

Do states measure new elementary teachers' knowledge of math?



1. **Strong Practice:** Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, 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

3. Montana, Nebraska

Area 1: Delivering Well-Prepared Teachers

Goal E – Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage middle school candidates who intend to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates intending to teach a single subject area should earn a major in that area.
2. 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 that of elementary teachers.
3. The state should require that new middle school teachers pass a licensing test in every core academic area they intend to teach.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 19

How States are Faring in Middle School Teacher Preparation



Progress on this Goal Since 2009:

↑ : 5 ↔ : 45 ↓ : 1



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

New York requires academic subject certificates for most middle school teachers. These include mathematics, English, social studies and grade-specific science titles, and each requires a major in the subject area. For K-8 schools that offer nondepartmentalized grades 7 and 8, New York requires a "Generalist in Middle Childhood Education (Grades 5-9)" certificate. These middle school teachers must complete 30 semester hours in content-related coursework.

All new middle school teachers in New York are also required to pass a single-subject test from its New York State Teacher Certification Examination series.

Supporting Research

Regulations of the Commissioner of Education, Part 52.21

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

http://www.nystce.nesinc.com/NY14_teachercertification.asp

RECOMMENDATION

■ Strengthen middle school teachers' subject-matter preparation.

New York is commended for not allowing middle school teachers to teach on a K-8 generalist license and for requiring those teaching middle grades in a non-departmentalized setting to receive a middle-grades certificate. However, to further strengthen middle school teachers' subject-matter preparation, New York should encourage middle school teachers who plan to teach multiple subjects to earn two minors in two core academic areas, rather than a single major. The state should retain its requirement for a subject-area major for middle school candidates who intend to teach a single subject.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Arkansas, Georgia and Pennsylvania ensure that all middle school teachers are sufficiently prepared to teach middle school-level content. Teachers are required to earn at least two content-area minors. Georgia and Pennsylvania also require passing scores on single-subject content tests, and Arkansas requires a subject-matter assessment with separate passing scores for each academic area.

1. California offers a K-12 generalist license for self-contained classrooms.
2. Illinois offers K-9 license.
3. With the exception of mathematics.
4. Oregon offers 3-8 license.
5. Wisconsin offers 1-8 license.

Figure 20

Do states distinguish middle grade preparation from elementary preparation?

	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	■	□	□
California	□	■ ¹	□
Colorado	□	□	■
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	□	□	■ ²
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	□	□	■ ³
Oregon	□	□	■ ⁴
Pennsylvania	■	□	□
Rhode Island	□	■	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■ ⁵
Wyoming	■	□	□
	29	6	16

Figure 21

What academic preparation do states require for a middle school endorsement or license?

	MAJOR OR MORE	MAJOR OR TWO MINORS	TWO MINORS	Less than a major or "loose" requirements	No requirement of content major or minor
Alabama	☒	☐	☐	☐	☐
Alaska	☐	☐	☐	☐	☒
Arizona	☐	☐	☐	☐	☒
Arkansas	☒	☐	☐	☐	☐
California	☐	☐	☐	☒	☐
Colorado	☐	☐	☐	☐	☒
Connecticut	☐	☒	☐	☐	☐
Delaware	☐	☐	☐	☐	☒
District of Columbia	☒	☐	☐	☐	☐
Florida	☐	☐	☐	☒	☐
Georgia	☐	☐	☒	☐	☐
Hawaii	☐	☐	☐	☐	☒
Idaho	☐	☐	☐	☐	☒
Illinois	☐	☐	☐	☐	☒
Indiana	☐	☐	☒	☐	☐
Iowa	☐	☐	☒	☐	☐
Kansas	☒	☐	☐	☐	☐
Kentucky	☐	☒ ¹	☐	☐	☐
Louisiana	☐	☐	☒	☐	☐
Maine	☐	☐	☐	☐	☒
Maryland	☐	☐	☐	☐	☒
Massachusetts	☐	☐	☒ ¹	☐	☐
Michigan	☒	☐	☐	☐	☐
Minnesota	☐	☐	☐	☒	☐
Mississippi	☐	☐	☒	☐	☐
Missouri	☐	☐	☐	☒	☐
Montana	☐	☐	☐	☐	☒
Nebraska	☐	☐	☒ ¹	☐	☐
Nevada	☐	☐	☐	☒	☐
New Hampshire	☒	☐	☐	☐	☐
New Jersey	☒	☐	☐	☐	☐
New Mexico	☐	☐	☐	☒	☐
NEW YORK	☒	☐	☐	☐	☐
North Carolina	☐	☐	☐	☐	☒
North Dakota	☐	☐	☐	☒	☐
Ohio	☐	☐	☒ ¹	☐	☐
Oklahoma	☒	☐	☐	☐	☐
Oregon	☐	☐	☐	☒	☐
Pennsylvania	☐	☒ ²	☐	☐	☐
Rhode Island	☐	☐	☐	☒	☐
South Carolina	☐	☐	☒	☐	☐
South Dakota	☐	☐	☐	☐	☒
Tennessee	☒	☐	☐	☐	☐
Texas	☒	☐	☐	☐	☐
Utah	☒	☐	☐	☐	☐
Vermont	☐	☐	☐	☒	☐
Virginia	☒	☐	☐	☐	☐
Washington	☐	☐	☐	☐	☒
West Virginia	☐	☐	☐	☒	☐
Wisconsin	☐	☐	☐	☒	☐
Wyoming	☐	☐	☐	☐	☒
	13	3	9	12	14

1. State does not explicitly require two minors, but it has equivalent requirements.

2. Pennsylvania has two options. One option requires a 30 credit concentration in one subject and nearly a minor (12 credits) in three additional subjects; the second option is 21 credits in two subject-area concentrations with 12 credits in two additional subjects.

Area 1: Delivering Well-Prepared Teachers

Goal F – Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that secondary teachers pass a licensing test in every subject they intend to teach.
2. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 22

How States are Faring in Secondary Teacher Preparation



Progress on this Goal Since 2009:

New Goal



ANALYSIS

New York requires that its secondary teacher candidates pass a content test to teach any core secondary subjects. Unfortunately, New York permits a significant loophole to this important policy by allowing a general social studies license, without requiring subject-matter testing for each subject area within the discipline (see Goal 1-H).

Further, to add an additional field to a secondary license, teachers must also pass a content test. However, as stated above, New York cannot guarantee content knowledge in each specific subject for those secondary teachers who add social studies endorsements.

Supporting Research

Regulations of the Commission of Education Part 80-1.5

Certification Requirements

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

RECOMMENDATION

■ **Require subject-matter testing for all secondary teacher candidates.**

New York wisely requires subject-matter tests for most secondary teachers but should address any loopholes that undermine this policy (see Goal 1-H). This applies to the addition of endorsements as well.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis. The state added that it does require specific study for secondary social studies teacher certification. Specifically, candidates must earn a major that includes study in economics, government and at least a total of 21 semester hours of study in the history and geography of the United States and the world.

Supporting Research

Commissioners Regulations, Part 52.21

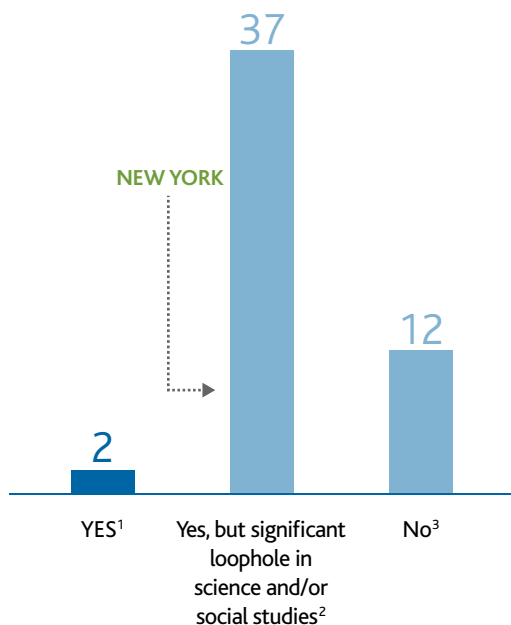
<http://www.highered.nysed.gov/ocue/52.21.htm>

★ EXAMPLES OF BEST PRACTICE

Not only do **Indiana** and **Tennessee** require that secondary teacher candidates pass a content test to teach any core secondary subjects, but these states also do not permit any significant loopholes to this important policy by allowing secondary general science or social studies licenses (see Goals 1-G and 1-H).

Figure 23

Do all secondary teachers have to pass a content test in every subject area for licensure?



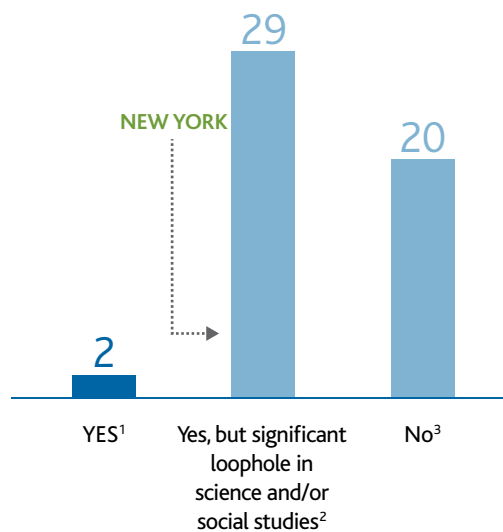
1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

Figure 24

Do all secondary teachers have to pass a content test in every subject area to add an endorsement?



1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Iowa, Louisiana, Maryland, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal G – Secondary Teacher Preparation in Science

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

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary science teachers to pass a subject-matter test of each science discipline they intend to teach.
2. The state should require middle school science teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of science.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 25

How States are Faring in Preparation to Teach Science

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

Progress on this Goal Since 2009:

New Goal



ANALYSIS

New York does not offer certification in general science for secondary teachers. Teachers must be certified in a specific discipline within the subject area of science.

Middle school science teachers in New York have the option of a middle grades specialist certificate, which requires a major in biology, chemistry, earth science or physics. Candidates must pass an NYSTCE content test in one of these specific areas. Those teaching grades 7 and 8 in a K-8 setting, however, are required to earn a generalist in middle childhood education certificate and to pass the state's multi-subject exam.

Supporting Research

Regulations of the Commissioner of Education Part 52.21

New York State Teacher Certification Examinations

www.nystce.nesinc.com

RECOMMENDATION

- **Require all middle school science teachers to pass a test of content knowledge that ensures sufficient knowledge of science.**

Although New York's specialist option ensures requisite subject matter knowledge, the state's generalist option falls short. The multi-subject exam combines English, math, science, social studies, fine arts, health and fitness, and family and consumer science and career development and does not report separate scores for each subject area.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis. The state added that the middle school generalist certification is only accepted for K-8 nondepartmentalized schools. In schools that are departmentalized for grades 7 and 8, the appropriate science certification is required for science instruction. Further, once certified in one of the four subject areas—biology, chemistry, earth science or physics—a general science extension can be issued.

Supporting Research

Regulations of the Commissioner of Education, Part 80-4.2

<http://www.highered.nysed.gov/tcert/part80-4.html#three>

LAST WORD

All middle school students need teachers that are well prepared to teach middle school-level science, whether this occurs in a self-contained or departmentalized classroom.

Figure 26

Do states ensure that secondary science teachers have adequate subject-matter knowledge?

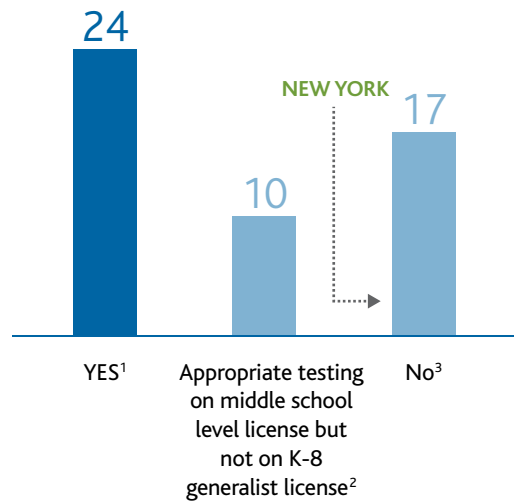
	STATE OFFERS GENERAL SCIENCE OR COMBINATION SCIENCE LICENSES WITH ADEQUATE TESTING	State offers general science or combination science licenses without adequate testing	STATE OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING	State offers only single-subject science licenses without adequate testing
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	☐	☒	☐	☐
	1	39	10	1

★ EXAMPLES OF BEST PRACTICE

New Jersey does not offer certification in general science for secondary teachers. Although the state allows a combination physical science certificate, it ensure adequate content knowledge in both chemistry and physics by requiring teacher candidates to pass individual content tests in chemistry, physics and general science. Further, middle school science teachers must pass a science-specific content test.

Figure 27

Do states ensure that middle school teachers have adequate preparation to teach science?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Washington, Wisconsin

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Michigan, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal H – Secondary Teacher Preparation in Social Studies

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

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they intend to teach.
2. The state should require middle school social studies teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of social studies.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 28

How States are Faring in Preparation to Teach Social Studies



Progress on this Goal Since 2009:

New Goal

**ANALYSIS**

New York only offers secondary certification in general social studies. Coursework requirements include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world. Candidates must pass the NYSTCE "Social Studies" test. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas.

Middle school social studies teachers in New York have the option of a middle grades specialist certificate, which requires a major in social studies that includes study in economics, government, and at least 21 semester hours in both U.S. and world history and geography. Candidates must pass the NYSTCE "Social Studies" test. Those teaching grades 7 and 8 in a K-8 setting, however, are required to earn a generalist in middle childhood education certificate and must only pass the state's multi-subject exam.

Supporting Research

Regulations of the Commissioner of Education Part 52.21

New York State Teacher Certification Examinations

www.nystce.nesinc.com

RECOMMENDATION

- **Require secondary social studies teachers to pass tests of content knowledge for each social studies discipline they intend to teach.**

States that allow general social studies certifications—and do not require content tests for each area—are not ensuring that these secondary teachers possess adequate subject-specific content knowledge. New York's assessment combines all subject areas (e.g., history, geography, economics) and does not report separate scores for each subject area. Therefore, candidates could answer many history questions, for example, incorrectly, yet still be licensed to teach history to high school students.

- **Require all middle school science teachers to pass a test of content knowledge that ensures sufficient knowledge of science.**

Although New York's specialist option ensures requisite subject matter knowledge, the state's generalist option falls short. The multi-subject exam combines English, math, science, social studies, fine arts, health and fitness, and family and consumer science and career development and does not report separate scores for each subject area.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 29

Do states ensure that secondary social studies teachers have adequate subject-matter knowledge?

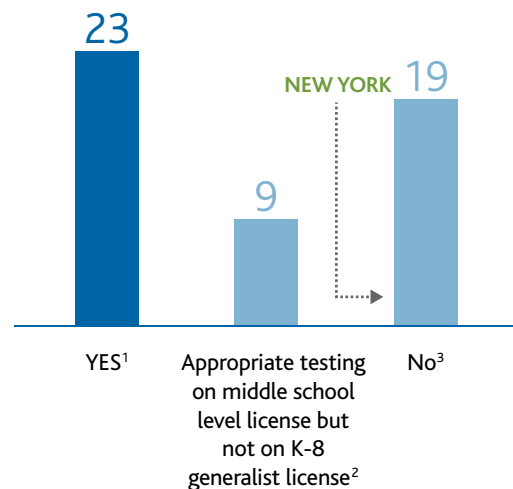
	OFFERS GENERAL SOCIAL STUDIES LICENSE WITH ADEQUATE TESTING	OFFERS ONLY SINGLE SUBJECT SOCIAL STUDIES LICENSES	Offers general social studies license without adequate testing
Alabama	☐	☐	☒
Alaska	☐	☐	☒
Arizona	☐	☐	☒
Arkansas	☐	☐	☒
California	☐	☐	☒
Colorado	☐	☐	☒
Connecticut	☐	☐	☒
Delaware	☐	☐	☒
District of Columbia	☐	☐	☒
Florida	☐	☐	☒
Georgia	☐	☒	☐
Hawaii	☐	☐	☒
Idaho	☐	☐	☒
Illinois	☐	☐	☒
Indiana	☒	☐	☐
Iowa	☐	☐	☒
Kansas	☐	☐	☒
Kentucky	☐	☐	☒
Louisiana	☐	☐	☒
Maine	☐	☐	☒
Maryland	☐	☐	☒
Massachusetts	☐	☐	☒ ¹
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	☐	☐	☒
	1	3	47

★ EXAMPLES OF BEST PRACTICE

Not only does **Indiana** ensure that its secondary social studies teachers possess adequate content knowledge of all subjects they intend to teach—through both coursework and content testing—but the state's policy also does not make it overly burdensome for social studies teachers to teach multiple subjects. Other notable states include **Georgia** and **South Dakota**, which also do not offer secondary general social studies certifications.

Figure 30

Do states ensure that middle school teachers have adequate preparation to teach social studies?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Michigan, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Washington

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Massachusetts, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Wisconsin, Wyoming

Figure 29

1. Massachusetts does not offer a general social studies license, but offers combination licenses.

Area 1: Delivering Well-Prepared Teachers

Goal I – Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
2. All elementary special education candidates should have a broad liberal arts program of study that includes study in mathematics, science, English, social studies and fine arts and should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
3. The state should require that teacher preparation programs graduate secondary special education teacher candidates who are highly qualified in at least two subjects. The state should also customize a "HOUSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 31

How States are Faring in Special Education Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



State Partly Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Commendably, New York does not offer a K-12 special education certification. New York offers special education certification in the following categories: birth-2 generalist, 1-6 generalist and 7-12 generalist. (As of September 2011, the 7-12 generalist certificate replaces the 5-9 generalist and 7-12 specialist certificates.)

New York also appropriately requires its elementary special education teacher candidates to pass the same subject-matter test as general education candidates. However, the state does not ensure that its elementary special education teachers—who are required to meet the same preparation requirements as all elementary candidates—are provided with a broad liberal arts program of study relevant to the elementary classroom (see Goal 1-B).

Further, New York fails to require that secondary special education teacher candidates are highly qualified in at least two subject areas, and it does not customize a HOUSSE route for new secondary special education teachers to help them achieve highly qualified status in all subjects they teach.

Supporting Research

Regulations of the Commissioner of Education, Part 52.21, 52.21(b)(3)(vi)

RECOMMENDATION

■ **Provide a broad liberal arts program of study to elementary special education candidates.**

New York should ensure that special education teacher candidates who will teach elementary grades possess not only knowledge of effective learning strategies but also knowledge of the subject matter at hand. Although the state commendably requires the same content test for elementary special education teachers as general education teachers, it should also require core-subject coursework relevant to the elementary classroom. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

■ **Ensure that secondary special education teacher candidates graduate with highly qualified status in at least two subjects, and customize a HOUSSE route so that they can achieve highly qualified status in all subjects they plan to teach.**

To make secondary special education teacher candidates more flexible and better able to serve schools and students, New York should use a combination of coursework and testing to ensure that they graduate with highly qualified status in two core academic areas. A customized HOUSSE route can also help new secondary special education teacher candidates to become highly qualified in multiple subjects by offering efficient means by which they could gain broad overviews of specific areas of content knowledge, such as content-driven university courses. Such a route is specifically permitted in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA).

NEW YORK RESPONSE TO ANALYSIS

New York was helpful in providing NCTQ with the facts necessary for this analysis. The state added that effective September 2, 2011, secondary special education teacher candidates must complete a minimum of six semester hours in each of the following subject areas: mathematics, English language arts, social studies and science, with sufficient pedagogical skills to teach these subjects. These requirements, in combination with the general education core and pedagogical core, must ensure that candidates have a knowledge base for teaching special education students at the adolescence level.

New York also noted that teachers holding this certificate will be eligible to teach in supportive roles such as consultant teachers, resource room service providers and integrated co-teachers. Further, a multi-subject content specialty test is being developed for grades 7-12 students with disabilities generalists and will consist of three parts: English language arts and literacy, mathematics, and science and social studies. Candidates will be required to pass each part independently to attain certification.

In addition, candidates holding the students with disabilities in adolescence generalist certificate will also have the option of obtaining an extension to this certificate, which will authorize the teacher to be employed as the special class teacher of students with disabilities in a specific subject area. These teachers must complete 18 semester hours of study in the subject area and pass the content specialty test in the specific subject area. Employing school districts must provide weekly collaboration between a certified general education content specialist in the subject area of the extension and the teacher holding the extension, with at least one period per month co-taught by both teachers. The length of the required weekly collaboration and co-taught lesson will be defined at the local level.

Supporting Research

<http://www.regents.nysed.gov/meetings/2010Meetings/October2010/1010monthmat.html#hep>

Figure 32

Do states distinguish between elementary and secondary special education teachers?

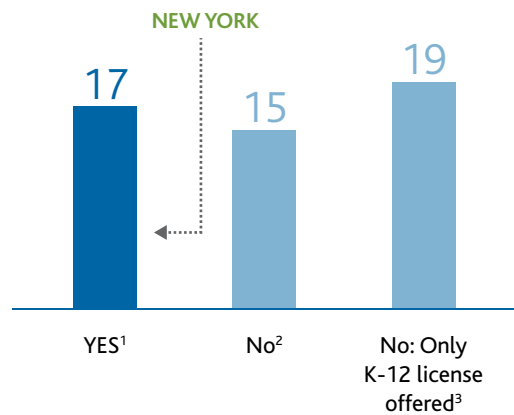
	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	■	□	□
Alaska	□	■	□
Arizona	□	□	■
Arkansas	■	□	□
California	□	□	■
Colorado	□	□	■
Connecticut	□	□	■
Delaware	□	□	■
District of Columbia	□	□	■
Florida	□	□	■
Georgia	□	■	□
Hawaii	□	■	□
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 ¹	■	□	□
Rhode Island	■	□	□
South Carolina	□	□	■
South Dakota	□	■	□
Tennessee	□	■	□
Texas	■	□	□
Utah	□	□	■
Vermont	■	□	□
Virginia	□	□	■
Washington	□	■	□
West Virginia	■	□	□
Wisconsin	■	□	□
Wyoming	□	■	□
	16	16	19

★ EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot highlight any state's policy in this area. Preparation of special education teachers remains a topic in critical need of states' attention. However, it is worth noting that three states—**Louisiana**, **Pennsylvania** and **Texas**—will no longer issue K-12 special education certifications. Only grade-level specific options will be available to new teachers.

Figure 33

Do states require subject-matter testing for elementary special education licenses?



1. **Strong Practice:** Alabama, Arkansas, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Nebraska, New Jersey, New York, North Dakota, Oregon⁴, Pennsylvania⁵, Rhode Island, Texas, West Virginia, Wisconsin

2. Alaska, Georgia, Hawaii, Indiana, Maine, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, South Dakota, Tennessee, Vermont, Washington, Wyoming

3. Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Kentucky, Montana, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, Utah, Virginia

4. Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail the tests twice to still be considered for a license.

5. In Pennsylvania, a candidate who opts for dual certification in elementary special education and as a reading specialist does not have to take a content test.

Figure 32

1. Beginning January 1, 2013

Area 1: Delivering Well-Prepared Teachers

Goal J – Assessing Professional Knowledge

The state should use a licensing test to verify that all new teachers meet its professional standards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 34

How States are Faring in Assessing Professional Knowledge



Progress on this Goal Since 2009:

↑ : 1 ↔ : 49 ↓ : 1



ANALYSIS

New York requires all new teachers to pass a pedagogy test aligned to its professional standards.

New York is part of the Teacher Performance Assessment (TPA) consortium and began a pilot program in Spring 2011.

Supporting Research

<http://www.nystce.nesinc.com/>

<http://aacte.org/index.php?/Programs/>

RECOMMENDATION

- **Ensure that performance assessments provide a meaningful measure of new teachers' knowledge and skills.**

While New York is commended for considering the use of a performance-based assessment, the state should proceed with caution until additional data are available on the Teacher Performance Assessment. Additional research is needed to determine how the TPA compares to other teacher tests as well as whether the test's scores are predictive of student achievement. The track record on similar assessments is mixed at best. The two states that currently require the Praxis III performance-based assessment report pass rates of about 99 percent. Given that it takes significant resources to administer a performance-based assessment, a test that nearly every teacher passes is of questionable value.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis. The state added that it is currently developing a performance-based assessment for teacher certification. Candidates graduating in June 2013 and after will be required to take the new teacher certification assessments.

Supporting Research

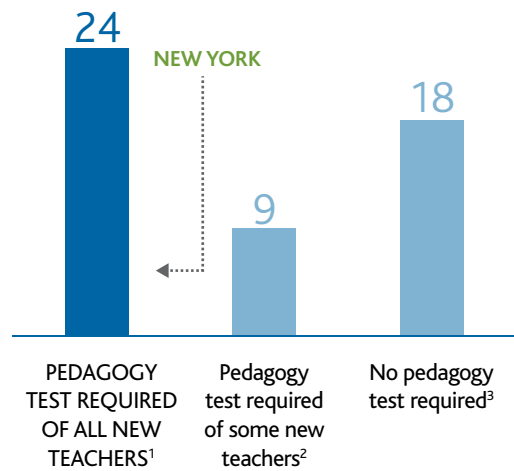
<http://www.highered.nysed.gov/tcert/certificate/certexamsl2011.html>

★ EXAMPLES OF BEST PRACTICE

Twenty-three states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it additionally commends the nine states (**Arizona, California, Florida, Illinois, Minnesota, New Mexico, New York, Oklahoma, Texas**) that utilize their own assessments to measure pedagogical knowledge and skills.

Figure 35

Do states measure new teachers' knowledge of teaching and learning?



1. **Strong Practice:** Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia

2. Connecticut, Idaho, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, Utah⁴, Wyoming

3. Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

4. Not required until teacher advances from a Level One to a Level Two license.

Area 1: Delivering Well-Prepared Teachers

Goal K – 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 the states' rating for the goal.)

1. The state should require that student teachers only be placed with cooperating teachers for whom there is evidence of their effectiveness as measured by consistent gains in student learning.
2. The state should require that teacher candidates spend at least 10 weeks student teaching.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 36

How States are Faring in Student Teaching



Progress on this Goal Since 2009:

New Goal

**ANALYSIS**

New York requires candidates to complete at least two college-supervised student teaching experiences of at least 20 school days each, or at least two college-supervised practica with individual students or groups of students of at least 20 school days each. The state does not articulate any requirements for cooperating teachers.

Supporting Research

Regulations of the Commissioner of Education Part 52.21

RECOMMENDATION

■ **Require teacher candidates to spend at least 10 weeks student teaching.**

New York should require a more extensive summative clinical experience for all prospective teachers. Student teaching should be a full-time commitment, as requiring coursework and student teaching simultaneously does a disservice to both. Alignment with a school calendar for at least 10 weeks ensures both adequate classroom experience and exposure to a variety of ancillary professional activities.

■ **Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.**

In addition to the ability to mentor an adult, cooperating teachers should also be carefully screened for their capacity to further student achievement. Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than the student teacher or school district staff.

■ **Explicitly require that student teaching be completed locally, thus prohibiting candidates from completing this requirement abroad.**

Unless preparation programs can establish true satellite campuses to closely supervise student teaching arrangements, placement in foreign or otherwise novel locales should be supplementary to a standard student teaching arrangement. Outsourcing the arrangements for student teaching makes it impossible to ensure the selection of the best cooperating teacher and adequate supervision of the student teacher and may prevent training of the teacher on relevant state instructional frameworks.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis. The state added that under its Race to the Top grant, it is currently piloting Clinically Rich Graduate Programs. "Grounded in research supporting a strong clinical approach to teacher preparation and in an effort to address teacher shortages in high-needs school, NYS Education Department has selected program providers for the graduate level clinically rich pilot program."

Supporting Research

<http://www.regents.nysed.gov/meetings/2010Meetings/July2010/0710monthmat.html#hep>

Figure 37

Do states require the elements of a high-quality student teaching experience?

	COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS	STUDENT TEACHING LASTS AT LEAST 10 WEEKS
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	☐	☒ ¹
Wisconsin	☐	☒
Wyoming	☐	☐
	2	29

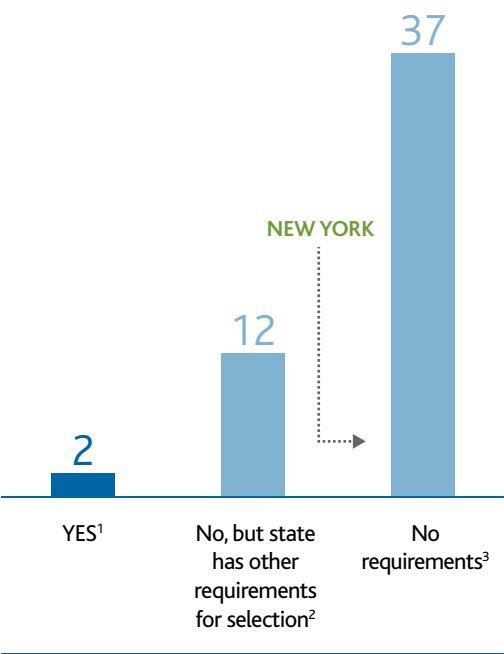
★ EXAMPLES OF BEST PRACTICE

Although no state has been singled out for “best practice” honors, **Florida** and **Tennessee** require teacher candidates to complete at least 10 weeks of full-time student teaching, and they have taken steps toward ensuring that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

1. Candidates can student teach for less than 12 weeks if determined to be proficient.

Figure 38

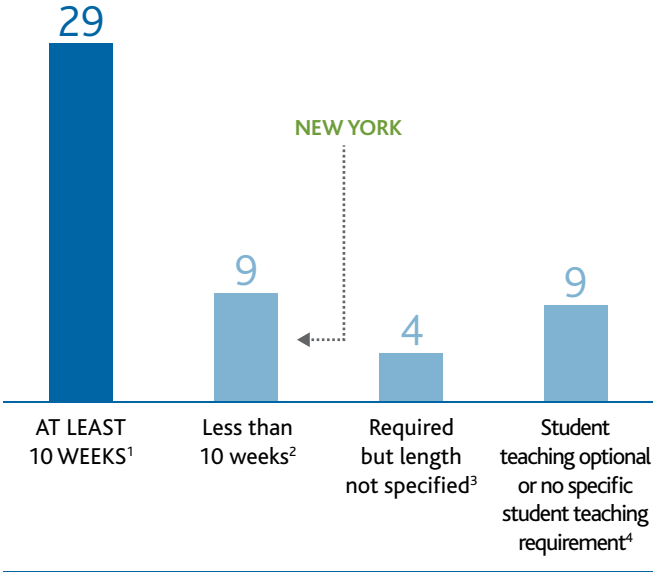
Is the selection of the cooperating teacher based on some measure of effectiveness?



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

Figure 39

Is the summative student teaching experience of sufficient length?



- 1. Strong Practice: Alabama, Arkansas, Connecticut, Florida, Hawaii, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia⁵, Wisconsin
- 2. Idaho, Indiana, Louisiana, Massachusetts, Missouri, Nevada, New York, Virginia, Wyoming
- 3. Illinois, Maine, New Mexico, Utah
- 4. Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Maryland, Montana
- 5. Candidates can student teach for less than 12 weeks if determined to be proficient.

Area 1: Delivering Well-Prepared Teachers

Goal L – Teacher Preparation Program Accountability

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 the states' rating for the goal.)

1. The state should collect value-added data that connects student achievement gains to teacher preparation programs.
2. The state should collect other meaningful data that reflects program performance, including some or all of the following:
 - a. Average raw scores of teacher candidates on licensing tests, including basic skills, subject matter and professional knowledge tests;
 - b. Number of times, on average, it takes teacher candidates to pass licensing tests;
 - c. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
 - d. Evaluation results from the first and/or second year of teaching;
 - e. Five-year retention rates of graduates in the teaching profession.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 40

How States are Faring in Teacher Preparation Program Accountability



Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

New York's approval process for teacher preparation programs does not hold programs accountable for the quality of the teachers they produce.

Most importantly, New York does not collect value-added data that connect student achievement gains to teacher preparation programs.

The state also fails to collect other objective, meaningful data to measure the performance of teacher preparation programs, and it does not apply any transparent, measurable criteria for conferring program approval. New York gathers programs' annual summary licensure test pass rates (80 percent of program completers must pass their licensure exams). However, the 80 percent pass-rate standard, while common among many states, sets the bar quite low and is not a meaningful measure of program performance.

Further, although New York's website used to include public information about school performance, no such information is currently posted.

According to New York's winning Race to the Top application, it plans to link student achievement and growth data to preparation programs, and will use these data as part of program approval criteria. New York articulates that it will develop performance profiles based on teacher effectiveness for every preparation program. Beginning in June 2012, the system will publicly report accountability data for the following areas: graduates' performance on certification exams, percent certified in shortage subjects, percent employed in high-needs schools, retention rates and performance in positively affecting student growth. However, there is no evidence to date of specific policy to support these plans.

Supporting Research

Regulations of the Commissioner of Education 52.21

Title II State Reports

<https://title2.ed.gov>

Race to the Top Application

<http://www2.ed.gov/programs/racetothetop/phase2-applications/new-york.pdf>

RECOMMENDATION

■ **Collect data that connect student achievement gains to teacher preparation programs.**

To ensure that programs are producing effective classroom teachers, New York should consider academic achievement gains of students taught by the programs' graduates, averaged over the first three years of teaching. Although the state has commendably outlined its intentions in its RttT application, to ensure that preparation programs are held accountable, it is urged to codify these requirements.

■ **Gather other meaningful data that reflect program performance.**

In addition to knowing whether programs are producing effective teachers, other objective, meaningful data can also indicate whether programs are appropriately screening applicants and if they are delivering essential academic and professional knowledge. New York should gather data such as the following: average raw scores of graduates on licensing tests, including basic skills, subject matter and professional knowledge tests; satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison; evaluation results from the first and/or second year of teaching; and five-year retention rates of graduates in the teaching profession.

- **Establish the minimum standard of performance for each category of data.**

Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval after appropriate due process.

- **Publish an annual report card on the state's website.**

To inform the public with meaningful, readily understandable indicators of how well programs are doing, New York should present all the data it collects on individual teacher preparation programs. NCTQ acknowledges that the state has articulated a plan to post an annual report card for the public as part of its RttT application. However, to date, this plan has not been enacted or codified in state policy.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 41

Do states hold teacher preparation programs accountable?

	TRADITIONAL PREPARATION			ALTERNATIVE PREPARATION		
	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	■	■	■	■	□	■ ¹
Alaska	□	□	□	□	□	□
Arizona	■	□	□	■	□	□
Arkansas	□	□	□	□	□	□
California	□	□	□	□	□	□
Colorado	■	□	■	■	□	■
Connecticut	□	□	□	□	□	□
Delaware	□	□	□	■	□	■ ²
District of Columbia	□	□	□	□	□	□
Florida	■	■	■	■	■	■ ¹
Georgia	■	□	■	■	□	■
Hawaii	□	□	□	□	□	□
Idaho	□	□	□	□	□	□
Illinois	■	□	□	■	□	□
Indiana	□	□	□	□	□	□
Iowa	■	□	□	■	□	□
Kansas	□	□	□	□	□	□
Kentucky	■	□	■	■	□	■ ¹
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	□	□	□	□	□	□
	25	5	14	17	2	10

1. Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.

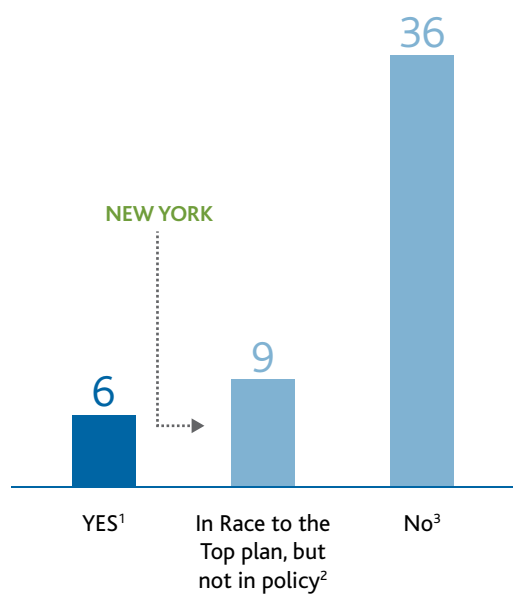
2. The posted data do not allow the public to review and compare program performance because data are not disaggregated by program provider.

★ EXAMPLES OF BEST PRACTICE

Florida connects student achievement gains to teacher preparation programs. The state also relies on other objective, meaningful data to measure the performance of teacher preparation programs, and it applies transparent, measurable criteria for conferring program approval. Florida also posts an annual report on its website.

Figure 42

Do states use student achievement data to hold teacher preparation programs accountable?



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

Figure 43

Which states collect meaningful data?

AVERAGE RAW SCORES ON LICENSING TESTS

Alabama, Louisiana, Michigan, New Jersey, Tennessee, West Virginia

SATISFACTION RATINGS FROM SCHOOLS

Alabama, Arizona, Florida, Iowa, Kentucky, Maryland¹, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Virginia, Washington¹, West Virginia

EVALUATION RESULTS FOR PROGRAM GRADUATES

Alabama, Arizona, Delaware¹, Florida, Illinois, Iowa, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont

STUDENT LEARNING GAINS

Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

TEACHER RETENTION RATES

Arizona, Colorado, Delaware¹, Missouri, New Jersey

1. For alternate route only

Figure 44

What is the relationship between state program approval and national accreditation?

	STATE HAS ITS OWN APPROVAL STANDARDS	National accreditation is required for state approval	National accreditation can be substituted for state approval	While not technically required, the approval process is indistinguishable from accreditation	While not technically required, there is some overlap
Alabama	■	□	□	□	□
Alaska	□	■	□	□	□
Arizona ¹	□	□	□	■	□
Arkansas	□	■	□	□	□
California	■	□	□	□	□
Colorado	■	□	□	□	□
Connecticut	□	□	□	■	□
Delaware	□	■	□	□	□
District of Columbia	□	■	□	□	□
Florida	■	□	□	□	□
Georgia	□	□	■	□	□
Hawaii ¹	□	■	□	□	□
Idaho	□	□	□	■	□
Illinois ¹	□	□	□	■	□
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 ¹	□	□	□	■	□
Oklahoma	□	■	□	□	□
Oregon	■	□	□	□	□
Pennsylvania	■	□	□	□	□
Rhode Island	■	□	□	□	□
South Carolina	□	□	□	□	■
South Dakota	■	□	□	□	□
Tennessee	■	□	□	□	□
Texas ¹	□	□	□	■	□
Utah	□	□	□	■	□
Vermont	■	□	□	□	□
Virginia	□	□	■	□	□
Washington	■	□	□	□	□
West Virginia	■	□	□	□	□
Wisconsin	■	□	□	□	□
Wyoming	□	□	□	■	□
	23	10	4	8	6

1. According to information posted on NCATE's website.

Area 2: Expanding the Pool of Teachers

Goal A – Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. With some accommodation for work experience, alternate route programs should screen candidates for academic ability, such as requiring a minimum 2.75 overall college GPA.
2. All alternate route candidates, including elementary candidates and those having a major in their intended subject area, should be required 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 subject-matter knowledge by passing a test of sufficient rigor.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 45

How States are Faring in Alternate Route Eligibility



Progress on this Goal Since 2009:

↑ : 12 ↔ : 32 ↓ : 7



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

The admission requirements for New York's alternate routes exceed those of traditional programs but lack flexibility for nontraditional candidates.

New York offers two alternate routes: The Alternative Teacher Preparation (ATP) program-Transitional B and the Intensive Program-Transitional C. The ATP program-Transitional B requires applicants to show evidence of above-average academic performance with a minimum 3.0 GPA requirement. Transitional B candidates planning to teach at the secondary level must have a major, or 30 semester hours of coursework, in the subject they plan to teach. Elementary level candidates must have a liberal arts degree.

Applicants with an advanced academic or professional degree may apply for the Intensive Program-Transitional C Certificate. There is no minimum GPA requirement for candidates in this route; however, applicants must complete two hours of coursework on the identification and reporting of child abuse and two hours in school violence prevention and intervention.

All applicants must pass a basic skills test and a content specialty test prior to entering the classroom. The subject-matter test cannot be used to test out of the coursework requirements.

Supporting Research

Part 52.21(b)(3)

<http://www.highered.nysed.gov/ocue/spr/AlternativeTeacherCertificationProgram.htm>

RECOMMENDATION

■ **Offer flexibility in fulfilling coursework requirements.**

New York should allow any candidate who already has the requisite knowledge and skills to demonstrate such by passing a rigorous test. Rigid coursework requirements could dissuade talented individuals who lack precisely the right courses from pursuing a career in teaching.

■ **Consider accommodations for meeting the minimum GPA requirements.**

While the state is commended for requiring applicants to provide evidence of past academic performance, New York should consider whether some accommodation in this standard might be appropriate for career changers with relevant work experience. Alternatively, the state could require one of the standardized tests of academic proficiency commonly used in higher education for graduate admissions, such as the GRE.

■ **Eliminate basic skills test requirement.**

New York's requirement that alternate route candidates pass a basic skills test is impractical and ineffectual. Basic skills tests measure minimum competency—essentially those skills that a person should have acquired in middle school—and are inappropriate for candidates who have already earned a bachelor's degree. Passage of a basic skills test provides no assurance that the candidate has the appropriate subject-matter knowledge needed for the classroom. The state should eliminate the basic skills test requirement or, at a minimum, accept the equivalent in SAT, ACT or GRE scores.

NEW YORK RESPONSE TO ANALYSIS

New York reiterated that Transitional B candidates are required to successfully pass a specialty test prior to beginning the classroom residency portion of their teacher preparation program. The state asserted that this test "is more than a basic skills test. It is a test of in depth specific academic content knowledge required to successfully deliver P-12 classroom instruction in the specific academic content area."

New York also noted that in February and April of 2011, the Board of Regents discussed a proposal for a new alternate route to teacher certification, Transitional-G. This route creates an expedited pathway for subject-matter experts, specifically individuals with advanced degrees in STEM, and related teaching experience at the postsecondary level, to become certified high school teachers in mathematics, one of the sciences or a closely related academic subject area. Adoption of these regulations is anticipated in 2011.

Supporting Research

<http://www.regents.nysed.gov/meetings/2011Meetings/February2011/211monthmat.html#HE>

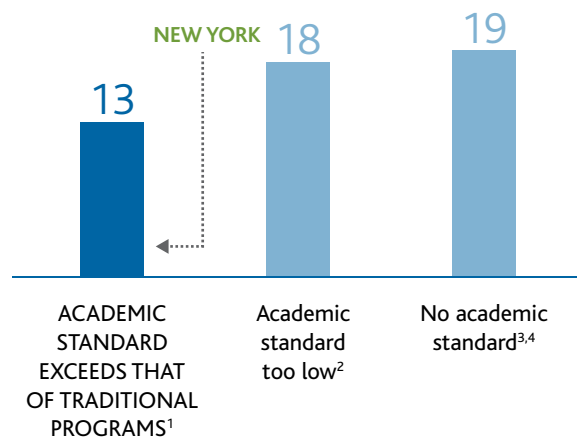
Figure 46

Are states' alternate routes selective yet flexible in admissions?

	ACADEMIC STANDARD FOR ADMISSION EXCEEDS TRADITIONAL PROGRAMS	SUBJECT-MATTER TEST REQUIRED	NO MAJOR REQUIRED OR TEST CAN BE USED IN LIEU OF MAJOR
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 ¹	☐	☐	☐
Ohio	☐	☒	☒
Oklahoma	☐	☒	☒
Oregon	☐	☐	☒
Pennsylvania	☒	☒	☐
Rhode Island	☒	☐	☒
South Carolina	☐	☒	☐
South Dakota	☐	☒	☐
Tennessee	☒	☐	☒
Texas	☐	☐	☒
Utah	☐	☐	☐
Vermont	☐	☐	☐
Virginia	☐	☒	☒
Washington	☐	☒	☒
West Virginia	☐	☒	☐
Wisconsin	☐	☐	☐
Wyoming	☐	☐	☐
	13	24	27

Figure 47

Do states require alternate routes to be selective?



1. **Strong Practice:** Connecticut, District of Columbia, Illinois, Indiana, Iowa, Maryland, Michigan, Minnesota, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee

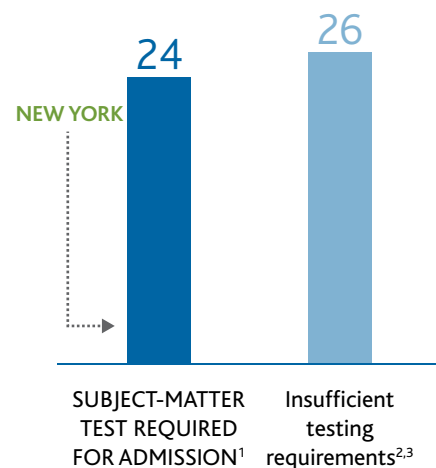
2. Alabama, Alaska, Arkansas, Florida, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Texas, West Virginia, Wyoming

3. Arizona, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Maine, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, Oregon, Utah, Vermont, Virginia, Washington, Wisconsin

4. North Dakota does not have an alternate route to certification.

Figure 48

Do states ensure that alternate route teachers have subject-matter knowledge?



1. **Strong Practice:** Alabama, Arizona, Arkansas, Connecticut⁴, District of Columbia, Florida, Illinois⁴, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Virginia, Washington, West Virginia

2. State does not require test at all, exempts some candidates or does not require passage until program completion. Alaska, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Maryland, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Wisconsin, Wyoming

3. North Dakota does not have an alternate route to certification.

4. Required prior to entering the classroom.

Figure 46

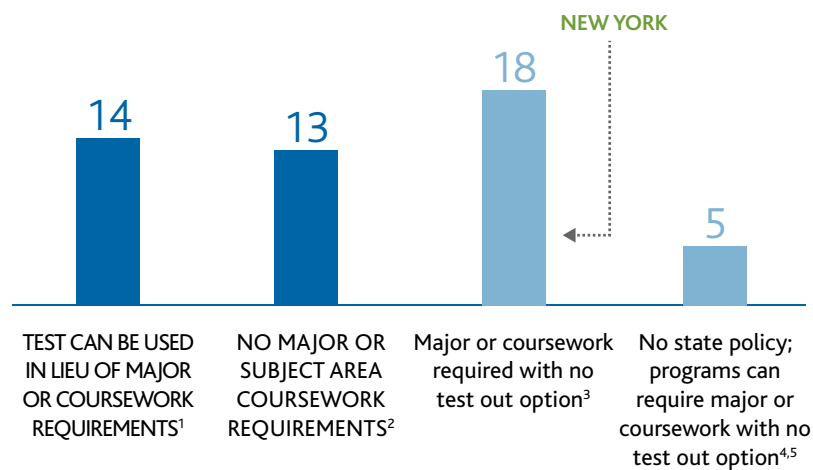
1. North Dakota does not have an alternate route to certification.

★ EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as conditions of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither state requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates.

Figure 49

Do states accommodate the nontraditional background of alternate route candidates?



1. **Strong Practice:** Alabama, California, Colorado, Connecticut⁶, Florida, Georgia, Maine, Maryland, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Arizona, Arkansas, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Ohio, Virginia, Washington

3. Alaska, Delaware, Indiana, Kansas, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming

4. Hawaii, Idaho, Nevada, New Mexico, Wisconsin

5. North Dakota does not have an alternate route to certification.

6. Test out option available to candidates in shortage areas only.

Area 2: Expanding the Pool of Teachers

Goal B – Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. 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 of coursework in the first year 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 in the fall and three in the spring.
2. The state should ensure that alternate route programs offer accelerated study not to exceed six (three credit) courses for secondary teachers and eight (three credit) courses for elementary teachers (exclusive of any credit for practice teaching or mentoring) over the duration of the program. Programs should be limited to two years, at which time the new teacher should be eligible for a standard certificate.
3. All coursework requirements should target the immediate needs of the new teacher (e.g., seminars with other grade-level teachers, training in a particular curriculum, reading instruction and classroom management techniques).
4. The state should ensure that candidates have an opportunity to practice teach in a summer training program. Alternatively, the state can require an intensive mentoring experience, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced. The state should support only induction strategies that can be effective even in a poorly managed school: intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 50

How States are Faring in Alternate Route Preparation



Progress on this Goal Since 2009:

↑ : 8 ↔ : 42 ↓ : 1



State Partly Meets Goal



Progress Since 2009

ANALYSIS

New York does not ensure that its alternate route candidates will receive streamlined preparation that meets the immediate needs of new teachers.

Candidates in New York's Transition B route must complete 200 clock hours of coursework, including 40 clock hours of field experiences. At least six of the field-based hours must be focused on meeting the needs of students with disabilities. The state has set a wide range of coursework for Transition B candidates to complete. In addition to learning about child development, instructional planning and classroom management, new teachers must also be instructed in such coursework as the historical, social and legal foundations of education and instructing students in the prevention of child abduction.

New York provides no specific guidelines about the nature or quantity of coursework for its Transition C alternate route. There is no limit on the amount of coursework that can be required overall, nor on the amount of coursework a candidate can be required to take while also teaching.

Both Transition B and C routes allow colleges to set the time frame for completion of their alternate route programs. Most programs are intended to be completed in two years, but this may vary, and some may require up to three years to complete.

Transition C teachers must teach for three years in order to be eligible for standard certification. Transition B alternate route candidates are eligible to receive full certification within two years.

Transition B candidates receive intensive mentoring during their first eight weeks and receive continued support during the remainder of the time the candidate is enrolled in the program and teaching. Program faculty, the school principal, the mentor and the candidate are required to meet at least once every three months during the first year of mentored teaching and periodically thereafter.

Transition C candidates receive mentoring for two years. The state requires that daily mentoring occur for at least the first 20 days of teaching.

New York is commended for its mentoring program, which appropriately front-loads support for new teachers during their first weeks in the classroom.

Supporting Research

New York Commissioner's Regulations Part 52.21(b)(3)

RECOMMENDATION

■ Establish coursework guidelines for all alternate route preparation programs.

The state should articulate guidelines regarding the nature and amount of coursework required of candidates. Requirements should be manageable and contribute to the immediate needs of new teachers. Appropriate coursework should include grade-level or subject-level seminars, methodology in the content area, classroom management, assessment and scientifically based early reading instruction.

■ Ensure that coursework is relevant to the immediate needs of new teachers.

The nature of coursework outlined for Transition B candidates seems to reflect the preparation typical of a traditional program, not a streamlined one designed to meet the immediate needs of new teachers. However constructive, any course that is not fundamentally practical and immediately necessary should be eliminated as a requirement.

■ **Ensure program completion in less than two years.**

New York should consider shortening the length of time it takes an alternate route teacher to earn standard certification. The route should allow candidates to earn full certification no later than the end of the second year of teaching.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 51

Do states' alternate routes provide streamlined preparation that meets the immediate needs of new teachers?

	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING OPPORTUNITY	INTENSIVE SUPPORT
Alabama	■	□	■	□	□
Alaska	□	■	■	■	■
Arizona	□	□	■	■	□
Arkansas	■	■	■	□	■
California	□	□	■	□	□
Colorado	■	□	■	□	□
Connecticut	■	■	■	■	■
Delaware	■	■	■	■	■
District of Columbia	□	□	□	■	■
Florida ¹	■	■	■	■	■
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 ²	□	□	□	□	□
Ohio	□	□	□	■	□
Oklahoma	□	□	□	□	□
Oregon	□	□	□	□	□
Pennsylvania	□	□	□	□	□
Rhode Island	■	■	□	■	□
South Carolina	■	□	□	□	□
South Dakota	□	□	■	□	□
Tennessee	□	□	■	□	□
Texas	□	□	■	□	□
Utah	□	□	■	□	□
Vermont	□	□	□	■	□
Virginia	■	■	■	■	□
Washington	□	□	■	□	□
West Virginia	□	□	■	□	■
Wisconsin	□	□	□	□	□
Wyoming	□	□	■	□	□
	13	12	29	18	13

★ EXAMPLES OF BEST PRACTICE

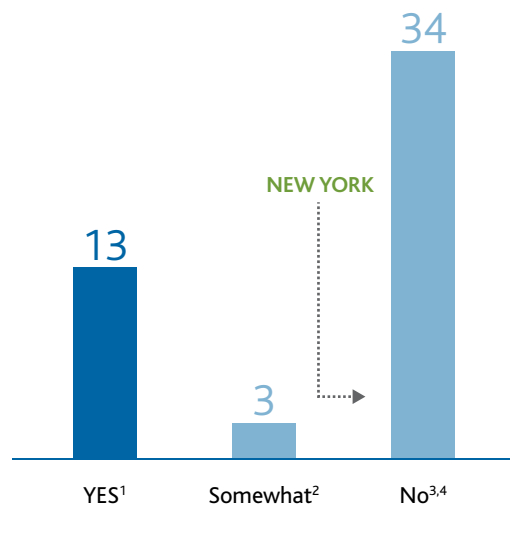
Connecticut ensures that its alternate route provides streamlined preparation that meets the immediate needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring. Other notable states include **Arkansas, Delaware, Georgia** and **New Jersey**. These states provide streamlined, relevant coursework with intensive mentoring.

1. Florida requires practice teaching or intensive mentoring.

2. North Dakota does not have an alternate route to certification.

Figure 52

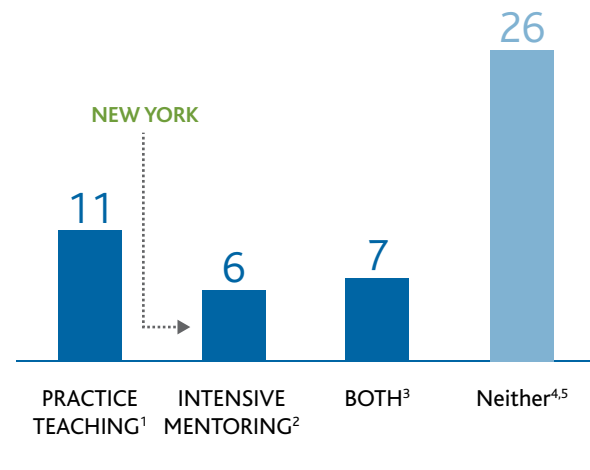
Do states curb excessive coursework requirements?



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

Figure 53

Do states require practice teaching or intensive mentoring?



1. **Strong Practice:** Arizona, Indiana, Iowa, Louisiana, Michigan, Nebraska, New Mexico, Ohio, Rhode Island, Vermont, Virginia
2. **Strong Practice:** Arkansas, Georgia, Kentucky, New Jersey, New York, West Virginia
3. **Strong Practice:** Alaska, Connecticut, Delaware, District of Columbia, Florida⁶, Maryland, Massachusetts
4. Alabama, California, Colorado, Hawaii, Idaho, Illinois, Kansas, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming
5. North Dakota does not have an alternate route to certification.
6. Candidates are required to have one or the other, not both.

Area 2: Expanding the Pool of Teachers

Goal C – Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades or geographic areas.
2. The state should allow districts and nonprofit organizations other than institutions of higher education to operate alternate route programs.
3. The state should ensure that its alternate route has no requirements that would be difficult to meet for a provider that is not an institution of higher education (e.g., an approval process based on institutional accreditation).

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 54

How States are Faring in Alternate Route Usage and Providers



Progress on this Goal Since 2009:

↑ : 12 ↔ : 39 ↓ : 0



State Meets Goal



Progress Since 2009

ANALYSIS

New York does not place restrictions on the usage or providers of its alternate routes.

New York has broadened the providers of its alternate routes to include nonprofit organizations, ending its limitation that alternate route programs can only be offered by colleges and universities in partnership with local school districts.

The state is commended for having no restrictions on the usage of its alternate routes with regard to subject, grade or geographic areas.

Supporting Research

Amended Regulations of the Commissioner of Education, Part 52.21 (b)(3)

<http://www.highered.nysed.gov/tcert/certificate/teachalt.html>

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 55

Are states' alternate routes free from limitations?

	BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS	DIVERSITY OF PROVIDERS
Alabama ¹	☐	☐
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 ²	☐	☐
Ohio	☒	☒
Oklahoma	☐	☒
Oregon	☐	☐
Pennsylvania	☒	☒
Rhode Island	☒	☒
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	☒	☒
Texas	☒	☒
Utah	☒	☐
Vermont	☐	☐
Virginia	☒	☒
Washington	☒	☒
West Virginia	☐	☒
Wisconsin	☐	☒
Wyoming	☐	☐
	32	29

★ EXAMPLES OF BEST PRACTICE

Twenty-six states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it commends all states that permit both broad usage and a diversity of providers for their alternate routes.

Figure 56

Can alternate route teachers teach any subject or grade anywhere in the state?

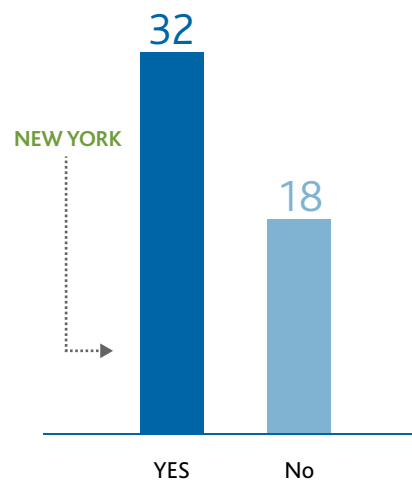
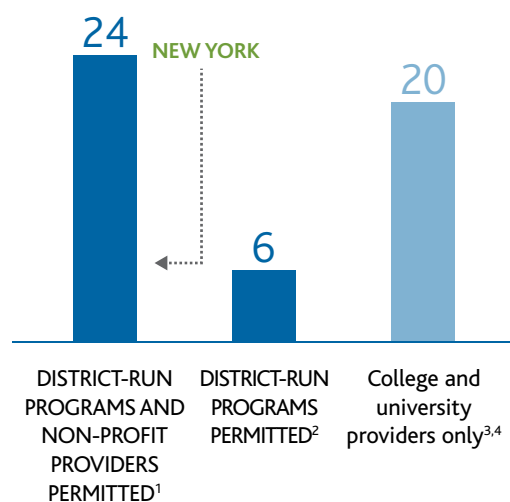


Figure 55 and 56

1. Alabama offers routes without restrictions for candidates with master's degrees. The route for candidates with bachelor's degrees is limited to certain subjects.
2. North Dakota does not have an alternate route to certification.

Figure 57

Do states permit providers other than colleges or universities?



1. **Strong Practice:** Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nevada, New Hampshire, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, Wisconsin
2. **Strong Practice:** California, Colorado, Georgia, North Carolina, Vermont⁵, West Virginia
3. Alabama, Alaska, Hawaii, Idaho⁶, Indiana, Iowa, Kansas, Maine, Minnesota, Mississippi⁶, Missouri⁶, Montana, Nebraska, New Jersey⁷, New Mexico, Oregon, South Carolina⁶, South Dakota, Utah⁶, Wyoming
4. North Dakota does not have an alternate route to certification.
5. Districts can run Peer Review programs only.
6. ABCTE is also an approved provider.
7. Permits school districts to provide programs without university partnerships in some circumstances.

Figure 58

1. North Dakota does not have an alternate route to certification.

Figure 58

Do states provide real alternative pathways to certification?

	GENUINE OR NEARLY GENUINE ALTERNATE ROUTE	Alternate route that needs significant improvements	Offered route is disingenuous
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 ¹	☐	☐	☐
Ohio	☐	☒	☐
Oklahoma	☐	☒	☐
Oregon	☐	☐	☒
Pennsylvania	☐	☒	☐
Rhode Island	☒	☐	☐
South Carolina	☐	☒	☐
South Dakota	☐	☒	☐
Tennessee	☐	☒	☐
Texas	☐	☒	☐
Utah	☐	☐	☒
Vermont	☐	☐	☒
Virginia	☒	☐	☐
Washington	☐	☒	☐
West Virginia	☐	☒	☐
Wisconsin	☐	☐	☒
Wyoming	☐	☐	☒
	7	25	18

Figure 59

What are the characteristics of states' alternate routes?

	PREREQUISITE OF STRONG ACADEMIC PERFORMANCE	VERIFICATION OF SUBJECT MATTER KNOWLEDGE	AVAILABILITY OF TEST OUT OPTIONS	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING AND/OR INTENSIVE MENTORING	BROAD USAGE	DIVERSITY OF PROVIDERS
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	☐	☐	☐	☐	☐	☒	☐	☐	☐
	13	24	27	13	12	29	24	32	29

Area 2: Expanding the Pool of Teachers

Goal D – Part-Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Either through a discrete license or by waiving most licensure requirements, the state should authorize individuals with content expertise to teach as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license should be limited to those addressing public safety (e.g., background screening) and those of immediate use to the novice instructor (e.g., classroom management training).

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 60

How States are Faring in Part Time Teaching Licenses



Progress on this Goal Since 2009:

New Goal



ANALYSIS

New York offers a Visiting Lecturer license with minimal requirements, although it is unclear whether the license was designed to be used part time.

According to state requirements, "at the request of a superintendent of schools, a license may be issued to an individual who has unusual qualifications in a specific subject." The Visiting Lecturer License is designed to supplement the regular program of instruction.

The state does not provide additional guidelines for obtaining a Visiting Lecturer License.

Supporting Research

<http://www.highered.nysed.gov/tcert/certificate/typesofcerts.html#lecturer>

RECOMMENDATION

■ Offer a license that allows content experts to serve as part-time instructors.

It is unclear whether the Visiting Lecturer License serves as a vehicle for individuals with deep subject-area knowledge to teach a limited number of courses without fulfilling a complete set of certification requirements. It appears that this may be the intent of the license; however, state policy does not describe the conditions of employment, whether it is for part-time or full-time teaching or requirements that candidates must fulfill.

■ Require applicants to pass a subject-matter test.

Although this license is designed to enable distinguished individuals to teach, New York should still require a subject-matter test. While documentation provided by the applicant may show evidence of expertise in a particular field, only a subject-matter test ensures that Visiting Lecturer teachers know the specific content they will need to teach.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis. The state added that in February and April of 2011, the Board of Regents discussed a proposal for a new alternate route to teacher certification, Transitional-G. This route creates an expedited pathway for subject matter experts, specifically individuals with advanced degrees in STEM, and related teaching experience at the postsecondary level, to become certified high school teachers in mathematics, one of the sciences or a closely related academic subject area. Adoption of these regulations is anticipated in 2011.

Supporting Research

<http://www.regents.nysed.gov/meetings/2011Meetings/February2011/211monthmat.html#HE>

LAST WORD

New York is commended for creating a new expedited pathway for STEM experts. Transitional G is a path to full certification. This goal recommends an even more expedited way to allow such experts to teach on a part-time basis. This may be particularly useful for small districts that may not have high enough enrollment to necessitate a full-time position in certain subject areas.

Figure 61

Do states offer a license with minimal requirements that allows content experts to teach part-time?

	YES	No
Alabama	☐	☒
Alaska	☐	☒
Arizona	☐	☒
Arkansas	☒	☐
California	☒ ¹	☐
Colorado	☐	☒
Connecticut	☐	☒
Delaware	☐	☒
District of Columbia	☐	☒
Florida	☒	☐
Georgia	☒	☐
Hawaii	☐	☒
Idaho	☐	☒
Illinois	☐	☒
Indiana	☐	☒
Iowa	☐	☒
Kansas	☒ ²	☐
Kentucky	☒	☐
Louisiana	☒ ¹	☐
Maine	☐	☒
Maryland	☐	☒
Massachusetts	☐	☒
Michigan	☐	☒
Minnesota	☐	☒
Mississippi	☒ ²	☐
Missouri	☐	☒
Montana	☐	☒
Nebraska	☐	☒
Nevada	☐	☒
New Hampshire	☐	☒
New Jersey	☐	☒
New Mexico	☐	☒
NEW YORK	☒ ²	☐
North Carolina	☐	☒
North Dakota	☐	☒
Ohio	☒ ¹	☐
Oklahoma	☒	☐
Oregon	☐	☒
Pennsylvania	☐	☒
Rhode Island	☐	☒
South Carolina	☒	☐
South Dakota	☐	☒
Tennessee	☒	☐
Texas	☒	☐
Utah	☒	☐
Vermont	☐	☒
Virginia	☐	☒
Washington	☒ ²	☐
West Virginia	☐	☒
Wisconsin	☐	☒
Wyoming	☐	☒
	16	35

★ EXAMPLES OF BEST PRACTICE

Arkansas offers a license with minimal requirements that allows content experts to teach part time. Individuals seeking this license must pass a subject-matter test and are also required to complete specially-designed pedagogy training that is not overly burdensome.

1. License has restrictions.

2. It appears that the state has a license that may be used for this purpose; guidelines are vague.

Area 2: Expanding the Pool of Teachers

Goal E – Licensure Reciprocity

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

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of good standing in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet the incoming state's testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program that it accords teachers prepared in a traditional preparation program.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 62

How States are Faring in Licensure Reciprocity



Progress on this Goal Since 2009:

↑ : 2 ↔ : 49 ↓ : 0



State Partly Meets Goal



Progress Since 2009

ANALYSIS

New York does not support licensure reciprocity for certified teachers from other states.

Commendably, New York provides testing waivers only to teachers who have attained National Board Certification. All other out-of-state teachers, no matter how many years of experience they have, must meet New York's passing scores on licensing tests. The state also allows out-of-state teachers to teach on its Conditional Initial Certificate for two years to satisfy the examination requirements.

However, other aspects of the state's policy create obstacles for teachers from other states seeking licensure in New York. Teachers with comparable out-of-state certificates are eligible for New York's standard license. Applicants are required to complete an approved teacher education program; alternate route teachers must have three years of experience within the last seven years. Those who lack three years of experience must submit transcripts for review.

New York is also a participant in the NASDTEC Interstate Agreement; however, the latest iteration of this agreement no longer purports to be a reciprocity agreement among states and thus is no longer included in this analysis.

Supporting Research

Interstate Reciprocity

www.highered.nysed.gov/tcert/certificate/teachrecother.html

RECOMMENDATION

■ **Require out-of-state teachers to pass licensing tests within one year.**

Two years in the classroom without meeting the state's testing requirements is too long. New York should ensure that all out-of-state teachers meet its testing standards in their first year of teaching in the state.

■ **Offer a standard license to certified out-of-state teachers, absent unnecessary requirements.**

New York's policy regarding submission of transcripts would appear to imply that, lacking a clear match with New York's own professional requirements, the teacher would have to begin anew, repeating some, most or all of a preparation program in New York. State policies that discriminate against teachers who were prepared in an alternate route are not supported by evidence. In fact, a substantial body of research has failed to discern differences in effectiveness between alternate and traditional route teachers.

■ **Accord the same license to out-of-state alternate route teachers as would be accorded to traditionally prepared teachers.**

New York should reconsider its recency requirement regarding experience for alternate route teachers, as it may deter talented teachers from applying for certification. New York should also ensure that its experience requirement does not preclude fully certified alternate route teachers who have completed their preparation from obtaining reciprocal licensure. For example, certified Teach For America teachers who have fulfilled their two-year commitment in other states should be eligible for licensure in New York.

NEW YORK RESPONSE TO ANALYSIS

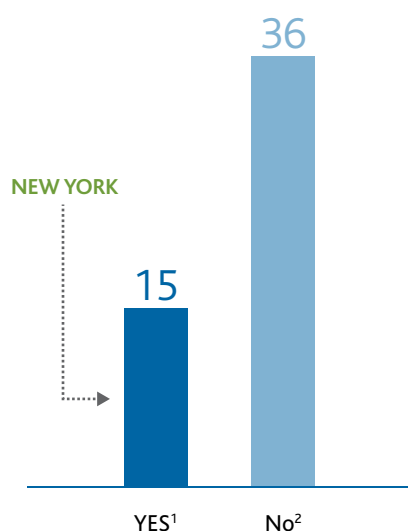
New York recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Alabama and **Texas** appropriately support licensure reciprocity by only requiring certified teachers from other states to meet each state's own testing requirements and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

Figure 63

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



1. **Strong Practice:** Alabama, Alaska, Idaho, Illinois, Massachusetts, Minnesota, New York³, North Dakota, Ohio, Pennsylvania³, South Dakota, Texas, Utah, Washington³, Wisconsin

2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana⁴, Nebraska⁴, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming

3. Exception for teachers with National Board Certification.

4. No subject-matter testing for any teacher certification.

Figure 64

1. For traditionally prepared teachers only.

2. Transcript review required for those with less than 3 years experience.

Figure 64

What do states require of teachers transferring from other states?

	LICENSE RECIPROCITY WITH NO STRINGS ATTACHED	Transcript analysis	Recency requirements
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	■¹	□	□
North Carolina	■	□	□
North Dakota	□	■	□
Ohio	□	■	□
Oklahoma	□	■	□
Oregon	□	■	□
Pennsylvania	□	■	□
Rhode Island	■¹	□	□
South Carolina	□	■	■
South Dakota	□	■	■
Tennessee	□	■	□
Texas	■	□	□
Utah	□	■	□
Vermont	□	■	□
Virginia	□	■	□
Washington	■²	□	□
West Virginia	■	□	□
Wisconsin	□	■	■
Wyoming	■¹	□	□
	9	41	12

Figure 65

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

	STATE TREATS TEACHERS EQUALLY	State specifies different requirements for alternate route teachers	State has policies with the potential to create obstacles for alternate route 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	☐	☒	☐
	6	6	39

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

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 the states' rating for the goal.)

1. The state should establish a longitudinal data system with at least the following key components:
 - a. A unique statewide student identifier number that connects student data across key databases across years;
 - b. A unique teacher identifier system that can match individual teacher records with individual student records; and
 - c. An assessment system that can match individual student test records from year to year in order to measure academic growth.
2. Value-added data provided through the state's longitudinal data system should be considered among the criteria used to determine teachers' effectiveness.
3. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 66

How States are Faring in the Development of Data Systems



Progress on this Goal Since 2009:

↑ : 17 ↔ : 33 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

New York has a data system with the capacity to provide evidence of teacher effectiveness.

New York has all three necessary elements of a student- and teacher-level longitudinal data system. The state has assigned unique student identifiers that connect student data across key databases across years and has assigned unique teacher identifiers that enable it to match individual teacher records with individual student records. It also has the capacity to match student test records from year to year in order to measure student academic growth.

Supporting Research

Data Quality Campaign

www.dataqualitycampaign.org

RECOMMENDATION

■ Develop a clear definition of "teacher of record."

New York has not yet established a definition of teacher of record, which is essential in order to use the student-data link for the purpose of providing value-added evidence of teacher effectiveness. To ensure that data provided through the state data system are actionable and reliable, New York should articulate a definition of teacher of record and require its consistent use throughout the state.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 67

Do state data systems have the capacity to assess teacher effectiveness?

	UNIQUE STUDENT IDENTIFIER	UNIQUE TEACHER IDENTIFIER SYSTEM THAT CAN MATCH TEST RECORDS TO STUDENT RECORDS	TEST RECORDS MATCH OVER TIME
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	■	■	■
	50	35	50

★ EXAMPLES OF BEST PRACTICE

Although NCTQ has not singled out one state's policies for "best practice" honors, it commends the 35 states that have a data system with the capacity to provide evidence of teacher effectiveness.

Key

▣ indicates that the state assigns teacher identification numbers, but it cannot match individual teacher records with individual student records.

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

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

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.
2. Evaluation instruments should require classroom observations that focus on and document the effectiveness of instruction.
3. Teacher evaluations should consider objective evidence of student learning, including not only standardized test scores but also classroom-based artifacts such as tests, quizzes and student work.
4. The state should require that evaluation instruments differentiate among various levels of teacher performance. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 68

How States are Faring in Evaluating Teacher Effectiveness



Progress on this Goal Since 2009:

↑ : 26 ↔ : 25 ↓ : 0



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

New York does not require that objective evidence of student learning be the preponderant criterion of its teacher evaluations.

The state requires that 40 percent of the evaluation score be comprised of student growth and achievement measures. More specifically, 20 percent is student growth on state assessments or a comparable measure of student achievement growth (this increases to 25 percent upon implementation of a value-added growth model), and 20 percent is locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (this decreases to 15 percent upon implementation of a value-added growth model).

The remaining 60 percent is made up of other measures of teacher effectiveness. At least 40 of these 60 points are assigned to multiple classroom observations. Further, teachers must earn better than "ineffective" ratings on at least one of the two student growth/achievement subcomponents as well as the other 60 percent measure in order to earn an overall rating higher than "ineffective." In addition, if both student achievement subcomponents are "ineffective," the overall rating will be "ineffective."

Teachers must be rated using the following multiple rating categories: highly effective, effective, developing and ineffective.

Supporting Research

New Regulations, May 12, 2011

<http://www.regents.nysed.gov/meetings/2011Meetings/May2011/511bra4.pdf>

Press Release, 5/16/11: "Regents Adopt Rules for Evaluating Teacher and Principal Effectiveness"

<http://www.oms.nysed.gov/press/EvaluatingTeacherPrincipalEffectiveness.BORAdoptRules.html>

RECOMMENDATION

■ **Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.**

Although New York's requirement of student growth and achievement is a step in the right direction, it falls short by failing to require that evidence of student learning be the most significant criterion. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion, or it should specifically require that student learning be the preponderant criterion in local evaluation processes. This can be accomplished by requiring objective evidence to count for at least half of the evaluation score or through other scoring mechanisms, such as a matrix, that ensure that nothing affects the overall score more. Whether state or locally developed, a teacher should not be able to receive a satisfactory rating if found ineffective in the classroom.

■ **Ensure that evaluations also include classroom observations that specifically focus on and document the effectiveness of instruction.**

Although New York commendably requires classroom observations as part of teacher evaluations, the state should articulate guidelines that focus classroom observations on the quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective and efficient use of class time.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 69

Do states consider classroom effectiveness as part of teacher evaluations?

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS THE PREPONDERANT CRITERION	Teacher evaluations are to be significantly informed by student achievement/growth	Teacher evaluations must include objective evidence of student learning	Student achievement data not required
Alabama	☐	☐	☐	☒
Alaska	☐	☐	☐	☒
Arizona	☐	☒	☐	☐
Arkansas	☐	☐	☒	☐
California	☐	☐	☐	☒
Colorado	☒	☐	☐	☐
Connecticut	☐	☐	☒	☐
Delaware	☒	☐	☐	☐
District of Columbia ¹	☐	☐	☐	☒
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	☐	☐	☒	☐
	12	5	7	27

★ EXAMPLES OF BEST PRACTICE

NCTQ has not singled out any one state for "best practice" honors. Many states have made significant strides in the area of teacher evaluation by requiring that objective evidence of student learning be the preponderant criterion. Because there are many different approaches that result in student learning being the preponderant criterion, all 10 states that meet this goal are commended for their efforts.

Figure 70

Using state data in teacher evaluations

States with Requirements for Student Achievement Data but Lacking Data System Capacity

Arizona, Colorado, Connecticut, Michigan, Nevada

States with Data System Capacity but No Student Achievement Requirements

Alabama, Hawaii, Iowa, Kansas, Kentucky, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Dakota, Pennsylvania, South Carolina, Washington, West Virginia, Wisconsin

Figure 69

1. District of Columbia Public Schools requires that student learning be the preponderant criterion of its teacher evaluations.

Figure 71

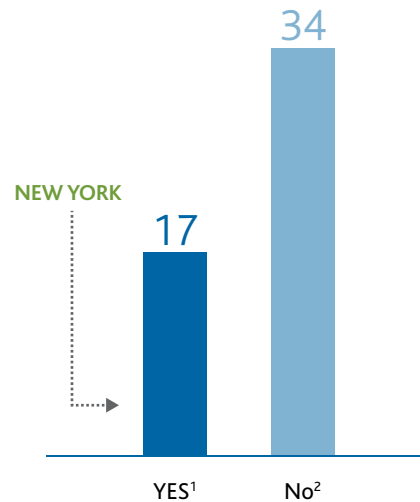
Sources of objective evidence of student learning

Many educators struggle to identify possible sources of objective student data. Here are some examples:

- Standardized test scores
- Periodic diagnostic assessments
- Benchmark assessments that show student growth
- Artifacts of student work connected to specific student learning standards that are randomly selected for review by the principal or senior faculty, scored using rubrics and descriptors
- Examples of typical assignments, assessed for their quality and rigor
- Periodic checks on progress with the curriculum coupled with evidence of student mastery of the curriculum from quizzes, tests and exams

Figure 72

Do states require more than two categories for teacher evaluation ratings?



1. **Strong Practice:** Arkansas, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Maryland, Massachusetts, Michigan, Nevada, New York, Ohio, Oklahoma, Rhode Island, Tennessee, Washington

2. Alabama, Alaska, Arizona, California, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Figure 73

Do states direct how teachers should be evaluated?

	Single statewide teacher evaluation system	State-designed teacher evaluation with district opt-in	District-designed system consistent with state framework/criteria	District-designed system with minimal input from state	No state policy
Alabama	☒	☐	☐	☐	☐
Alaska	☐	☐	☐	☒	☐
Arizona	☐	☐	☒	☐	☐
Arkansas	☒	☐	☐	☐	☐
California	☐	☐	☒	☐	☐
Colorado	☐	☒	☐	☐	☐
Connecticut	☐	☐	☒	☐	☐
Delaware	☒	☐	☐	☐	☐
District of Columbia	☐	☐	☐	☐	☒
Florida	☐	☐	☒ ¹	☐	☐
Georgia	☒	☐	☐	☐	☐
Hawaii	☒	☐	☐	☐	☐
Idaho	☐	☐	☒ ¹	☐	☐
Illinois	☐	☒	☐	☐	☐
Indiana	☐	☒	☐	☐	☐
Iowa	☐	☐	☒	☐	☐
Kansas	☐	☐	☐	☒	☐
Kentucky	☐	☐	☒ ¹	☐	☐
Louisiana	☒	☐	☐	☐	☐
Maine	☐	☒	☐	☐	☐
Maryland	☐	☐	☒ ¹	☐	☐
Massachusetts	☐	☐	☒	☐	☐
Michigan	☐	☒ ²	☐	☐	☐
Minnesota	☐	☐	☒	☐	☐
Mississippi	☒	☐	☐	☐	☐
Missouri	☐	☐	☒	☐	☐
Montana	☐	☐	☐	☐	☒
Nebraska	☐	☐	☒ ¹	☐	☐
Nevada	☐	☐	☒	☐	☐
New Hampshire	☐	☐	☐	☒	☐
New Jersey	☐	☐	☒	☐	☐
New Mexico	☒	☐	☐	☐	☐
NEW YORK	☐	☐	☒	☐	☐
North Carolina	☐	☐	☒	☐	☐
North Dakota	☐	☐	☐	☒	☐
Ohio	☐	☐	☒	☐	☐
Oklahoma	☐	☒	☐	☐	☐
Oregon	☐	☐	☒	☐	☐
Pennsylvania	☒	☐	☐	☐	☐
Rhode Island	☐	☒ ²	☐	☐	☐
South Carolina	☐	☒ ²	☐	☐	☐
South Dakota	☐	☐	☐	☐	☒
Tennessee	☐	☒ ²	☐	☐	☐
Texas	☐	☒ ²	☐	☐	☐
Utah	☐	☐	☒	☐	☐
Vermont	☐	☐	☐	☒	☐
Virginia	☐	☐	☒	☐	☐
Washington	☐	☐	☒	☐	☐
West Virginia	☐	☐	☒	☐	☐
Wisconsin	☐	☐	☒	☐	☐
Wyoming	☐	☐	☒	☐	☐
	9	10	24	5	3

1. State approval required.

2. The state model is presumptive; districts need state approval to opt out.

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers receive a formal evaluation rating each year.
2. While all teachers should have multiple observations that contribute to their formal evaluation rating, the state should ensure that new teachers are observed and receive feedback early in the school year.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 74

How States are Faring in Frequency of Evaluations



Progress on this Goal Since 2009:

↑ : 13 ↔ : 37 ↓ : 1



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

Commendably, all teachers in New York must be evaluated annually.

New York's policy does not offer guidance as to when evaluations should occur for new teachers.

Supporting Research

New York DOE Commissioner's Regulations Part 100.2(o)

RECOMMENDATION

■ Ensure that new teachers are observed and receive feedback early in the school year.

It is critical that schools and districts closely monitor the performance of new teachers. New York should ensure that its new teachers get the support they need and that supervisors know early on which new teachers may be struggling or at risk for unacceptable levels of performance.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 75

Do states require districts to evaluate all teachers each year?

	ANNUAL EVALUATION OF ALL VETERAN TEACHERS	ANNUAL EVALUATION OF ALL NEW TEACHERS
Alabama	■	■
Alaska	□	■
Arizona	■	■
Arkansas	□	■
California	□	■
Colorado	■	■
Connecticut	■	■
Delaware ¹	■	■
District of Columbia ²	□	□
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	■	■
	22	43

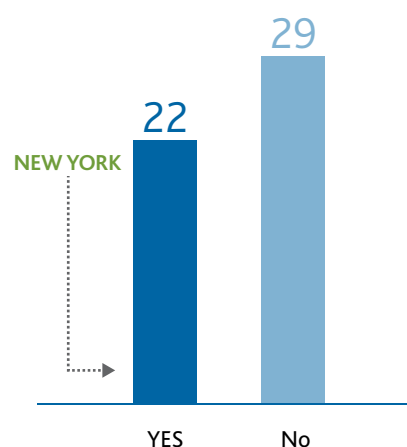


EXAMPLES OF BEST PRACTICE

Although not awarding “best practice” honors for frequency of evaluations, NCTQ commends all nine states that meet this goal not only by requiring annual evaluations for all teachers, but also for ensuring that new teachers are observed and receive feedback during the first half of the school year.

Figure 76

Do states require districts to evaluate all teachers each year?

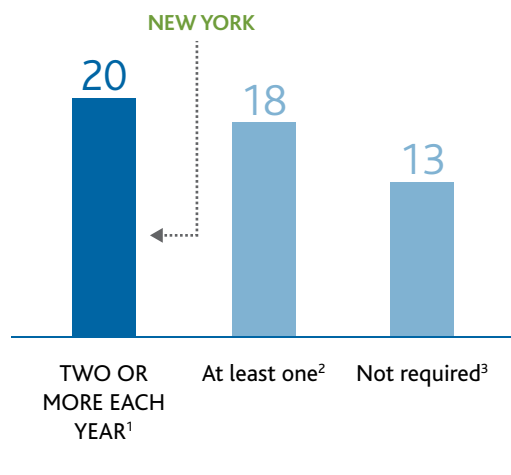


Figures 75 and 76

1. Although highly effective teachers are only required to receive a summative evaluation once every two years, the student improvement component is evaluated annually.
2. All District of Columbia Public Schools teachers are evaluated at least annually.

Figure 77

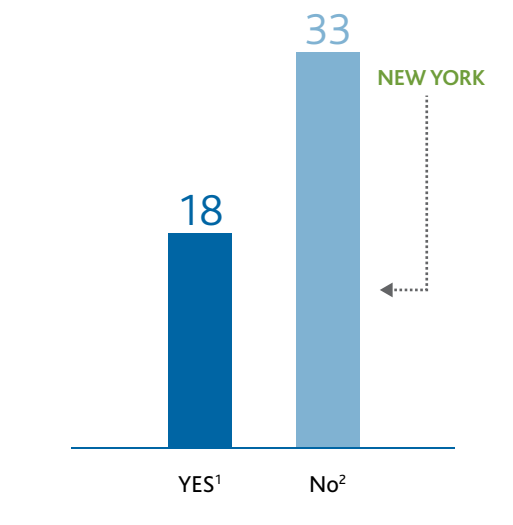
Do states require classroom observations?



1. **Strong Practice:** Alabama, Alaska⁴, Arkansas, Colorado⁴, Delaware, Florida⁴, Georgia, Kentucky⁴, Maryland, Michigan, Missouri⁴, Nevada⁴, New York, North Carolina, Ohio, Oregon⁴, Rhode Island, Tennessee, Washington, West Virginia⁴
2. Arizona, California, Connecticut, Hawaii, Idaho, Illinois, Indiana, Louisiana, Massachusetts, Mississippi, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Wisconsin
3. District of Columbia, Iowa, Kansas, Maine, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wyoming
4. For new teachers.

Figure 78

Do states require that new teachers are observed early in the year?



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

Area 3: Identifying Effective Teachers

Goal D – Tenure

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

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The state should articulate a process, such as a hearing, that local districts must administer in considering the evidence and deciding whether a teacher should receive tenure.
4. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; five years is the ideal minimum.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 79

How States are Faring on Tenure



Progress on this Goal Since 2009:

↑ : 15 ↔ : 36 ↓ : 0



State Partly Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

New York could do more to connect tenure decisions to evidence of teacher effectiveness.

New York has a three-year probationary period for new teachers. At the conclusion of this period, the state's policy regarding tenure decisions requires evaluation of the "candidate's effectiveness over the applicable probationary period in contributing to the successful academic performance of his or her students."

Now that New York has repealed its law forbidding local districts to base teacher tenure on student performance data, it appears the state is able to take a cumulative approach to making tenure decisions.

Supporting Research

New York Education Law, 3012-b

<http://caselaw.lp.findlaw.com/nycodes/EDN3012-BTXEDN03012-B.html>

RECOMMENDATION

- **Ensure evidence of effectiveness is the preponderant criterion in tenure decisions.**

New York should make evidence of effectiveness, rather than the number of years in the classroom, the most significant factor when determining this leap in professional standing.

- **Require a longer probationary period.**

New York should extend its probationary period, ideally to five years. This would allow for an adequate collection of sufficient data that reflect teacher performance.

NEW YORK RESPONSE TO ANALYSIS

New York asserted that it requires annual professional performance reviews (APPRs) to result in a single composite teacher or principal effectiveness score, which incorporates multiple measures of effectiveness. The results of the evaluations must be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determinations, termination and supplemental compensation, as well as teacher and principal professional development.

Supporting Research

Education Law 3012-c(2)(a)

Figure 80

How long before a teacher earns tenure?

	No policy	1 year	2 years	3 years	4 YEARS	5 YEARS	STATE ONLY AWARDS ANNUAL CONTRACTS
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	☐	☐	☐	☒	☐	☐	☐
	1	1	5	32	4	5	3

1. Teachers may also earn career status with an average rating of at least effective for a four-year period and a rating of at least effective for the last two years.

2. Teachers who receive two years of ineffective evaluations are dismissed.

Figure 81

How are tenure decisions made?

	EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION	Some evidence of student learning is considered	Virtually automatically
Alabama	☐	☐	☒
Alaska	☐	☐	☒
Arizona	☐	☐	☒
Arkansas	☐	☐	☒
California	☐	☐	☒
Colorado	☒	☐	☐
Connecticut	☐	☐	☒
Delaware	☒	☐	☐
District of Columbia	☐	☐	☒ ¹
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	☒ ²	☐	☐
Oregon	☐	☐	☒
Pennsylvania	☐	☐	☒
Rhode Island	☒	☐	☐
South Carolina	☐	☐	☒
South Dakota	☐	☐	☒
Tennessee	☒	☐	☐
Texas	☐	☐	☒
Utah	☐	☐	☒
Vermont	☐	☐	☒
Virginia	☐	☐	☒
Washington	☐	☐	☒
West Virginia	☐	☐	☒
Wisconsin	☐	☐	☒
Wyoming	☐	☐	☒
	8	4	39



EXAMPLES OF BEST PRACTICE

Michigan has increased its probationary period to five years and requires that evidence of effectiveness be the primary criterion in awarding tenure.

Figure 82

How are tenure decisions made?

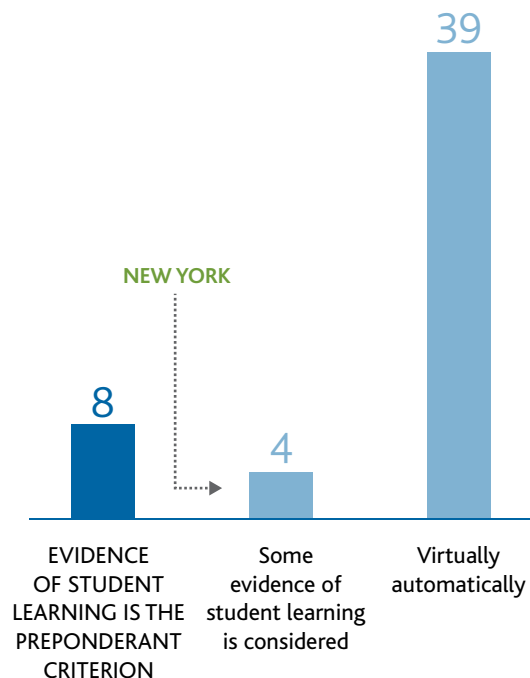


Figure 81

1. No state-level policy; however, the contract between DCPS and the teachers' union represents significant advancement in the area of teacher tenure.
2. The state has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

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

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should base advancement from a probationary to a nonprobationary license on evidence of teacher effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require teachers to have an advanced degree as a condition of professional licensure.
4. Evidence of effectiveness should be a factor in the renewal of a professional license.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 83

How States are Faring on Licensure Advancement



Progress on this Goal Since 2009:

↑ : 4 ↔ : 45 ↓ : 2



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

New York's requirements for licensure advancement and renewal are not based on evidence of teacher effectiveness.

The state's Initial Certificate is issued in specific subject and grade titles, is valid for five years and leads to the Professional Certificate. It appears that each subject and grade level presents multiple requirements for the professional certification, including various mentoring and teaching experiences. The state also requires a master's degree for advancement.

New York does not include evidence of effectiveness as a factor in the renewal of a professional license. Teachers can continuously renew their license on a five-year cycle with the completion of professional development hours.

Supporting Research

<http://www.highered.nysed.gov/tcert/certificate/typesofcerts.html>

RECOMMENDATION

- **Require evidence of effectiveness as a part of teacher licensing policy.**

New York should require evidence of teacher effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.

- **Discontinue licensure requirements with no direct connection to classroom effectiveness.**

While targeted requirements may potentially expand teacher knowledge and improve teacher practice, New York's general, nonspecific coursework requirements for license advancement and renewal merely call for teachers to complete a certain amount of seat time. These requirements do not correlate with teacher effectiveness.

- **End requirement tying teacher advancement to master's degrees.**

New York should remove its mandate that teachers obtain a master's degree for license advancement. Research is conclusive and emphatic that master's degrees do not have any significant correlation to classroom performance. Rather, advancement should be based on evidence of teacher effectiveness.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis. The state added that under its Race to the Top agenda, it will change the current certification system and develop one that links teacher effectiveness to advanced certification. To earn professional certification, teachers will be required to demonstrate teaching skills on a results-oriented assessment of teacher effectiveness, which will incorporate threshold student growth measures.

Further, the time for completing a master's degree will be extended to six years from initial certification to allow for the completion of an advanced degree more directly aligned to the teacher's individual goals for professional development. Teachers who cannot pass the performance assessment cannot earn the professional teaching certificate, which is required for continued employment in any public school after five years of teaching with an initial certificate. New York pointed out that it will ensure that teacher certification applicants who have not demonstrated a positive effect on improving student learning will not be able to receive professional certification.

Supporting Research

<http://usny.nysed.gov/rttt/application/criteriapriorities.pdf>

Figure 84

Do states require teachers to show evidence of effectiveness before conferring professional licensure?

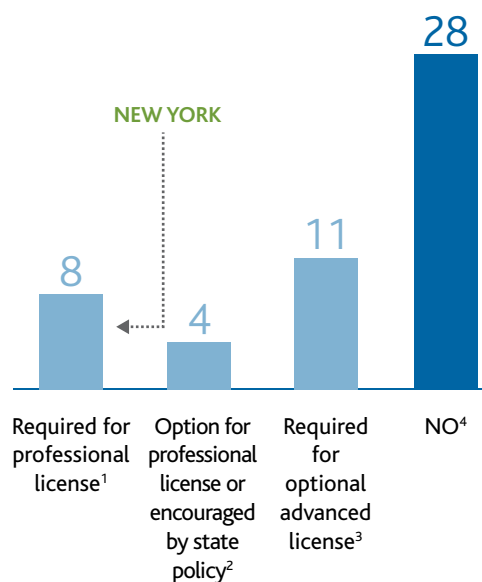
	OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED	Some objective evidence of effectiveness is considered	Consideration given to teacher performance, but performance is not tied to classroom effectiveness	Performance not considered
Alabama	☐	☐	☐	☒
Alaska	☐	☐	☒	☐
Arizona	☐	☐	☐	☒
Arkansas	☐	☐	☒	☐
California	☐	☐	☒	☐
Colorado	☐	☐	☐	☒
Connecticut	☐	☐	☐	☒
Delaware	☒	☐	☐	☐
District of Columbia	☐	☐	☐	☒
Florida	☐	☐	☐	☒
Georgia	☐	☐	☒	☐
Hawaii	☐	☐	☐	☒
Idaho	☐	☐	☐	☒
Illinois ¹	☐	☒	☐	☐
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	☐	☐	☐	☒
Tennessee	☐	☐	☐	☒
Texas	☐	☐	☐	☒
Utah	☐	☐	☒	☐
Vermont	☐	☐	☐	☒
Virginia	☐	☐	☐	☒
Washington	☐	☐	☒	☐
West Virginia	☐	☐	☐	☒
Wisconsin	☐	☐	☐	☒
Wyoming	☐	☐	☐	☒
	3	3	11	34

★ EXAMPLES OF BEST PRACTICE

Rhode Island is integrating certification, certification renewal and educator evaluation. Teachers who receive poor evaluations for five consecutive years are not eligible to renew their certification. In addition, teachers who consistently receive 'highly effective' ratings will be eligible for a special license designation.

Figure 85

Do states require teachers to earn advanced degrees before conferring professional licensure?



1. Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree

2. Illinois, Massachusetts, Missouri, Tennessee

3. Alabama, Hawaii, Indiana, Iowa, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia

4. **Strong Practice:** Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Kansas, Louisiana, Maine, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Washington, Wisconsin, Wyoming

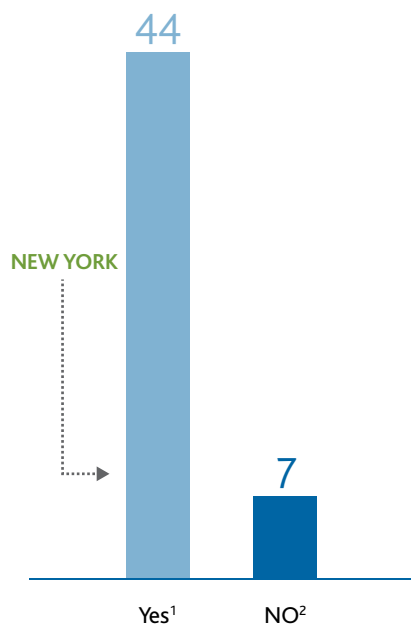
Figure 84

1. Illinois allows revocation of licenses based on ineffectiveness.

2. Maryland uses some objective evidence through their evaluation system for renewal, but advancement to professional license is still based on earning an advanced degree.

Figure 86

Do states require teachers to take additional, nonspecific coursework before conferring or renewing professional licenses?



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

Figure 87

Do states award lifetime professional licenses?



1. New Jersey, Pennsylvania, West Virginia
2. **Strong Practice:** 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 Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

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 the states' rating for the goal.)

The state should make the following data publicly available:

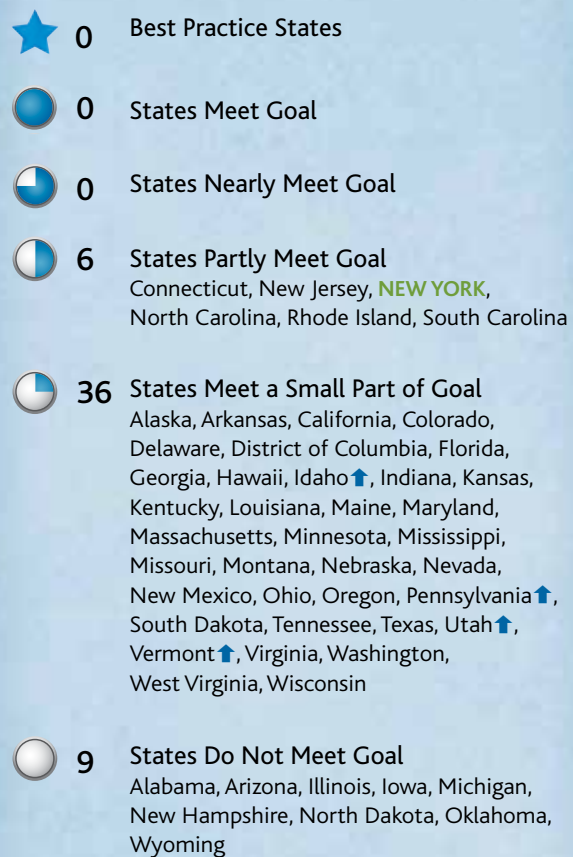
1. An "Academic Quality" index for each school that includes factors research has found to be associated with teacher effectiveness, such as:
 - a. percentage of new teachers;
 - b. percentage of teachers failing basic skills licensure tests at least once;
 - c. percentage of teachers on emergency credentials;
 - d. average selectivity of teachers' undergraduate institutions; and
 - e. teachers' average ACT or SAT scores;
2. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area;
3. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school;
4. The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 88

How States are Faring on Equitable Distribution



Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0



State Partly Meets Goal



Progress Since 2009

ANALYSIS

Providing comprehensive reporting may be the state's most important role for ensuring the equitable distribution of teachers among schools. New York reports some school-level data that can help support the equitable distribution of teacher talent.

New York collects and publicly reports some of the data recommended by NCTQ. The state does not provide a school-level teacher quality index that demonstrates the academic backgrounds of a school's teachers. However, it does report on the ratio of new to veteran teachers and the percentage of teachers without appropriate certification for each school. New York also reports on the percentage of highly qualified teacher and teacher turnover at the school level, but it does not report the teacher absenteeism rate.

Supporting Research

New York State School Report Card 2009-2010

<https://reportcards.nysed.gov/files/2009-10/AOR-2010-280502060014.pdf>

RECOMMENDATION

■ **Use a teacher quality index to report publicly about each school.**

New York is commended for reporting more school-level data than most states. However, the state should utilize a teacher quality index with such data as with teachers' average SAT or ACT scores, the percentage of teachers failing basic skills licensure tests at least once, the selectivity of teachers' undergraduate colleges and the percentage of new teachers. This can shine a light on how equitably teachers are distributed both across and within districts. New York should ensure that individual school report cards include such data in a manner that translates these factors into something easily understood by the public, such as a color-coded matrix indicating a school's high or low score.

■ **Publish other data that facilitate comparisons across schools.**

New York should collect and report other school-level data that reflect the stability of a school's faculty, including the teacher absenteeism rate.

■ **Provide comparative data based on school demographics.**

Providing comparative data for schools with similar poverty and minority populations would yield an even more comprehensive picture of gaps in the equitable distribution of teachers.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 89

Do states publicly report school-level data about teachers?

	AN INDEX FOR EACH SCHOOL THAT INCLUDES FACTORS ASSOCIATED WITH TEACHER QUALITY	PERCENTAGE OF TEACHERS ON EMERGENCY CREDENTIALS ¹	PERCENTAGE OF NEW TEACHERS ¹	PERCENTAGE OF HIGHLY QUALIFIED TEACHERS	ANNUAL TURNOVER RATE	TEACHER ABSENTEEISM RATE
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	☐	☐	☐	☐	☐	☐
	0	18	10	41	6	5

★ EXAMPLES OF BEST PRACTICE

No state has an outstanding record when it comes to public reporting of teacher data that can help to ameliorate inequities in teacher quality. However, **Connecticut, New Jersey, New York, North Carolina, Rhode Island** and **South Carolina** report more school-level data than other states.

1. Ideally, percentage of new teachers and percentage of teachers on emergency credentials would be incorporated into a teacher quality index.

Area 4: Retaining Effective Teachers

Goal A – Induction

The state should require effective induction for all new teachers, with special emphasis on teachers in high-needs schools.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, and their performance as mentors should be evaluated.
3. Induction programs should include only strategies that can be successfully implemented, even in a poorly managed school. Such strategies include intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 90

How States are Faring on Induction



Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

New York requires that all new teachers receive mentoring. The state mandates that all new teachers participate in a mentoring program for the first year of their employment. It is up to local district personnel to compile a list of eligible mentor candidates, based on criteria such as mastery of subject matter skills and interpersonal relationship qualities. The district superintendent then pairs the mentor to the new teacher. A decreased workload is required for both mentors and new teachers, and districts are eligible for funding to support release time. Mentors receive compensation.

Supporting Research

New York Code, EDN, Title 4, Article 61, Section 3033

RECOMMENDATION

■ Expand guidelines to include other key areas.

While still leaving districts flexibility, New York should articulate minimum guidelines for a high-quality induction experience. The state should require a timeline in which mentors are assigned to all new teachers, ideally soon after the commencing of teaching, to offer support during those first critical weeks of school. It should also mandate a method for performance evaluation.

NEW YORK RESPONSE TO ANALYSIS

New York noted that under its Race to the Top agenda, the state intends to release a Request for Proposal to distribute funds that will support approximately 2,000 new teachers for high-need schools and shortage of specialty areas (English language learners and students with disabilities). These early career educators will receive rigorous training, mentoring by trained teacher mentors, access to current research, peer support and targeted high-quality professional development to help create teacher leaders who will help new teachers achieve expertise in curriculum planning, assessment, and using data and reflection on practice to improve teaching and learning.

Supporting Research

New York State Race to the Top Application Phase II

<http://usny.nysed.gov/rttt/application/criteriapriorities.pdf>

Figure 91

Do states have policies that articulate the elements of effective induction?

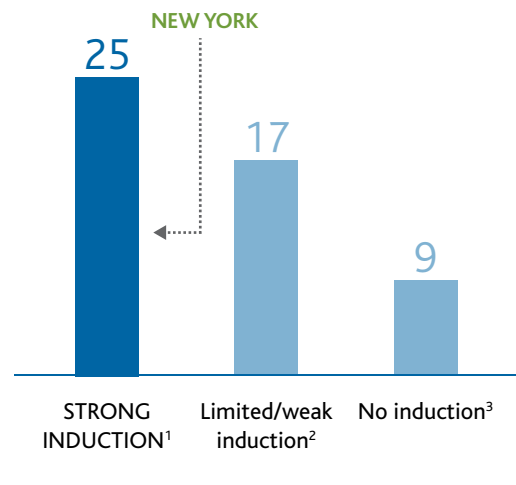
	MENTORING FOR ALL NEW TEACHERS	MENTORING OF SUFFICIENT FREQUENCY AND DURATION	MENTORING PROVIDED AT THE BEGINNING OF THE SCHOOL YEAR	CAREFUL SELECTION OF MENTORS	MENTORS MUST BE TRAINED	MENTORS/PROGRAM MUST BE EVALUATED	MENTOR IS COMPENSATED	USE OF A VARIETY OF EFFECTIVE INDUCTION STRATEGIES
Alabama	☒	☒	☒	☒	☒	☒	☒	☒
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	☐	☐	☐	☐	☐	☐	☐	☐
	30	18	9	17	28	12	21	17

★ EXAMPLES OF BEST PRACTICE

South Carolina requires that all new teachers, prior to the start of the school year, be assigned mentors for at least one year. Districts carefully select mentors based on experience and similar certifications and grade levels, and mentors undergo additional training. Adequate release time is mandated by the state so that mentors and new teachers may observe each other in the classroom, collaborate on effective teaching techniques and develop professional growth plans. Mentor evaluations are mandatory and stipends are recommended.

Figure 92

Do states have policies that articulate the elements of effective induction?



1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Oklahoma, Rhode Island, South Carolina, Utah, Virginia, West Virginia

2. Alaska, Arizona, Florida, Idaho, Illinois, Minnesota, Montana, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin

3. District of Columbia, Georgia, Hawaii, Indiana, Louisiana, Nevada, New Hampshire, Vermont, Wyoming

Area 4: Retaining Effective Teachers

Goal B – Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

Goal Components

(The factors considered in determining the states' rating for the goal.)

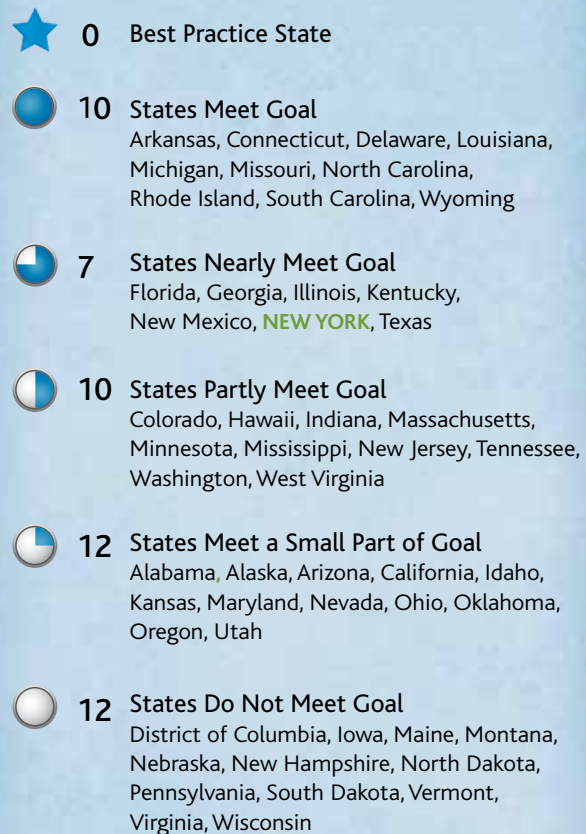
1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should direct districts to align professional development activities with findings from teachers' evaluations.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 93

How States are Faring on Professional Development



Progress on this Goal Since 2009:

New Goal



ANALYSIS

New York requires that local districts develop performance evaluation review plans that provide teachers with “timely and constructive feedback on all criteria evaluated.” This feedback should include data on student growth and feedback as well as training on how the teacher can use this data to improve his or her instruction.

Supporting Research

New York Department of Education, Commissioner’s Regulations, Part 100.2
<http://www.p12.nysed.gov/part100/pages/1002.html#o>

RECOMMENDATION

■ Ensure that professional development is aligned with findings from teachers’ evaluations.

While New York has clearly taken steps to make its professional development valuable by using student data results to inform teacher training, the state could strengthen its current policy by requiring that districts also utilize teacher evaluation results in determining professional development needs and activities.

NEW YORK RESPONSE TO ANALYSIS

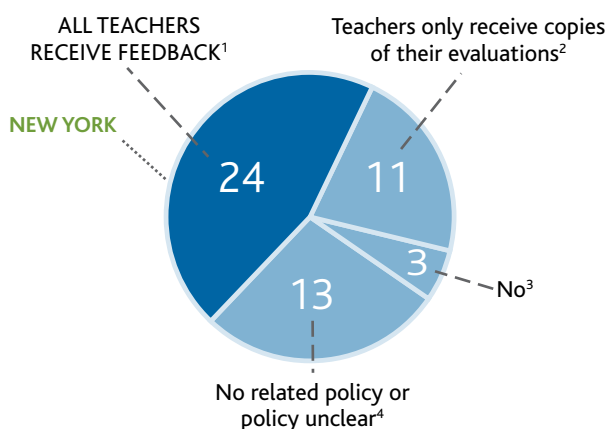
New York recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Ten states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, **Louisiana** is commended for clearly articulating that the feedback provided to a teacher in a post-observation conference must include a discussion of a teacher's strengths and weaknesses.

Figure 94

Do teachers receive feedback on their evaluations?



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Washington, West Virginia, Wyoming

2. Alaska, Arizona, California, Colorado, Florida, Indiana, Kansas, Maryland, Nevada, Ohio, Oklahoma

3. Minnesota, Pennsylvania, Utah

4. Alabama, District of Columbia, Idaho, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wisconsin

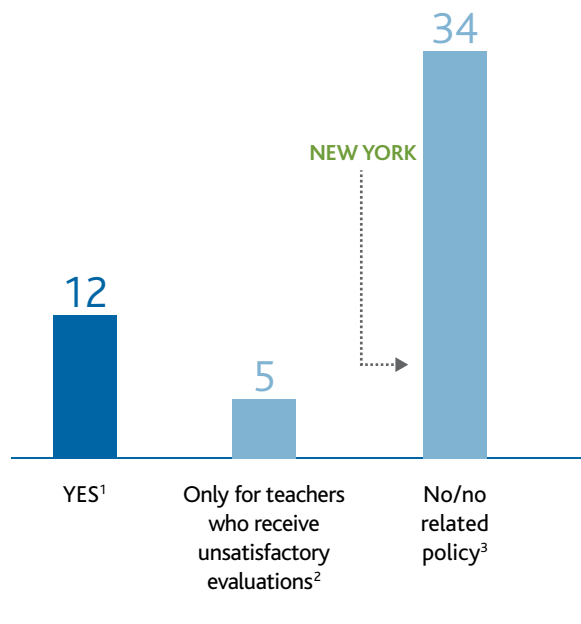
Figure 95

Do states ensure that evaluations are used to help teachers improve?

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT
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	☒	☒
	24	12

Figure 96

Do states require that teacher evaluations inform professional development?



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Florida, Louisiana, Michigan, Minnesota, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming

2. Colorado, Georgia, Illinois, Indiana, Texas

3. Alabama, Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Mississippi⁴, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

4. Mississippi requires professional development based on evaluation results only for teachers in need of improvement in school identified as at-risk.

Area 4: Retaining Effective Teachers

Goal C – Pay Scales

The state should give local districts authority over pay scales.

Goal Components

(The factors considered in determining the states' rating for the goal.)

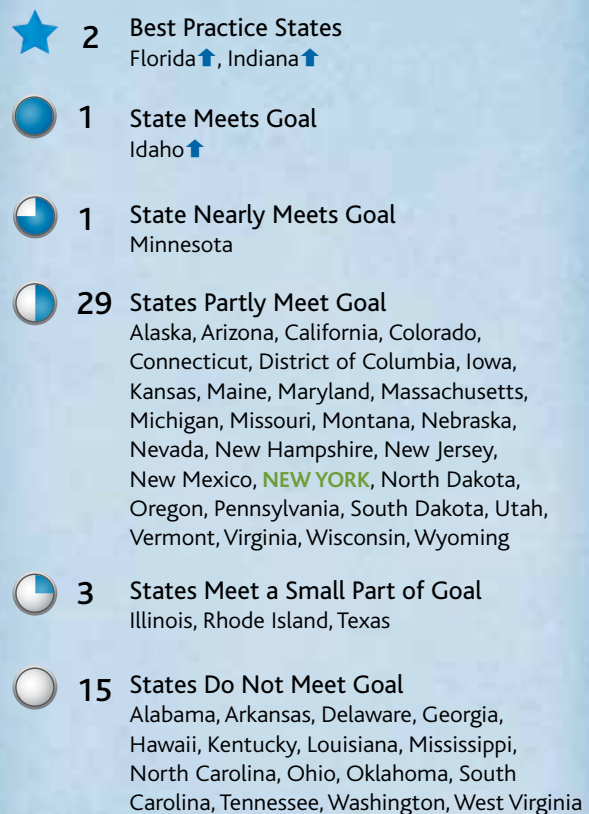
1. While the state may find it appropriate to articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets minimum pay at each level.
2. The state should discourage districts from tying additional compensation to advanced degrees. The state should eliminate salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees.
3. The state should discourage salary schedules that imply that teachers with the most experience are the most effective. The state should eliminate salary schedules that require that the highest steps on the pay scale be determined solely by seniority.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 97

How States are Faring in Pay Scales



Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



State Partly Meets Goal



Progress Since 2009

ANALYSIS

New York does not address salary requirements, seemingly giving local districts the authority for pay scales and eliminating barriers such as state salary schedules and other regulations that control how districts pay teachers.

RECOMMENDATION

- **Discourage districts from tying compensation to advanced degrees.**

While still leaving districts the flexibility to establish their own pay scale, New York should articulate policies that definitively discourage districts from tying compensation to advanced degrees, in light of the extensive research showing that such degrees do not have an impact on teacher effectiveness.

- **Discourage salary schedules that imply that teachers with the most experience are the most effective.**

Similarly, New York should articulate policies that discourage districts from determining the highest steps on the pay scale solely by seniority.

NEW YORK RESPONSE TO ANALYSIS

New York pointed out that under the New York State Race to the Top agenda, the state is working to build frameworks for both a Teacher Career Development Continuum (TCDC) and a Principal Career Development Continuum (PCDC), which will establish career development pathways that increase performance requirements over time. Teachers will progress along a continuum from novice teacher to teacher leader, with each step along the pathway requiring a deeper level of proficiency in practice and positive effect on student learning. A teacher's ability to advance through the TCDC depends on evaluation ratings (Highly Effective or Effective) and minimum student growth thresholds.

Supporting Research

New York State Race to the Top Application Phase II
<http://usny.nysed.gov/rttt/application/criteria/priorities.pdf>

★ EXAMPLES OF BEST PRACTICE

Florida and **Indiana** allow local districts to develop their own salary schedules while preventing districts from focusing on elements not associated with teacher effectiveness. In Florida, local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest annual salary adjustment available. Indiana requires local salary scales to be based on a combination of factors and limits the years of teacher experience and content-area degrees to account for no more than one-third of this calculation.

Figure 98

What role does the state play in deciding teacher pay rates?

	Sets minimum salary schedule	Sets minimum salary	DISTRICTS SET 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	☐	☐	☒
	16	8	27

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 99

Do states discourage districts from basing teacher pay on advanced degrees?

	REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES	Leaves pay to district discretion	Requires compensation for advanced degrees
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	☐	☒ ¹	☐
South Carolina	☐	☐	☒
South Dakota	☐	☒	☐
Tennessee	☐	☐	☒
Texas	☐	☒ ²	☐
Utah	☐	☒	☐
Vermont	☐	☒	☐
Virginia	☐	☒	☐
Washington	☐	☐	☒
West Virginia	☐	☐	☒
Wisconsin	☐	☒	☐
Wyoming	☐	☒	☐
	3	32	16

1. Rhode Island requires local district salary schedules to include teacher "training".

2. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.

Area 4: Retaining Effective Teachers

Goal D – Compensation for Prior Work Experience

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

Goal Components

(The factors considered in determining the states' rating 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. Further, the state should not have regulatory language that blocks such strategies.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 100

How States are Faring in Compensation for Prior Work Experience



Progress on this Goal Since 2009:

↑ : 0 ↔ : 51 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

New York does not encourage local districts to provide compensation for related prior subject-area work experience. However, the state does not seem to have regulatory language blocking such strategies.

RECOMMENDATION

■ **Encourage local districts to compensate new teachers with relevant prior work experience.**

While still leaving districts with the flexibility to determine their own pay scales, New York should encourage districts to incorporate mechanisms such as starting these teachers at a higher salary than other new teachers. Such policies would be attractive to career changers with related work experience, such as in the STEM subjects.

NEW YORK RESPONSE TO ANALYSIS

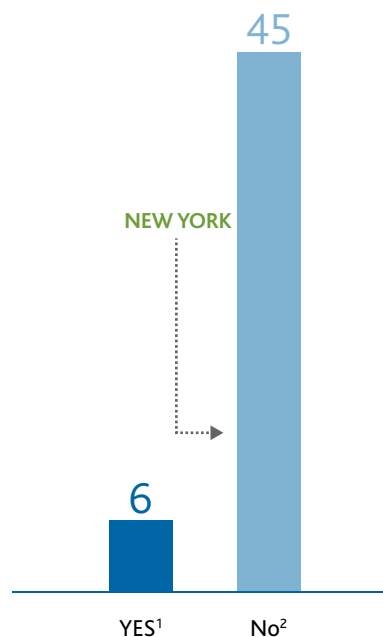
New York recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

North Carolina compensates new teachers with relevant prior-work experience by awarding them 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.

Figure 101

Do states direct districts to compensate teachers for related prior work experience?



1. **Strong Practice:** California, Delaware, Georgia, North Carolina, Texas, Washington

2. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, 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 Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Area 4: Retaining Effective Teachers

Goal E – Differential Pay

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

Goal Components

(The factors considered in determining the states' rating 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.
3. The state should not have regulatory language that would block differential pay.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 102

How States are Faring on Differential Pay



Progress on this Goal Since 2009:

↑ : 2 ↔ : 45 ↓ : 4



State Meets Goal



Progress Since 2009

ANALYSIS

New York supports differential pay by which a teacher can earn additional compensation by teaching certain subjects or working in a high-needs school. According to the state's Teachers of Tomorrow Teacher Recruitment and Retention Program, those serving in a "teacher-shortage area" are eligible for an annual award of \$3,400, renewable each year for three additional years. The state defines teacher-shortage areas as a public school or subject that had a shortage of certified teachers in the previous school year.

Supporting Research

New York Education Law 3612

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis. New York pointed out that in addition to Teachers of Tomorrow, the state will be using a portion of its discretionary Race to the Top award to establish an Innovative Compensation Fund for LEAs. These funds are committed to recognizing (through development or leadership opportunities) and rewarding highly effective and effective teachers and principals with supplemental compensation based on the new performance evaluation systems. For example, LEAs could use such funding to provide highly effective and effective teachers with supplemental compensation to serve as mentors and coaches for other teachers and student teachers and to lead professional development programs within the LEA. The state will give priority funding to those highly outstanding teachers and school leaders who are employed in high-needs schools to help retention and ensure the equitable distribution of outstanding educators. New York will also establish a Transfer Fund through which LEAs can provide monetary incentives for highly effective teachers to transfer to high-needs schools within their LEA.

Supporting Research

New York State Race to the Top Application Phase 2

<http://usny.nysed.gov/rttt/application/criteria/priorities.pdf>

Figure 103

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

	HIGH NEED SCHOOLS		SHORTAGE SUBJECT AREAS		No support
	DIFFERENTIAL PAY	Loan Forgiveness	DIFFERENTIAL PAY	Loan Forgiveness	
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	☒	☐	☒ ⁴	☒	☐
Washington	☒	☐	☐	☒	☐
West Virginia	☐	☐	☐	☐	☒
Wisconsin	☒	☐	☐	☐	☐
Wyoming	☒	☐	☐	☐	☐
	21	7	17	11	17

1. Connecticut offers mortgage assistance and incentives to retired teachers working in 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 shortage subject areas.

3. South Dakota offers signing bonuses and scholarships to fill shortages in high-need schools.

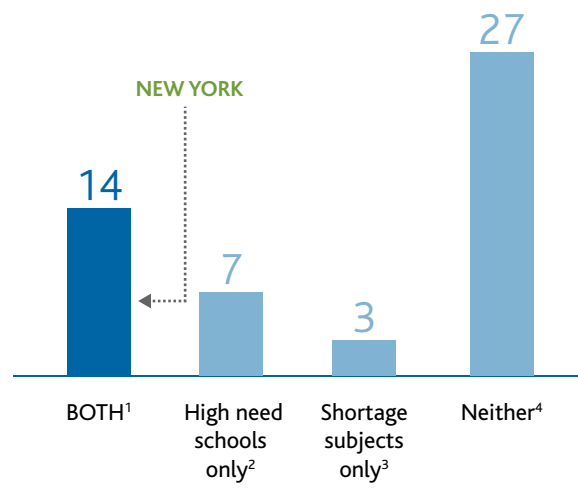
4. Shortage subject area differential pay is limited to the Middle School Teacher Corps program.

★ EXAMPLES OF BEST PRACTICE

Georgia supports differential pay by which teachers can earn additional compensation by teaching certain subjects. The state is especially commended for its new compensation strategy for math and science teachers, which moves teachers along the salary schedule rather than just providing a bonus or stipend. The state also supports differential pay initiatives to link compensation more closely with district needs and to achieve a more equitable distribution of teachers. Georgia's efforts to provide incentives for National Board Certification teachers to work in high-need schools are also noteworthy.

Figure 104

Do states support differential pay for teaching in high need schools and shortage subjects?



1. **Strong Practice:** Arkansas, California, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia

2. Colorado, Hawaii, Maryland, North Carolina, Washington, Wisconsin, Wyoming

3. Idaho, Pennsylvania, Utah

4. Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia

Area 4: Retaining Effective Teachers

Goal F – Performance Pay

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support performance pay efforts, rewarding teachers for their effectiveness in the classroom.
2. The state should allow districts flexibility to define the criteria for performance pay provided that such criteria connect to evidence of student achievement.
3. Any performance pay plan should allow for the participation of all teachers, not just those in tested subjects and grades.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 105

How States are Faring on Performance Pay



Progress on this Goal Since 2009:

↑ : 11 ↔ : 37 ↓ : 3



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

New York does not support performance pay. The state does not have any policies in place that offer teachers additional compensation based on evidence of effectiveness.

RECOMMENDATION**■ Support a performance pay plan that recognizes teachers for their effectiveness.**

Whether it implements the plan at the state or local level, New York should ensure that performance pay structures thoughtfully measure classroom performance and connect student achievement to teacher effectiveness. The plan must be developed with careful consideration of available data and subsequent issues of fairness.

■ Consider piloting performance pay in a select number of school districts.

This would provide an opportunity to discover and correct any limitations in available data or methodology before implementing the plan on a wider scale.

NEW YORK RESPONSE TO ANALYSIS

New York pointed out that in addition to Teachers of Tomorrow, the state will be using a portion of its discretionary Race to the Top award to establish an Innovative Compensation Fund for LEAs. These funds are committed to recognizing (through development or leadership opportunities) and rewarding highly effective and effective teachers and principals through supplemental compensation based on the new performance evaluation systems. For example, LEAs could use such funding to provide highly effective and effective teachers with supplemental compensation to serve as mentors and coaches for other teachers and student teachers and to lead professional development programs within the LEA. The state will give priority funding to those highly outstanding teachers and school leaders who are employed in high-needs schools to help retention and ensure the equitable distribution of outstanding educators. New York will also establish a Transfer Fund through which LEAs can provide monetary incentives for highly effective teachers to transfer to high-needs schools within their LEA.

Supporting Research

New York State Race to the Top Application Phase II
<http://usny.nysed.gov/rttt/application/criteria/priorities.pdf>

★ EXAMPLES OF BEST PRACTICE

An increasing number of states are supporting performance pay initiatives. **Florida** and **Indiana** are particularly noteworthy for their efforts to build performance into the salary schedule. Rather than award bonuses, teachers' salaries will be based in part on their performance in the classroom.

Figure 106

Do states support performance pay?

	PERFORMANCE FACTORED INTO SALARY FOR ALL TEACHERS	PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS	Performance pay permitted / encouraged by the state	State-sponsored performance pay initiatives offered in select districts	Does not support performance pay
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 ¹	☐	☒	☐	☐	☐
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	☐	☐	☐	☐	☒
	3	4	12	5	27

1. Nebraska's initiative does not go into effect until 2016.

Area 4: Retaining Effective Teachers

Goal G – Pension Flexibility

The state should ensure that pension systems are portable, flexible and fair to all teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Participants in the state's pension system should have the option of a fully portable pension system as their primary pension plan by means of a defined contribution plan or a defined benefit plan that is formatted similar to a cash balance plan.
2. Participants in the state's pension system should be vested no later than the third year of employment.
3. Defined benefit plans should offer teachers the option of a lump-sum rollover to a personal retirement account upon termination of employment that includes, at minimum, the teacher's contributions and accrued interest at a fair interest rate. In addition, withdrawal options from either defined benefit or defined contribution plans should include funds contributed by the employer.
4. Defined benefit plans should allow teachers to purchase time for unlimited previous teaching experience at the time of employment. Teachers should also be allowed to purchase time for all official leaves of absence, such as maternity or paternity leave.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 107

How States are Faring on Pension Flexibility



Progress on this Goal Since 2009:

↑ : 2 ↔ : 39 ↓ : 10



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

New York only offers a defined benefit pension plan to its teachers as their mandatory pension plan. This plan is not fully portable and does not vest until year 10. It also limits flexibility by restricting the ability to purchase years of service and denying vested teachers the ability to withdraw their account balance when they leave the system rather than receiving monthly benefits at retirement age.

Teachers in New York also participate in Social Security, so they must contribute to the state's defined benefit plan in addition to Social Security. Although retirement savings in addition to Social Security are good and necessary for most individuals, the state's policy results in mandated contributions to two inflexible plans, rather than permitting teachers options for their state-provided savings plans.

Vesting in a defined benefit plan guarantees a teacher's eligibility to receive lifetime monthly benefit payments at retirement age. Nonvested teachers do not have a right to later retirement benefits; they may only withdraw the portion of their funds allowed by the plan. New York teachers who enter the pension system on or after January 1, 2010, vest at 10 years of service, which is very late and limits the options of teachers who leave the system prior to this point. Teachers who entered prior to this date vest at five years.

Many teachers in New York will leave the system before they reach 10 years of service. Non-vested teachers who choose to withdraw their contributions upon leaving only receive their own contributions plus interest. This means that those who withdraw their funds accrue no benefits beyond what they might have earned had they simply put their contributions in basic savings accounts. Further, teachers who remain in the field of education but enter another pension plan (such as in another state) will find it difficult to purchase the time equivalent to their prior employment in the new system because they are not entitled to any employer contribution. In addition, vested teachers may not withdraw their account balances at all when they leave the system; they must wait until retirement age and receive their monthly defined benefit pension payments. This severely limits the flexibility and portability of this pension plan for teachers who need to leave the system after vesting but before retirement age. However, recent legislation does allow teachers who leave the system and enter a new public retirement system to withdraw their accounts and receive retirement credit in their new system once they have accrued five years of service in the new system.

New York further limits teachers' flexibility by denying teachers the ability to purchase years of service. The ability to purchase time is important because defined benefit plans' retirement eligibility and benefit payments are often tied to the number of years a teacher has worked. New York's plan does not allow teachers to purchase service for previous teaching in another state or for approved leaves of absence. This provision severely disadvantages teachers who move to New York with teaching experience and those that need to take a leave for paternity or maternity care, or for other personal reasons.

Supporting Research

New York State Teachers' Retirement System, Active Members' Handbook
<http://www.nystrs.org/main/library/handbook/handbook.htm>

RECOMMENDATION

■ Offer teachers a pension plan that is fully portable, flexible and fair.

New York should offer teachers for their mandatory pension plan the option of either a defined contribution plan or a fully portable defined benefit plan, such as a cash balance plan. A well-structured defined benefit plan could be a suitable option among multiple plans. However, as the sole option, defined benefit plans severely disadvantage mobile teachers and those who enter the profession later in life. Because teachers in New York participate in Social Security, they are required to contribute to two defined benefit-style plans.

■ Increase the portability of its defined benefit plan.

If New York maintains its defined benefit plan, it should allow all teachers that leave the system to withdraw their employee contributions plus interest and matching employer contributions. The state should also allow teachers to purchase their full amount of previous teaching experience, at least one year per approved leave of absence, and decrease the vesting requirement to year three. A lack of portability is a disincentive to an increasingly mobile teaching force.

■ Offer a fully portable supplemental retirement savings plan.

If New York maintains its defined benefit plan, the state should at least offer teachers the option of a fully portable supplemental defined contribution savings plan, with employers matching a percentage of teachers' contributions.

NEW YORK RESPONSE TO ANALYSIS

New York maintained that the New York State Teachers' Retirement System (NYSTRS) administers the pension plan structure enacted by the legislature. The system does not determine the provisions of the plan. New York law provides portability within New York State in that a teacher can receive retirement benefits from NYSTRS for working for over 800 different participating educational employers. State law also provides reciprocity among the different public employee retirement systems within New York. A public school teacher who terminates teaching employment within a NYSTRS participating employer and enters the service of another public employer in New York (including the City of New York) can transfer his or her benefit to another public employee retirement system within New York.

The state noted that five years of service is required for vesting purposes for Tiers 1-4 and 10 years for Tier 5. Teachers who are Tier 1 and 2 members of the system and leave service can elect to terminate their memberships and receive a refund of any accumulated contributions they have made. Teachers who are Tiers 3, 4 and 5 members of the system and leave service prior to accumulating 10 years of credited service are permitted to terminate their memberships and receive a refund of their accumulated contributions. Tiers 3, 4 and 5 teachers with 10 or more years of service are not permitted to terminate their memberships. Refunded contributions are paid in all cases with interest at a guaranteed annual rate of 5 percent. Currently, the 5 percent return for departing teachers is noticeably better than "...what they might have earned had they simply put their contributions in basic savings accounts" as stated in the analysis. Federal tax law allows departing teachers to roll their refunded accumulated contributions into an IRA or other retirement plan.

Further, New York commented that with all due respect to the portability and flexibility issues raised, the overall purpose of the system is to provide an appropriate benefit for dedicated individuals who have spent a career educating the youth of New York State, not to provide a reward for people who spend a few years teaching before moving on to other states or other careers. The legislature has not elected to enhance the amounts paid to teachers who leave service without qualifying for a retirement benefit beyond the payment of their accumulated contributions with 5 percent interest as discussed above. On the other hand, it should be noted that contrary to the suggestion in the recommendation for this goal, a defined benefit plan such as NYSTRS can be highly beneficial to persons who enter teaching later in life, as their benefit from a defined benefit plan would likely exceed whatever benefit could be accumulated during their remaining career under a defined contribution plan.

The state concluded that with respect to the specific suggestions listed—such as establishing a defined contribution plan, three-year vesting, offering a lump-sum option, permitting service credit purchases for any prior employment, official leaves of absence—these items are under the purview of the legislature. Some have been considered but not enacted. The legislature has crafted a benefit structure they deem to be appropriate from the standpoint of costs and benefits.

LAST WORD

Although New York's pension plan offers membership across various employers within the state, despite the size of the state and variety of employers, it still does not aid educators who move out of the state.

The state does offer an interest at a higher rate than current basic savings plans. This is a valuable aspect of the system for teachers who choose to withdraw their contributions. While there is little inflation, the 5 percent rate is almost similar to offering an employer match. However, as interest rates in the nation rise, the state's guaranteed rate may return to being more similar to basic savings accounts. In addition, interest rates credited to accounts are easily altered, and instituting a guaranteed employer match of contributions would offer more security for teachers who withdraw their funds.

Defined benefit plans do provide retirement security to long-time teachers, but at a great cost both in terms of actual dollars spent and the commitment of those dollars to the pension system rather than other compensation strategies that may aid in recruitment and retention. The benefits are so back loaded and tied to longevity, that the dollars spent on retirement are often not valued because they are not seen by potential employees. Many individuals may never enter the profession if they know they may not be able to dedicate 25 or more years within one system because they can receive more balanced compensation in a different sector. Teachers who move between states, while still dedicating their life to teaching, receive far less in retirement benefits even though they educated just as many students for just as long as teachers who spend their entire career in a single state. Further, our systems need to attract highly effective teachers who can produce great results, especially in high-needs schools, whether or not they are prepared to make a career-long commitment or only teach for shorter periods of time. A defined benefit pension system does not grant shorter-term teachers the same pension wealth per year of teaching as a teacher who was able to teach longer in a different assignment.

In addition, the state's pension plan still does not treat fairly those teachers that enter the field later in life compared to those that entered the system earlier. If two teachers of different ages at the point of retirement have the same amount of service and earn the same monthly retirement benefit, the younger one will have a much higher pension wealth (see Goal 4-I).

Figure 108
Pension Glossary

Accrued Liability: The value of a pension plan's promised benefits calculated by an actuary (actuarial valuation), taking into account a set of investment and benefit assumptions to a certain date.

Actuarial Valuation: In a pension plan, this is the total amount needed to meet promised benefits. A set of mathematical procedures is used to calculate the value of benefits to be paid, the funds available and the annual contribution required.

Amortization Period: The gradual elimination of a liability, such as a mortgage, in regular payments over a specified period of time.

Benefit Formula: Formula used to calculate the amount teachers will receive each month after retirement. The most common formula used is (years of service x final average salary x benefit multiplier). This amount is divided by 12 to calculate monthly benefits.

Benefit Multiplier: Multiplier used in the benefit formula. It, along with years of service, determines the total percentage of final average salary that a teacher will receive in retirement benefits. In some plans, the multiplier is not constant, but changes depending upon retirement age and/or years of service.

Defined Benefit Plan: Pension plan that promises to pay a specified amount to each person who retires after a set number of years of service. Employees contribute to them in some cases; in others, all contributions are made by the employer.

Defined Contribution Plan: Pension plan in which the level of contributions is fixed at a certain level, while benefits vary depending on the return from investments. Employees make contributions into a tax-deferred account, and employers may or may not make contributions. Defined contribution pension plans, unlike defined benefit pension plans, give the employee options of where to invest the account, usually among stock, bond and money market accounts.

Lump-sum Withdrawal: Large payment of money received at one time instead of in periodic payments. Teachers leaving a pension plan may receive a lump-sum distribution of the value of their pension.

Normal Cost: The amount necessary to fund retirement benefits for one plan year for an individual or a whole pension plan.

Pension Wealth: The net present value of a teacher's expected lifetime retirement benefits.

Purchasing Time: A teacher may make additional contributions to a pension system to increase service credit. Time may be purchased for a number of reasons, such as professional development leave, previous out-of-state teaching experience, medical leaves of absence or military service.

Service Credit/Years of Service: Accumulated period of time in years or partial years for which a teacher earned compensation subject to contributions.

Supplemental Retirement Plan: An optional plan to which teachers may voluntarily make tax-deferred contributions in addition to their mandatory pension plans. Employees are usually able to choose their rate of contribution up to a maximum set by the IRS; some employers also make contributions. These plans are generally in the form of 457 or 403(b) programs.

Vesting: Right an employee gradually acquires by length of service to receive employer-contributed benefits, such as payments from a pension fund.

Sources: Barron's Dictionary of Finance and Investment Terms, Seventh Edition; California State Teachers' Retirement System <http://www.calstrs.com/Members/Defined%20Benefit%20Program/glossary.aspx>; Economic Research Institute, <http://www.eridlc.com/resources/index.cfm?fuseaction=resource.glossary>

Figure 109

What type of pension systems do states offer teachers?

	Defined benefit plan only	Defined benefit plan with defined contribution supplemental plan	Hybrid plan ¹	CHOICE OF DEFINED BENEFIT OR DEFINED CONTRIBUTION PLAN	DEFINED CONTRIBUTION PLAN ONLY
Alabama	☐	☒	☐	☐	☐
Alaska	☐	☐	☐	☐	☒
Arizona	☐	☒	☐	☐	☐
Arkansas	☒	☐	☐	☐	☐
California ²	☐	☒	☐	☐	☐
Colorado	☐	☒	☐	☐	☐
Connecticut	☒	☐	☐	☐	☐
Delaware	☒	☐	☐	☐	☐
District of Columbia	☒	☐	☐	☐	☐
Florida	☐	☐	☐	☒	☐
Georgia	☒	☐	☐	☐	☐
Hawaii	☐	☒	☐	☐	☐
Idaho	☐	☒	☐	☐	☐
Illinois	☒	☐	☐	☐	☐
Indiana ³	☐	☐	☒	☐	☐
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 ⁴	☐	☐	☐	☒	☐
Oklahoma	☐	☒	☐	☐	☐
Oregon ⁵	☐	☐	☒	☐	☐
Pennsylvania	☒	☐	☐	☐	☐
Rhode Island	☒	☐	☐	☐	☐
South Carolina ⁶	☐	☐	☐	☒	☐
South Dakota	☐	☒	☐	☐	☐
Tennessee	☒	☐	☐	☐	☐
Texas	☒	☐	☐	☐	☐
Utah ⁷	☐	☐	☐	☒	☐
Vermont	☒	☐	☐	☐	☐
Virginia	☐	☒	☐	☐	☐
Washington ⁸	☐	☐	☒	☐	☐
West Virginia	☒	☐	☐	☐	☐
Wisconsin	☐	☒	☐	☐	☐
Wyoming	☐	☒	☐	☐	☐
	25	17	4	4	1

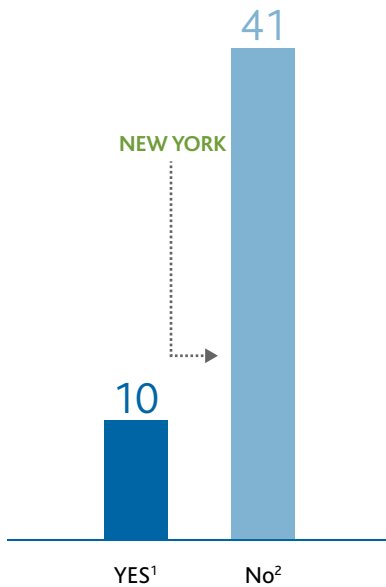
★ EXAMPLES OF BEST PRACTICE

Alaska provides a fair and flexible defined contribution pension plan for all teachers. This plan is also highly portable, as teachers are entitled to 100 percent of employer contributions after five years of service. **South Dakota's** defined benefit plan has some creative provisions, which makes it more like a defined contribution plan. Most notably, teachers are able to withdraw 85 percent of their employer contributions after three years of service. In addition, **Florida, Ohio, South Carolina** and **Utah** are noteworthy for offering teachers a choice between a defined benefit or hybrid plan and a defined contribution plan.

1. A hybrid plan has components of both a defined benefit plan and a defined contribution plan.
2. California offers a small cash balance component but ended most of the funding to this portion as of January 1, 2011.
3. Indiana also offers a supplemental defined contribution plan.
4. Ohio also offers the option of a hybrid plan and offers a supplemental defined contribution plan.
5. Oregon also offers a supplemental defined contribution plan.
6. South Carolina also offers a supplemental defined contribution plan.
7. Utah offers a choice between a defined contribution or a hybrid plan.
8. Washington offers a choice between a defined benefit or a hybrid plan.

Figure 110

Do states offer teachers an option other than a nonportable defined benefit plan?



1. **Strong Practice:** Alaska, Florida, Indiana, Michigan, Ohio, Oregon, South Carolina, South Dakota, Utah, Washington
2. Alabama, Arizona, Arkansas, California, Colorado³, Connecticut, Delaware, District of Columbia, Georgia, Hawaii³, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming
3. Although not fully portable, the state's defined benefit plan has some notable portability provisions.

Figure 111

1. For teachers who join the system on or after January 1, 2012.
2. Florida's defined benefit plan does not vest until year eight; teachers vest in the state's defined contribution plan after one year.
3. For teachers who join the system on or after July 1, 2012.
4. Ohio's defined benefit plan does not vest until year five; teachers vest in the state's defined contribution plan after one year.
5. Oregon offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after five years.
6. South Carolina's defined benefit plan does not vest until year five; teachers vest immediately in the state's defined contribution plan.
7. Based on Washington's Plan 2. The state also offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after 10 years.

Figure 111

How many years before teachers vest?

	3 YEARS OR LESS	4 to 5 years	6 to 9 years	10 years
Alabama	☐	☐	☐	☒
Alaska	☐	☒	☐	☐
Arizona	☒	☐	☐	☐
Arkansas	☐	☒	☐	☐
California	☐	☒	☐	☐
Colorado	☐	☒	☐	☐
Connecticut	☐	☐	☐	☒
Delaware ¹	☐	☐	☐	☒
District of Columbia	☐	☒	☐	☐
Florida ²	☐	☐	☒	☐
Georgia	☐	☐	☐	☒
Hawaii ³	☐	☐	☐	☒
Idaho	☐	☒	☐	☐
Illinois	☐	☐	☐	☒
Indiana	☐	☐	☐	☒
Iowa ³	☐	☐	☒	☐
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 ⁴	☐	☒	☐	☐
Oklahoma	☐	☒	☐	☐
Oregon ⁵	☐	☒	☐	☐
Pennsylvania	☐	☐	☐	☒
Rhode Island	☐	☐	☐	☒
South Carolina ⁶	☐	☒	☐	☐
South Dakota	☒	☐	☐	☐
Tennessee	☐	☒	☐	☐
Texas	☐	☒	☐	☐
Utah	☐	☒	☐	☐
Vermont	☐	☒	☐	☐
Virginia	☐	☒	☐	☐
Washington ⁷	☐	☒	☐	☐
West Virginia	☐	☒	☐	☐
Wisconsin	☐	☒	☐	☐
Wyoming	☐	☒	☐	☐
	3	29	3	16

Figure 112

What funds do states permit teachers to withdraw from their defined benefit plans if they leave after five years?¹

	Less than their own contribution	Only their own contribution	Their own contribution plus interest	Their own contribution and part of the employer contribution plus interest	THEIR OWN CONTRIBUTION AND FULL EMPLOYER CONTRIBUTION PLUS INTEREST
Alabama	☐	☐	☒	☐	☐
Alaska ²	☐	☐	☐	☐	☐
Arizona	☐	☐	☒	☐	☐
Arkansas	☐	☐	☒	☐	☐
California ³	☐	☐	☒	☐	☐
Colorado	☐	☐	☐	☒	☐
Connecticut	☒	☐	☐	☐	☐
Delaware	☐	☐	☒	☐	☐
District of Columbia	☐	☒	☐	☐	☐
Florida	☐	☒	☐	☐	☐
Georgia	☐	☐	☒	☐	☐
Hawaii	☐	☐	☐	☒	☐
Idaho	☐	☐	☒	☐	☐
Illinois	☒	☐	☐	☐	☐
Indiana	☐	☐	☒	☐	☐
Iowa ⁴	☐	☐	☒	☐	☐
Kansas	☐	☐	☒	☐	☐
Kentucky	☒	☐	☐	☐	☐
Louisiana	☐	☒	☐	☐	☐
Maine	☐	☐	☒	☐	☐
Maryland	☐	☐	☒	☐	☐
Massachusetts	☐	☐	☒	☐	☐
Michigan ⁵	☐	☐	☐	☒	☐
Minnesota	☐	☐	☒	☐	☐
Mississippi	☐	☐	☒	☐	☐
Missouri	☐	☐	☒	☐	☐
Montana	☐	☐	☒	☐	☐
Nebraska	☐	☐	☒	☐	☐
Nevada ⁶	☐	☐	☒	☐	☐
New Hampshire	☐	☐	☒	☐	☐
New Jersey	☐	☐	☒	☐	☐
New Mexico	☐	☐	☒	☐	☐
NEW YORK	☐	☐	☒	☐	☐
North Carolina	☐	☐	☒	☐	☐
North Dakota	☐	☐	☒	☐	☐
Ohio ⁷	☐	☐	☐	☒	☐
Oklahoma	☐	☐	☒	☐	☐
Oregon ⁸	☐	☐	☐	☐	☒
Pennsylvania	☐	☐	☒	☐	☐
Rhode Island	☐	☒	☐	☐	☐
South Carolina ⁹	☐	☐	☒	☐	☐
South Dakota	☐	☐	☐	☒	☐
Tennessee	☐	☐	☒	☐	☐
Texas	☐	☐	☒	☐	☐
Utah ¹⁰	☐	☐	☐	☒	☐
Vermont	☐	☒	☐	☐	☐
Virginia	☐	☐	☒	☐	☐
Washington ¹¹	☐	☐	☒	☐	☐
West Virginia	☐	☐	☒	☐	☐
Wisconsin	☒	☐	☐	☐	☐
Wyoming	☐	☐	☒	☐	☐
	4	5	34	6	1

1. States' withdrawal policies may vary depending on a teacher's years of service. Year five is used as a common point of comparison.

2. As of July 1, 2006, Alaska only offers a defined contribution plan to new members, which allows teachers leaving the system after five years to withdraw 100 percent of the employer contribution.

3. California has a defined benefit plan with a small cash balance component, which allows exiting teachers to withdraw their contributions and any employer contributions plus earnings from their cash balance component, regardless of their actions regarding their defined benefit account.

4. Once vested, Iowa teachers may withdraw an employer match equal to one-thirtieth of their years of service. Effective July 1, 2012 teachers vest at seven years of service, so a teacher leaving at year five would not be entitled to any employer contribution.

5. Michigan only offers a hybrid plan. Exiting teachers may withdraw their own contributions and accrued earnings immediately and the employer contributions to the defined contribution component once vested at year four. Michigan teachers may withdraw their own contributions and accrued interest from the defined benefit component but may not withdraw the employer contribution.

6. Most teachers in Nevada fund the system by salary reductions or forgoing pay raises and thus do not have direct contributions to withdraw. The small minority that are in a contributory system may withdraw their contributions plus interest.

7. Ohio has two other pension plans. Ohio's defined contribution plan allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution. Exiting teachers with at least five years of experience in Ohio's combination plan may withdraw their employee-funded defined contribution component and the present value of the benefits offered in the defined benefit component.

8. Oregon only has a hybrid retirement plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

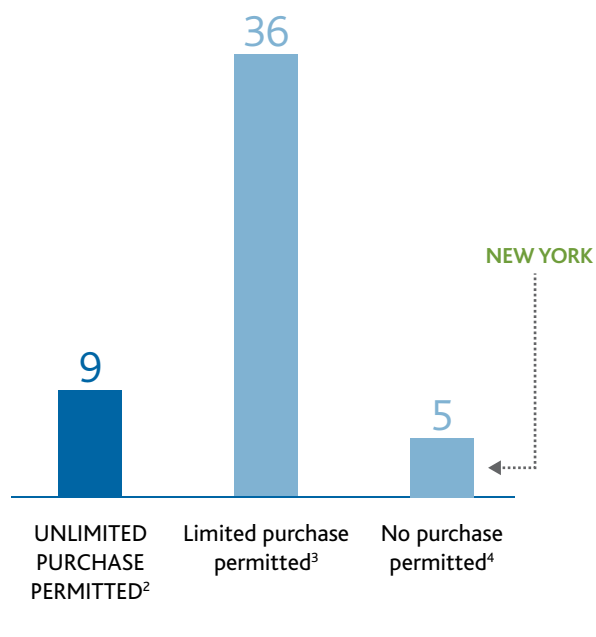
9. South Carolina also has a defined contribution plan, which allows exiting teachers to withdraw 100 percent of their contributions and employer contributions, plus earnings.

10. Utah offers a hybrid pension plan, which only has employee contributions when the costs exceed the guaranteed employer contribution. When costs are less than the employer contribution, the excess is contributed to the employee account and refundable after vesting.

11. Washington also has a hybrid plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

Figure 113

Do states permit teachers to purchase time for previous teaching experience?¹



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.

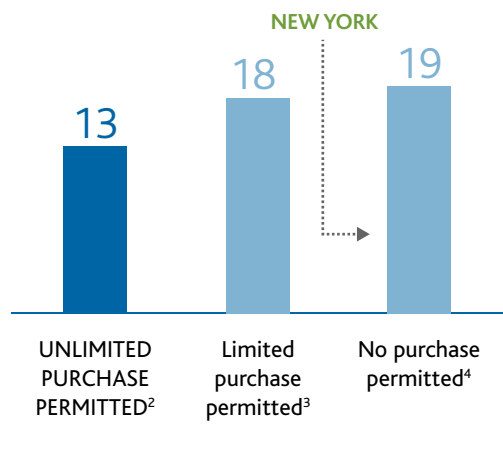
2. **Strong Practice:** California, Iowa, Kansas, Louisiana, New Hampshire, North Dakota, South Carolina, South Dakota, Utah

3. Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

4. Hawaii, Michigan, Minnesota, New York, Oregon

Figure 114

Do states permit teachers to purchase time for leaves of absence?¹



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.

2. **Strong Practice:** Alabama, California, Delaware, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Carolina, South Dakota

3. Arizona, Connecticut, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Massachusetts, Montana, New Jersey, North Carolina, Oklahoma, Rhode Island, Vermont, Virginia, Washington, Wyoming

4. Arkansas, Colorado, Georgia, Hawaii, Kansas, Maine, Michigan, Mississippi, Nevada, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Texas, Utah, West Virginia, Wisconsin

Area 4: Retaining Effective Teachers

Goal H – Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that its pension system is financially sustainable, without excessive unfunded liabilities or an inappropriately long amortization period.
2. Mandatory employer and employee contribution rates should not be unreasonably high, as they reduce teachers' paychecks and commit district resources that could otherwise be spent on salaries or incentives.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 115

How States are Faring on Pension Sustainability



Progress on this Goal Since 2009:

↑ : 2 ↔ : 20 ↓ : 29



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

As of June 30, 2009, the most recent date for which an actuarial valuation is available, New York's teacher pension system is 103.2 percent funded and has a 30-year amortization period. This means that if the plan earns its assumed rate of return and maintains current contribution rates, it would take the state 30 years to pay off its unfunded liabilities, if it had any. Both levels are better than regulatory recommendations, and New York's system is financially sustainable according to actuarial benchmarks.

However, New York does commit excessive resources toward its teachers' retirement system. The current employer contribution rate of 11.11 percent slightly exceeds recommended levels, in light of the fact that local districts must also contribute 6.2 percent to Social Security. While this rate enables the state to fully fund its system, it does so at a cost, precluding New York from spending those funds on other, more immediate means to retain talented teachers. The mandatory employee contribution rate of 3.5 percent is reasonable.

Supporting Research

New York State Teachers' Retirement System, Comprehensive Annual Financial Report, for the Fiscal Year Ended June 30, 2010

<http://www.nystsr.org/main/library/AnnualReport/2010CAFR.pdf>

RECOMMENDATION

■ Avoid committing excessive resources to the pension system.

The state is commended for having a system that is over 100 percent funded. However, in light of this overfunding, the state should consider decreasing employer contributions to allow the state and local districts to spend those funds on more immediate recruitment and retention strategies.

NEW YORK RESPONSE TO ANALYSIS

New York was helpful in providing NCTQ with facts that enhanced this analysis. In addition, the state noted that the employer contribution rate is determined annually in accordance with an actuarial valuation of system assets and liabilities, following appropriate actuarial procedures and standards of practice.

The system is not funded in accordance with a 30-year amortization, as the NCTQ analysis states. For funding purposes the system uses the aggregate actuarial funding method. This method does not establish a separate unfunded accrued liability. The funded ratio provided as of June 30, 2009 equal to 103.2 percent is accurate. As of June 30, 2010, this funded ratio is equal to 100.3 percent. These ratios are calculated in accordance with Governmental Accounting Standards Board requirements.

LAST WORD

This analysis is based on the most recent published reports that are available to the public. The June 30, 2010, funded ratio was not included in the 2010 Comprehensive Annual Financial Report.

Figure 116

Do state pension systems meet standard benchmarks for financial health?

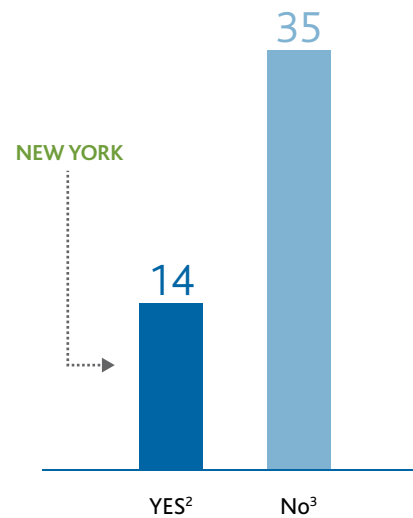
	AT LEAST 80 PERCENT FUNDED	MAXIMUM 30 YEAR AMORTIZATION PERIOD
Alabama	☐	☐
Alaska	☒	☒
Arizona	☐	☒
Arkansas	☐	☐
California	☐	☐
Colorado	☐	☐
Connecticut	☐	☒
Delaware	☒	☒
District of Columbia	☒	☒
Florida	☒	☒
Georgia	☒	☒
Hawaii	☐	☐
Idaho	☐	☒
Illinois	☐	☐
Indiana	☐	☐
Iowa	☐	☐
Kansas	☐	☐
Kentucky	☐	☐ ¹
Louisiana	☐	☒
Maine	☐	☒
Maryland	☐	☐ ¹
Massachusetts	☐	☒
Michigan ²	☐	☐
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 ³	☐	☐
Vermont	☐	☒
Virginia	☒	☐
Washington	☒	☒
West Virginia	☐	☒
Wisconsin	☒	☒
Wyoming	☒	☐
	16	26

★ EXAMPLES OF BEST PRACTICE

South Dakota, Tennessee and Wisconsin provide financially sustainable pension systems without committing excessive resources. The systems in these states are fully funded without requiring excessive contributions from teachers or school districts.

Figure 117

Are state pension systems financially sustainable?¹



1. Cannot be determined for Michigan or Utah, which recently opened new systems.

2. **Strong Practice:** Alaska, Delaware, District of Columbia, Florida, Georgia, Indiana⁴, Nebraska, New York, North Carolina, Oregon, South Dakota, Tennessee, Washington, Wisconsin

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, West Virginia, Wyoming

4. Based on Indiana's current plan only.

Figure 116

1. The amortization period is set to be under 30 years; however, the amortization period is not determined because the state is not meeting its annual required contribution.
2. Michigan opened a new system in July 2010.
3. Utah opened a new system in July 2011.

Figure 118

Real Rate of Return

The pension system funding levels reported here are based on each state's individual actuarial valuation, which use a series of varying assumptions. One of these assumptions concerns rate of return, which greatly affects a system's funding level. If investment returns fall short of assumptions, the fund will have a deficit; if returns are greater than expected, the fund will have a surplus. Higher assumed rates involve more risk, while rates closer to inflation (typically in the 3-5 percent range) are safer.

Most state pension funds assume a rate between 7.5 percent and 8.25 percent. A state using a 7.5 percent rate will report a lower funding level than if it had used 8.25 percent, even though its liabilities remain the same. Many states report that they do meet or exceed an eight percent rate of return over the life of the plan.

However, some economists argue that states' assumed rates of return are too high, and should instead be closer to four percent. They caution that the risk associated with states' higher rates is borne by taxpayers, with the result that tax rates rise to fund pension deficits. A rate closer to four percent would make the vast majority of the nation's pension systems less than 50 percent funded. In light of the current market situation, the debate over the rate of return is particularly timely. With no current consensus by experts or policymakers, NCTQ used states' self-reported numbers rather than recalculate all funding levels based on a standard rate of return. Considering how many states' systems NCTQ found in questionable financial health without using the lower rates some economists prefer, it is clear this is an issue that demands policymakers' attention.

Figure 119

How well funded are state pension systems?

	Funding Level
Alaska ¹	N/A
District of Columbia	118.3%
Washington	116%
NEW YORK	103.2%
Wisconsin	99.8%
South Dakota	96.3%
Delaware	96%
North Carolina	95.9%
Indiana ²	94.7%
Tennessee	90.6%
Wyoming	87.5%
Georgia	87.2%
Florida	86.6%
Utah	85.7%
Oregon	83.2%
Texas	82.9%
Nebraska	82.4%
Iowa	80.8%
Virginia	80.2%
Arizona	79%
Idaho	78.9%
Michigan	78.9%
Minnesota	78.5%
California	78%
Missouri	77.7%
Pennsylvania	75.1%
Alabama	74.7%
Arkansas	73.8%
Nevada	71.2%
North Dakota	69.8%
South Carolina	67.8%
Vermont	66.5%
Maine	65.9%
New Mexico	65.7%
Maryland	65.4%
Montana	65.4%
Colorado	64.8%
Mississippi	64.2%
Massachusetts	63%
Connecticut	61.4%
Hawaii	61.4%
Kentucky	61%
Ohio	59.1%
New Hampshire	58.5%
New Jersey	57.6%
Oklahoma	56.7%
Kansas	56%
Louisiana	54.4%
Illinois	48.4%
Rhode Island	48.4%
West Virginia	46.5%

Figure 119

1. Alaska has only a defined contribution pension system.

2. Indiana's current plan is 94.7 percent funded. However, when the current plan is combined with its closed plan, the funding level drops to 44.3 percent.

Figure 120

What is a reasonable rate for pension contributions?

- 4-7 percent each for teachers and districts in states participating in Social Security
- 10-13 percent each for teachers and districts in states not participating in Social Security

Analysts generally agree that workers in their 20's with no previous retirement savings should save, in addition to Social Security contributions, about 10-15 percent of their gross income in order to be able to live during retirement on 80 percent of the salary they were earning when they retired. While the recommended savings rate varies with age and existing retirement savings, NCTQ has used this 10-15 percent benchmark as a reasonable rate for its analyses. To achieve a total savings of 10-15 percent, teacher and employer contributions should each be in the range of 4-7 percent. In states where teachers do not participate in Social Security, the total recommended retirement savings (teacher plus employer contributions) is about 12 percent higher to compensate for the fact that these teachers will not have Social Security income when they retire. In order to achieve the appropriate level of total savings, teacher and employer contributions in these states should each be in the range of 10-13 percent.

Sources:

http://www.schwab.com/public/schwab/resource_center/expert_insight/retirement_strategies/planning/how_much_should_you_save_for_retirement_play_the_percentages.html
<https://personal.vanguard.com/us/insights/retirement/saving/set-retirement-goals>

Figure 121

1. The employer contribution rate includes the contributions of both school districts and state governments, where appropriate.
2. The contribution rate is set to increase in future years. Some school districts in Georgia do not contribute to Social Security.
3. The contribution rate is set to increase in future years.
4. Michigan opened a new system in July 2010 and employer contributions are not yet reported.
5. New Jersey reports its contributions as a flat dollar amount, and a percentage could not be calculated.
6. The contribution rate is set to increase in future years. Most, but not all, school districts in Rhode Island contribute to Social Security.
7. The contribution rate is set to decrease in 2012.

Figure 121

What are the current employer¹ contribution rates to state pension systems?

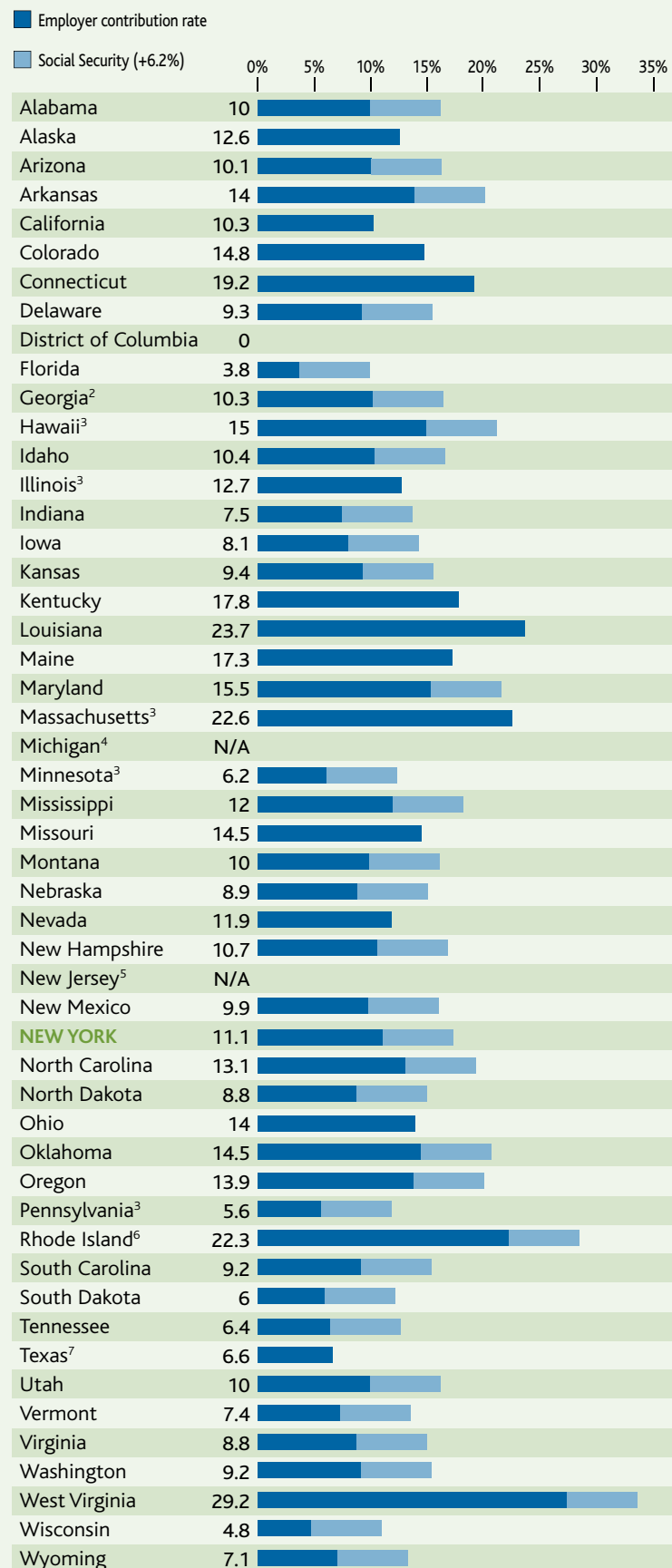
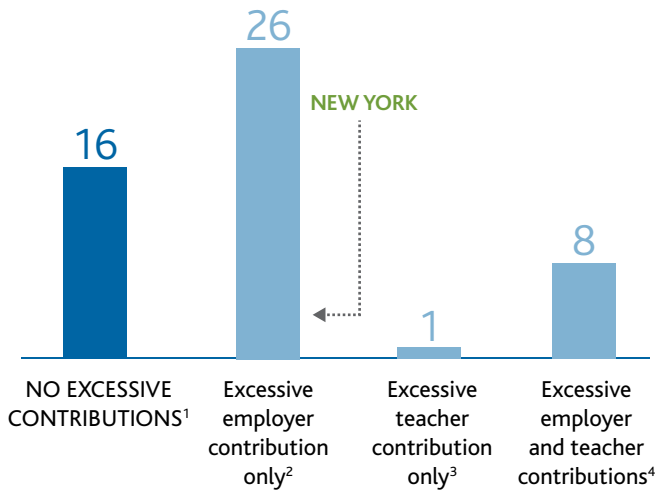


Figure 122

Do states require excessive contributions to their pension systems?



1. **Strong Practice:** Alaska, California, Colorado, District of Columbia, Florida, Illinois, Indiana, Minnesota, Nevada, New Jersey⁵, South Dakota, Tennessee, Texas, Vermont, Wisconsin, Wyoming

2. Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Montana, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Utah, Virginia, Washington, West Virginia

3. Michigan⁶

4. Arizona, Hawaii, Mississippi, Missouri, Nebraska, New Mexico, Pennsylvania, Rhode Island

5. While not excessive, the employer and state contribution are quite low. The most recent total employer contribution was only 5.4 percent of the actuarially-determined annual required contribution.

6. Employer contribution rates to Michigan's new system have not yet been reported.

Figure 123

How much do state pension systems require teachers to contribute?

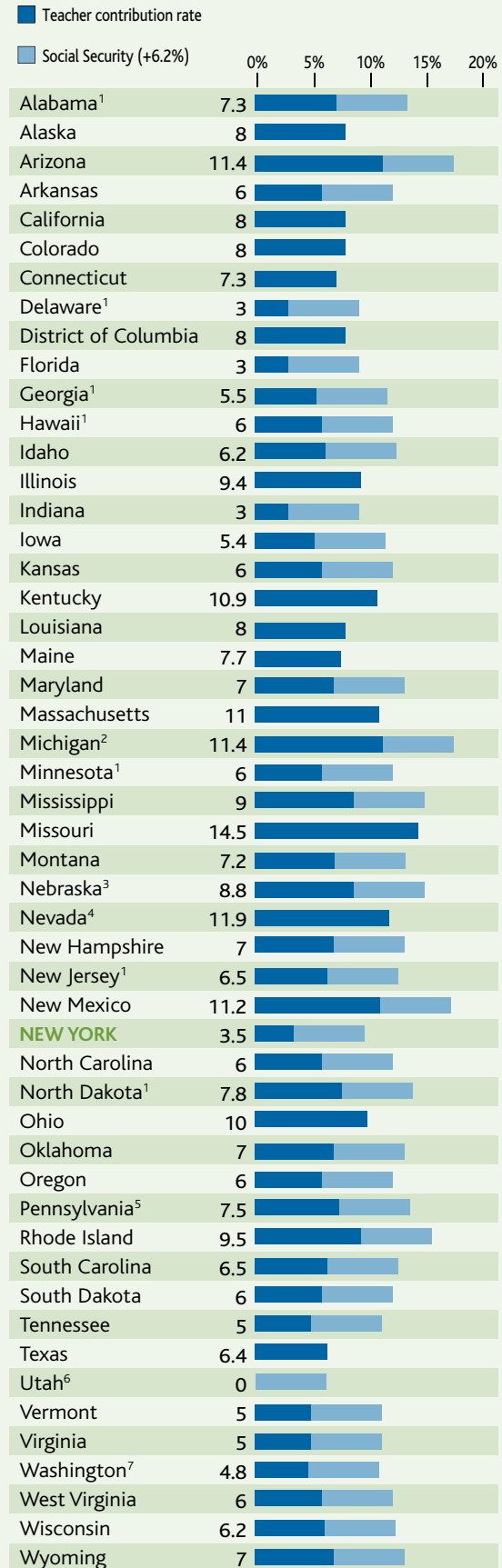


Figure 123

1. The contribution rate is set to increase in future years.
2. Teachers contribute 9.4 percent to the defined benefit component and are automatically enrolled to contribute 2 percent to the defined contribution component; teachers may change the latter rate.
3. The contribution rate is set to increase in 2012 and decrease in 2014.
4. Teachers share in the employer contribution through salary reductions or foregoing equivalent pay raises.
5. For teachers hired after July 1, 2011, the contribution ranges from 7.5-12.3 based on a variety of factors.
6. Teachers in the hybrid plan must make a mandatory contribution if the employer contribution does not cover system costs.
7. For the defined benefit plan; the rate varies for the defined contribution plan from a minimum of 5 percent.

Area 4: Delivering Well-Prepared Teachers

Goal I – Pension Neutrality

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The formula that determines pension benefits should be neutral to the number of years worked. It should not have a multiplier that increases with years of service or longevity bonuses.
2. The formula for determining benefits should preserve incentives for teachers to continue working until conventional retirement ages. Eligibility for retirement benefits should be based on age and not years of service.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 124

How States are Faring on Pension Neutrality



Progress on this Goal Since 2009:

↑ : 10 ↔ : 40 ↓ : 1



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

New York's pension system is based on a benefit formula that is not neutral, meaning that each year of work does not accrue pension wealth in a uniform way until teachers reach conventional retirement age, such as that associated with Social Security.

Teachers' retirement wealth is determined by their monthly payments and the length of time they expect to receive those payments. Monthly payments are usually calculated as final average salary multiplied by years of service multiplied by a set multiplier (such as 1.5). Higher salary, more years of service or a greater multiplier increases monthly payments and results in greater pension wealth. Earlier retirement eligibility with unreduced benefits also increases pension wealth, because more payments will be received.

To qualify as neutral, a pension formula must utilize a constant benefit multiplier and an eligibility timetable based solely on age, rather than years of service. Basing eligibility for retirement on years of service creates unnecessary and often unfair peaks in pension wealth, while allowing unreduced retirement at a young age creates incentives to retire early. Plans that change their multipliers for various years of service do not value each year of teaching equally. Therefore, plans with a constant multiplier and that base retirement on an age in line with Social Security are likely to create the most uniform accrual of wealth.

New York's pension plan does not utilize a constant benefit multiplier, regardless of years of service. Teachers' years of service 1-24 use a multiplier of 1.66 percent, years 25-30 use a multiplier of 2 percent, and all years beyond 30 years of service are only multiplied by 1.5 percent.

In addition, teachers may retire before standard retirement age based on years of service without a reduction in benefits. Teachers with 30 years of service may retire at age 57, while other vested teachers with less than 30 years of experience may not retire with unreduced benefits until age 62. Therefore, teachers who begin their careers at age 27 can reach 30 years of service by age 57, entitling them to five additional years of unreduced retirement benefits beyond what other teachers would receive who may not retire until age 62. Not only are teachers being paid benefits by the state well before Social Security's retirement age, but these provisions, along with the state's early retirement with reduced benefits based on years of service, may also encourage effective teachers to retire earlier than they might otherwise. They also fail to treat equally those teachers who enter the system at a later age and give the same amount of service.

Supporting Research

New York State Teachers' Retirement System, Active Members' Handbook
<http://www.nystrs.org/main/library/handbook/handbook.htm>

RECOMMENDATION

- **Utilize a constant benefit multiplier to calculate retirement benefits for all teachers, regardless of years of service.**

Each year of service should accrue equal pension wealth. New York should use a pension formula that treats each year of service equally.

- **End retirement eligibility based on years of service.**

New York should change its practice of allowing teachers with 30 years of service to retire at age 57 with full benefits. If retirement at an earlier age is offered to some teachers, benefits should be reduced accordingly to compensate for the longer duration they will be awarded.

- **Align eligibility for retirement with unreduced benefits with Social Security retirement age.**

New York allows all teachers to retire before conventional retirement age, some as young as 57. As life expectancies continue to increase, teachers may draw out of the system for many more years than they contributed. This is not compatible with a financially sustainable system (see Goal 4-H).

NEW YORK RESPONSE TO ANALYSIS

New York stated that the pension benefit formula is determined by the legislature, as are the plan's retirement ages. Years of service are clearly a part of the benefit formula as the intent is to provide a greater benefit to longer-service teachers. The plan's retirement eligibility is also enacted by the legislature.

The state contended that the pension benefit formula described in the analysis is not correct. The Tier 4 benefit formula, which currently applies to approximately 93 percent of our active membership, provides a benefit multiplier of 1.67 percent for those members whose total years of service at retirement is less than 20. For those with 20 or more years of service, the multiplier is 2 percent for all years of service, except for years of service beyond 30 which receive a multiplier of 1.5 percent. Our recently enacted Tier 5 benefit formula is the same as the foregoing, except the 20-year "break point" is pushed out to 25 years. Although teachers in Tier 4 who have accumulated less than 30 years of credit service may not retire with an unreduced benefit until age 62, Tier 4 teachers with 30 years of credited service may retire as early as age 55 with an unreduced benefit. The age 57 threshold for receiving unreduced benefits with 30 years of credited service described in the NCTQ analysis applies to teachers in the recently enacted Tier 5. This eligibility structure favoring the retirement of long-service teachers at the ages specified reflects a public policy determination of the legislature to encourage the retirement of long-serving teachers as a way of rejuvenating the ranks of public school teachers.

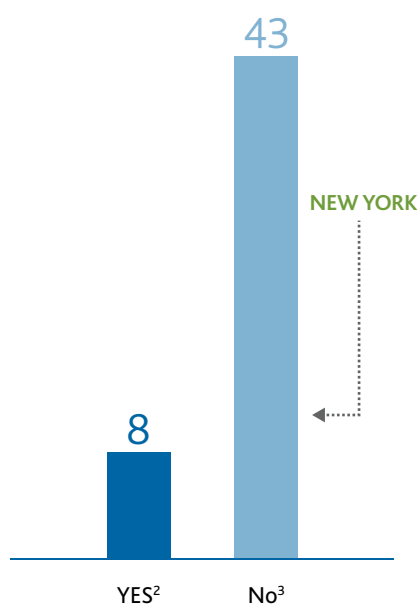
LAST WORD

Years of service is a reasonable component of a defined benefit formula, but it should not determine retirement eligibility. When years of service are allowed to determine eligibility without a reduction in benefits, the result is a system that does not treat teachers' years of work equally. Teachers' total pension wealth can be vastly different if they entered the system at different ages, even if they worked the same number of years, because the teacher that started teaching earlier will receive additional years of retirement payments.

NCTQ's analysis is limited to members that entered the system in the 2011-2012 academic year, as including all tiers for all plans would be confusing and cumbersome within each analysis. Furthermore, the policies that apply to new teachers represent the state's current approach moving forward.

Figure 125

Do states base retirement eligibility on age, which is fair to all teachers?¹



1. This only refers to determining retirement eligibility, not retirement benefits.

2. **Strong Practice:** Alaska, Illinois, Louisiana, Maine, Michigan, Minnesota, New Hampshire, New Jersey

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Washington, Wisconsin, Wyoming

Figure 126

- All calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age s/he is first eligible for unreduced benefits. The calculations use states' current benefit formulas and do not include cost of living increases. The final average salary was calculated as the average of the highest three years of salary, even though a few states may vary from that standard. Age 65 was used as a point of comparison because it is the minimum eligibility for unreduced Social Security benefits.
- Does not apply to Alaska's defined contribution plan.
- Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.
- California's formula has many options for retirement. A teacher with 40 years of experience at age 62 would reach California's maximum allowable multiplier of 2.4 percent.
- Age 60 is the earlier teachers hired on or after July 1, 2012 may retire. Teachers hired prior to this point may retire at age 55.
- Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach Massachusetts's maximum allowable benefit of 80 percent.

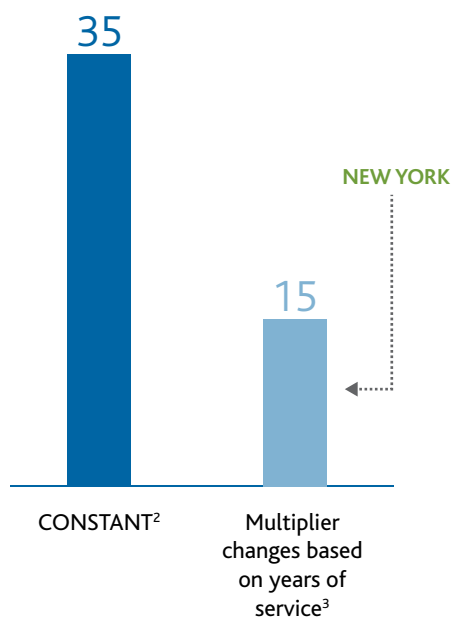
Figure 126

How much do states pay for each teacher that retires with unreduced benefits at an early age?¹

Total amount in benefits paid per teacher from the time of retirement until age 65			Earliest retirement age that a teacher who started teaching at age 22 may receive unreduced benefits		
Alaska ²					
Illinois	\$0	67			
Maine	\$0	65			
Minnesota ³	\$0	66			
New Hampshire	\$0	65			
New Jersey	\$0	65			
Washington	\$0	65			
Tennessee	\$238,654	52			
Michigan	\$289,187	60			
California ⁴	\$310,028	62			
Indiana	\$317,728	55			
Hawaii ⁵	\$337,385	60			
Kansas	\$337,385	60			
Oregon	\$361,536	58			
North Dakota	\$385,583	60			
Oklahoma	\$385,583	60			
Maryland	\$413,808	56			
Wisconsin	\$416,007	57			
Rhode Island	\$430,013	59			
NEW YORK	\$440,819	57			
Texas	\$443,421	60			
South Dakota	\$447,707	55			
Virginia	\$468,982	56			
Louisiana	\$481,979	60			
Florida	\$485,257	55			
Vermont	\$486,832	56			
Montana	\$518,228	47			
Connecticut	\$520,009	57			
Utah	\$520,009	57			
Iowa	\$551,428	55			
Idaho	\$551,743	56			
North Carolina	\$568,555	52			
South Carolina	\$577,142	50			
Nebraska	\$577,687	55			
West Virginia	\$577,687	55			
Delaware	\$577,927	52			
District of Columbia	\$585,737	52			
Massachusetts ⁶	\$594,296	57			
Georgia	\$624,786	52			
Mississippi	\$624,786	52			
Alabama	\$625,747	47			
Colorado	\$650,011	57			
Pennsylvania	\$650,011	57			
Wyoming	\$655,506	54			
Arizona	\$664,340	55			
Arkansas	\$681,789	50			
Ohio	\$687,265	52			
New Mexico	\$734,124	52			
Nevada	\$780,983	52			
Missouri	\$789,343	51			
Kentucky	\$791,679	49			

Figure 127

What kind of multiplier do states use to calculate retirement benefits?¹



1. Alaska has a defined contribution plan, which does not have a benefit multiplier.

2. **Strong Practice:** Alabama, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Michigan, Minnesota, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin

3. Arizona, California, Connecticut, Florida, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New Hampshire, New York, Ohio, Rhode Island, Vermont, Wyoming

★ EXAMPLES OF BEST PRACTICE

Alaska offers a defined contribution pension plan that is neutral, with pension wealth accumulating in an equal way for all teachers for each year of work. In addition, **Illinois**, **Minnesota** and **New Jersey** offer a defined benefit plan with a formula multiplier that does not change relative to years of service and does not allow unreduced benefits for retirees below age 65. Illinois and New Jersey are further commended for ending their previous practices of allowing teachers to retire well before Social Security age without a reduction in benefits.

Figure 128

Double-Dipping: Cure the Disease, Not the Symptom

Benefit recipients in teacher pension plans have recently been under scrutiny for “double-dipping,” when individuals receive a pension and salary at the same time. This can occur when teachers reach retirement eligibility, yet wish to keep working without losing pension wealth. Teachers can retire, start receiving their monthly benefits and then return to teaching. The restrictions on a teacher’s ability to return to work vary from state to state. Policies can include waiting periods, limitations on earnings or restrictions to working in difficult-to-fill positions.

Some descriptions portray teachers working while collecting their pensions as greedy or somehow taking advantage, when in fact they are just following the system that is in place. When a teacher reaches retirement eligibility in a defined benefit system, her pension wealth peaks and, after that, wealth accrual slows or even decreases because every year a teacher delays retirement, she loses a year of pension benefits. For example, if a teacher could retire with 60 percent of her salary at age 56, then every year she teaches past that point she is, in effect, working for only 40 percent of her pay because she is not receiving her pension. This puts relatively young teachers and the districts who wish to retain them in a difficult position. Districts want to keep effective teachers in schools, but the financial reality for teachers is hard to pass up.

Retirees returning to work are also an issue for defined benefit pension system funding because contributions are not being made to the system that would be made if those positions were held by non-retirees. This adds to the funding imbalances that many states’ defined benefit systems face.

Some states have created Deferred Retirement Option Plans (DROP) in which retirees can have their benefits placed in a savings account while they return to work and, once they retire again, they can receive the lump sum in their DROP accounts and resume their monthly benefits.

Returning to work would not be a large policy issue if systems did not allow teachers to retire with unreduced benefits at such relatively young ages and if pension wealth accrual were more neutral. An effective teacher should be able to keep teaching and at the same time know that her pension wealth will not erode. More systemic fixes—like the ones outlined in the *Yearbook*—are needed. Calls to prohibit double-dipping are not addressing the real problem.

Area 5: Exiting Ineffective Teachers

Goal A – Licensure Loopholes

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

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the required tests, the state should ensure that requirements are met within one year.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 129

How States are Faring on Closing Licensure Loopholes



Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

New York allows new teachers who have not met the state's licensure requirements to teach under the Conditional Initial License. This certificate may be granted to individuals who hold a certificate in an equivalent title from another state but who have not met New York's testing requirements. The license is valid for two years.

Supporting Research

Types of Certificates

<http://www.highered.nysed.gov/tcert/certificate/typesofcerts.html#ci>

RECOMMENDATION

- **Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.**

All students are entitled to teachers who know the subject matter they are teaching. Permitting individuals who have not yet passed state licensing tests to teach neglects the needs of students, instead extending personal consideration to adults who may not be able to meet minimal state standards. New York should ensure that all teachers pass licensing tests— an important minimum benchmark for entering the profession—before entering the classroom.

- **Limit exceptions to one year.**

There might be limited and exceptional circumstances under which conditional or emergency licenses need to be granted. In these instances, it is reasonable for a state to give teachers up to one year to pass required licensing tests. New York's current policy puts students at risk by allowing teachers to teach on a Conditional Initial License for two years without passing required licensing tests.

NEW YORK RESPONSE TO ANALYSIS

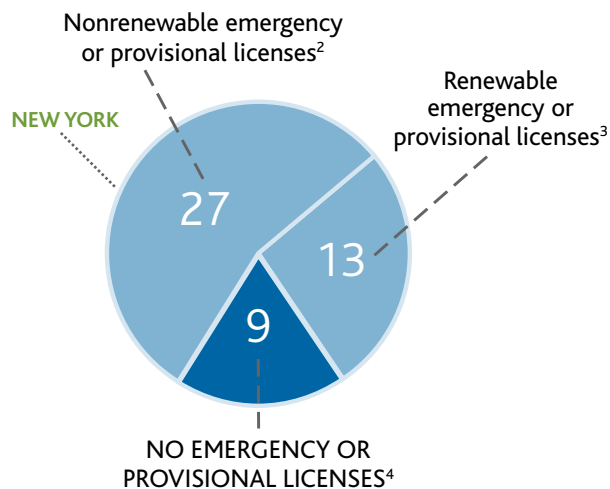
New York recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Colorado, Illinois, Mississippi, and New Jersey require all new teachers to pass all required subject-matter tests as a condition of initial licensure.

Figure 130

Do states still award emergency licenses?¹



1. Not applicable to Montana and Nebraska, which do not require subject matter testing.

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota⁵, Ohio⁵, Oklahoma, Oregon, Rhode Island, Vermont, Washington, West Virginia, Wyoming

3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin

4. **Strong Practice:** Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico, South Carolina, Utah, Virginia

5. License is renewable, but only if licensure tests are passed.

Figure 131

1. Iowa only requires subject-matter testing for elementary teachers.

2. Montana does not require subject-matter testing.

3. Nebraska does not require subject-matter testing.

4. There is a potential loophole in Utah, as alternate route teachers appear able to delay passage of subject-matter tests.

5. Wyoming only requires subject-matter testing for elementary and social studies teachers.

Figure 131

How long can new teachers practice without passing licensing tests?

	NO DEFERRAL	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	☐	☒	☐	☐
Alaska	☐	☐	☐	☒
Arizona	☐	☐	☐	☒
Arkansas	☐	☒	☐	☐
California	☐	☐	☒	☐
Colorado	☒	☐	☐	☐
Connecticut	☐	☒	☐	☐
Delaware	☐	☐	☐	☒
District of Columbia	☐	☒	☐	☐
Florida	☐	☐	☐	☒
Georgia	☐	☒	☐	☐
Hawaii	☐	☐	☐	☒
Idaho	☐	☐	☐	☒
Illinois	☒	☐	☐	☐
Indiana	☐	☐	☐	☒
Iowa ¹	☐	☒	☐	☐
Kansas	☐	☐	☒	☐
Kentucky	☐	☒	☐	☐
Louisiana	☐	☐	☐	☒
Maine	☐	☐	☐	☒
Maryland	☐	☐	☒	☐
Massachusetts	☐	☒	☐	☐
Michigan	☐	☐	☐	☒
Minnesota	☐	☐	☐	☒
Mississippi	☒	☐	☐	☐
Missouri	☐	☐	☐	☒
Montana ²	☐	☐	☐	☐
Nebraska ³	☐	☐	☐	☐
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 ⁴	☒	☐	☐	☐
Vermont	☐	☐	☒	☐
Virginia	☒	☐	☐	☐
Washington	☐	☐	☒	☐
West Virginia	☐	☒	☐	☐
Wisconsin	☐	☐	☐	☒
Wyoming ⁵	☐	☒	☐	☐
	9	14	8	18

Area 5: Exiting Ineffective Teachers

Goal B – Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers who receive a single unsatisfactory evaluation be placed on an improvement plan, whether or not they have tenure.
2. The state should require that all teachers who receive two consecutive unsatisfactory evaluations or two unsatisfactory evaluations within five years be formally eligible for dismissal, whether or not they have tenure.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 132

How States are Faring on Consequences for Unsatisfactory Evaluations



Progress on this Goal Since 2009:

↑ : 15 ↔ : 35 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

New York requires local districts to place teachers who receive an ineffective evaluation rating on an improvement plan. The state articulates that teachers with “patterns of ineffective teaching,” which is defined as two consecutive ineffective ratings on the performance evaluation, may be charged with incompetency, which would make them eligible for just cause dismissal.

Supporting Research

New York State Education Department, Commissioner’s Regulations, Part 100.2

<http://www.p12.nysed.gov/part100/pages/1002.html#o>

Laws of New York 3012-c; 3020; 3020-a

NEW YORK RESPONSE TO ANALYSIS

New York was helpful in providing NCTQ with facts that enhanced this analysis.

Figure 133

What are the consequences for teachers who receive unsatisfactory evaluations?

	IMPROVEMENT PLAN AFTER A SINGLE UNSATISFACTORY RATING	ELIGIBLE FOR DISMISSAL AFTER MULTIPLE UNSATISFACTORY RATINGS	Other consequences	No articulated consequences
Alabama	☐	☐	☐	☒
Alaska	☒	☒	☐	☐
Arizona	☐	☐	☒	☐
Arkansas	☒	☒	☐	☐
California	☒	☐	☐	☐
Colorado	☒	☒	☐	☐
Connecticut	☒	☐	☐	☐
Delaware	☒	☒	☐	☐
District of Columbia	☐	☐	☐	☒
Florida	☒	☒	☐	☐
Georgia	☒	☐	☒	☐
Hawaii	☐	☒	☐	☐
Idaho	☐	☐	☒ ¹	☐
Illinois	☒	☒	☐	☐
Indiana	☒	☒	☐	☐
Iowa	☒	☐	☐	☐
Kansas	☐	☐	☐	☒
Kentucky	☐	☐	☐	☒
Louisiana	☒	☒	☐	☐
Maine	☐	☐	☐	☒
Maryland	☐	☐	☐	☒
Massachusetts	☒	☐	☒ ²	☐
Michigan	☒	☒	☐	☐
Minnesota	☒	☐	☒	☐
Mississippi	☐	☐	☐	☒ ³
Missouri	☒	☐	☐	☐
Montana	☐	☐	☐	☒
Nebraska	☐	☐	☐	☒
Nevada	☐	☐	☒ ⁴	☐
New Hampshire	☐	☐	☐	☒
New Jersey	☐	☐	☐	☒
New Mexico	☒	☒	☐	☐
NEW YORK	☒	☒	☐	☐
North Carolina	☒	☐ ⁵	☐	☐
North Dakota	☐	☐	☐	☒
Ohio	☐	☐	☒ ⁶	☐
Oklahoma	☒	☒	☐	☐
Oregon	☒	☐	☐	☐
Pennsylvania	☐	☒	☐	☐
Rhode Island	☒	☒	☐	☐
South Carolina	☒	☐	☐	☐
South Dakota	☐	☐	☐	☒
Tennessee	☐	☒	☐	☐
Texas	☒	☐	☒	☐
Utah	☒	☐	☐	☐
Vermont	☐	☐	☐	☒
Virginia	☐	☐	☐	☒
Washington	☒	☒	☐	☐
West Virginia	☒	☐	☐	☐
Wisconsin	☐	☐	☐	☒
Wyoming	☐	☐	☐	☒
	27	17	8	17

1. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

2. While results of evaluations may be used in dismissal decisions, there are no specific criteria for a teacher's eligibility for dismissal.

3. Improvement plans are only used for teachers in identified "Schools At Risk." Those same teachers are also eligible for dismissal for multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

5. Teachers in low performing schools can be dismissed after one negative rating.

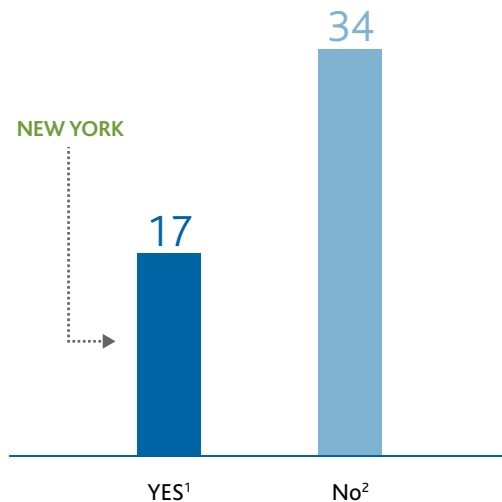
6. Local school boards must include procedures for using evaluation results for the removal of poorly performing teachers.

★ EXAMPLES OF BEST PRACTICE

Illinois and **Oklahoma** both require that teachers who receive unsatisfactory evaluations be placed on improvement plans. Teachers in Illinois are then evaluated three times during a 90-day remediation period and are eligible for dismissal if performance remains unsatisfactory. In addition, new legislation in Illinois allows districts to dismiss a teacher without going through the remediation process if that teacher has already completed a remediation plan but then receives an unsatisfactory rating within the next three years. Oklahoma's improvement plan may not exceed two months, and if performance does not improve during that time, teachers are eligible for dismissal.

Figure 134

Do states specify that all teachers with multiple unsatisfactory evaluations are eligible for dismissal?



1. **Strong Practice:** Alaska, Arkansas, Colorado, Delaware, Florida, Hawaii, Illinois, Indiana, Louisiana, Michigan, New Mexico, New York, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington

2. Alabama, Arizona, California, Connecticut, District of Columbia, Georgia, Idaho³, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada⁴, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

Area 5: Exiting Ineffective Teachers

Goal C – Dismissal for Poor Performance

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 the states' rating for the goal.)

1. The state should articulate that teachers may be dismissed for ineffective classroom performance.
2. A teacher who is terminated for poor performance should have an opportunity to appeal. In the interest of both the teacher and the school district, the state should ensure that this appeal occurs within a reasonable time frame.
3. There should be a clear distinction between the process and accompanying due process rights for teachers dismissed for classroom ineffectiveness and the process and accompanying due process rights for teachers dismissed or facing license revocation for felony or morality violations or dereliction of duties.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 135

How States are Faring in Dismissal for Poor Performance



Progress on this Goal Since 2009:

↑ : 16 ↔ : 35 ↓ : 0



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

In New York, tenured teachers can be dismissed for incompetency, which new legislation defines as a "pattern of ineffective teaching."

The state's new legislation also distinguishes the due process rights of teachers dismissed for ineffective performance as determined by annual performance evaluations from those facing other charges commonly associated with license revocation, such as felony and/or morality violations. Teachers with a "pattern of ineffective teaching or performance," defined as two consecutive annual ineffective ratings, have an expedited hearing. Upon receiving written notice of the dismissal, a teacher has 10 days to file a request for a hearing. Once the hearing officer is selected, a prehearing conference is held within 15 days. An expedited hearing will take place within seven days of the pre-hearing conference and must be completed within 60 days. A decision is issued within 10 days of the hearing's conclusion.

In New York, all tenured teachers who are terminated have multiple opportunities to appeal. The teacher may appeal the hearing officer's decision to the state supreme court within 10 days of the decision. In addition, a teacher may contest his or her annual performance evaluation rating by appealing to the school district or Board of Cooperative Educational Services. The state does not specify a time frame for the appeal, leaving the process to be negotiated locally.

Supporting Research

Laws of New York 3012-c; 3020; 3020-a

RECOMMENDATION

- **Ensure that teachers terminated for poor performance have the opportunity to appeal within a reasonable time frame.**

Nonprobationary teachers who are dismissed for any grounds, including ineffectiveness, are entitled to due process. New York should articulate policy that provides nonprobationary teachers an opportunity to appeal district decisions to terminate their contracts. However, cases that drag on for years drain resources from school districts and create a disincentive for districts to attempt to terminate poor performers. Therefore, the state must ensure that the opportunity to appeal occurs only once and only at the district level. It is in the best interest of both the teacher and the district that a conclusion is reached within a reasonable time frame.

NEW YORK RESPONSE TO ANALYSIS

New York provided NCTQ with facts that enhanced this analysis.

Figure 136

Do states articulate that ineffectiveness is grounds for dismissal?

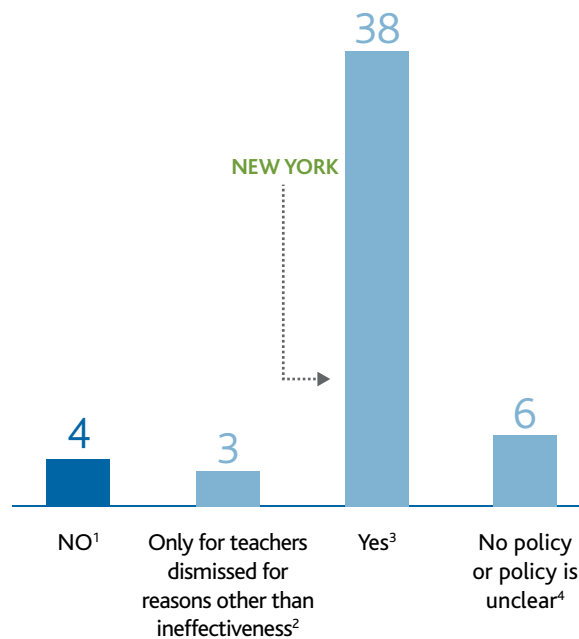
	YES, THROUGH DISMISSAL POLICY	YES, THROUGH EVALUATION POLICY	No
Alabama	☐	☐	☒
Alaska	☐	☐	☒
Arizona	☐	☐	☒ ¹
Arkansas	☐	☐	☒
California	☐	☐	☒
Colorado	☐	☒	☐
Connecticut	☐	☐	☒
Delaware	☒	☒	☐
District of Columbia	☐	☐	☒
Florida	☒	☒	☐
Georgia	☐	☐	☒
Hawaii	☐	☒	☐
Idaho	☐	☐	☒
Illinois	☒	☒	☐
Indiana	☒	☒	☐
Iowa	☐	☐	☒
Kansas	☐	☐	☒
Kentucky	☐	☐	☒
Louisiana	☐	☐	☒
Maine	☐	☐	☒
Maryland	☐	☐	☒
Massachusetts	☒	☒	☐
Michigan	☐	☒	☐
Minnesota	☐	☐	☒
Mississippi	☐	☐	☒
Missouri	☐	☐	☒
Montana	☐	☐	☒
Nebraska	☐	☐	☒
Nevada	☐	☐	☒ ²
New Hampshire	☐	☐	☒
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NEW YORK	☒	☒	☐
North Carolina	☐	☐	☒
North Dakota	☐	☐	☒
Ohio	☐	☐	☒
Oklahoma	☒	☒	☐
Oregon	☐	☐	☒
Pennsylvania	☐	☐	☒
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Tennessee	☐	☒	☐
Texas	☐	☐	☒
Utah	☐	☐	☒
Vermont	☐	☐	☒
Virginia	☐	☐	☒ ³
Washington	☐	☐	☒
West Virginia	☐	☐	☒ ³
Wisconsin	☐	☐	☒
Wyoming	☒	☒	☐
	9	13	38

★ EXAMPLES OF BEST PRACTICE

Oklahoma clearly articulates that teacher ineffectiveness in the classroom is grounds for dismissal and has taken steps to ensure that the dismissal process for teachers deemed to be ineffective is expedited. Teachers facing dismissal have only one opportunity to appeal.

Figure 137

Do states allow multiple appeals of teacher dismissals?



1. **Strong Practice:** Florida, Louisiana, Oklahoma, Wisconsin

2. Teachers in these states revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals: Colorado, Indiana, Tennessee

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois⁵, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, 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, Nevada⁶, Utah, Vermont

5. The teacher is responsible for the cost of the second appeal.

6. Though a teacher returns to probationary status after two consecutive unsatisfactory ratings, the state does not articulate clear policy about its appeals process.

Figure 136

1. It is left to districts to define "inadequacy of classroom performance."

2. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.

3. Dismissal policy includes dismissal for unsatisfactory evaluations, but the state's evaluation system does not measure teacher effectiveness (see Goal 3-B).

Area 5: Exiting Ineffective Teachers

Goal D – Reductions in Force

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 the states' rating for the goal.)

1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 138

How States are Faring in Reductions in Force



Progress on this Goal Since 2009:

New Goal



ANALYSIS

In New York, the factors used to determine which teachers are laid off during a reduction in force consider teacher seniority. Teachers “having the least seniority in the system within the tenure of the position abolished shall be discontinued.”

Supporting Research

Laws of New York 3013 (2)

RECOMMENDATION

- **Require that districts consider classroom performance as a factor in determining which teachers are laid off.**

New York should give districts the flexibility to determine their own layoff policies, but it should do so within a framework that ensures that classroom performance is considered.

- **Ensure that seniority is not the only factor used to determine which teachers are laid off.**

Although it may be useful to consider seniority among other criteria, New York’s current policy puts adult interests before student needs.

NEW YORK RESPONSE TO ANALYSIS

New York recognized the factual accuracy of this analysis.

Figure 139

Do states prevent districts from basing layoffs solely on “last in, first out”?

	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE DECIDING FACTOR
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	17

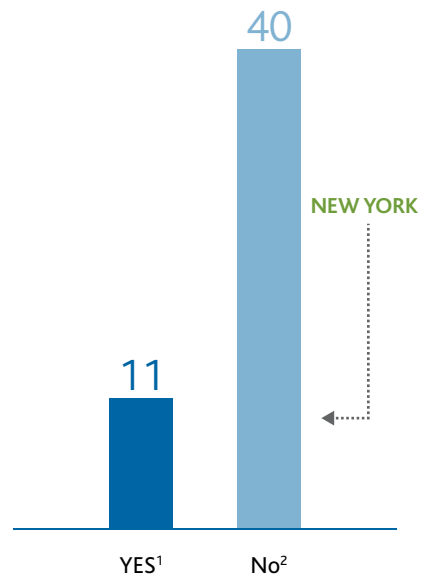


EXAMPLES OF BEST PRACTICE

Colorado, Florida and **Indiana** all specify that in determining which teachers to lay off during a reduction in force, classroom performance is the top criterion. These states also articulate that seniority can only be considered after a teacher's performance is taken into account.

Figure 140

Do districts have to consider performance in determining which teachers are laid off?



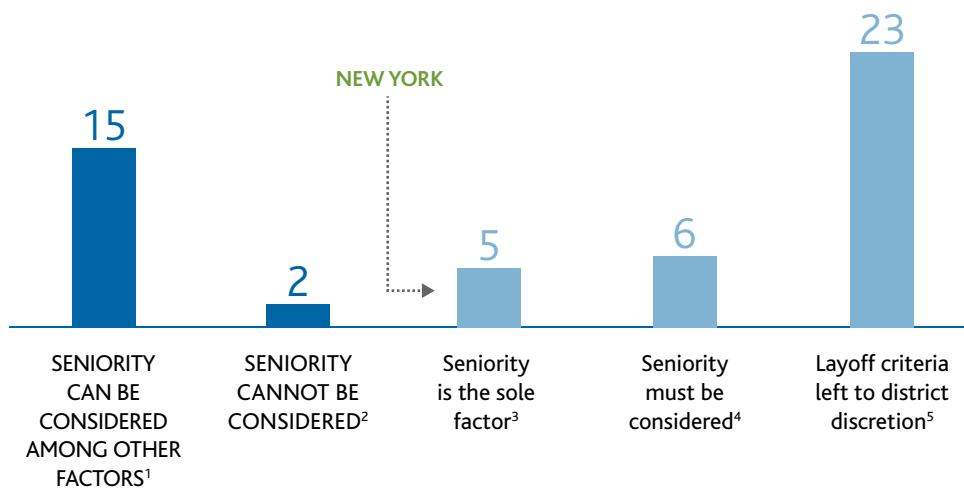
1. **Strong Practice:** Colorado, Florida, Illinois, Indiana, Michigan, Missouri, Oklahoma, Rhode Island, Tennessee, Texas, Utah

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio³, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.

Figure 141

Do states prevent districts from overemphasizing seniority in layoff decisions?



1. **Strong Practice:** Arizona, Colorado, Florida, Illinois, Indiana, Maine, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Idaho, Utah

3. Hawaii, New York, Pennsylvania, West Virginia, Wisconsin⁷

4. California, Kentucky, Louisiana, Minnesota, New Jersey, Oregon

5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Georgia⁶, Iowa, Kansas, Maryland, Massachusetts⁶, Mississippi, Montana, Nebraska⁶, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Virginia, Washington, Wyoming

6. Nontenured teachers are laid off first.

7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

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