

January 2014

# 2013 State Teacher Policy Yearbook

Georgia

OVERALL GRADE

**B-**

**C-**  
2009

**C**  
2011



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 2013 for comment and correction; states also received a final draft of their reports a month prior to release. All but two states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue and often acknowledge the imperfections of their teacher policies is an important step forward.

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# Executive Summary

The 2013 *State Teacher Policy Yearbook* includes the National Council on Teacher Quality's (NCTQ) 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 31 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers.

## Georgia at a Glance



### Overall 2013 Yearbook Grade

Overall 2011 Yearbook Grade: C-

Area Grades	2013	2011
<b>Area 1</b> <i>Delivering Well-Prepared Teachers</i>	C+	C
<b>Area 2</b> <i>Expanding the Teaching Pool</i>	B	B-
<b>Area 3</b> <i>Identifying Effective Teachers</i>	C+	C-
<b>Area 4</b> <i>Retaining Effective Teachers</i>	C	C
<b>Area 5</b> <i>Exiting Ineffective Teachers</i>	B+	D+












Goal Breakdown	2013
★ Best Practice	4
● Fully Meets	5
◐ Nearly Meets	5
◑ Partially Meets	9
◒ Meets Only a Small Part	3
○ Does Not Meet	5

Progress on Goals Since 2011	
↑ Progress has increased	5
↔ No change in progress	26
↓ Progress has decreased	0

<sup>1</sup> State teacher pension policy is no longer included in the State Teacher Policy Yearbook. So that Area 4 grades can be compared, 2011 grades have been recalculated to exclude the pension goals. Overall 2011 grades were not recalculated, as the impact was negligible.

## Area 1: Delivering Well-Prepared Teachers

Page 5

Admission into Teacher Preparation		Secondary Teacher Preparation in Science	
Elementary Teacher Preparation		Special Education Teacher Preparation	
Teacher Preparation in Reading Instruction		Assessing Professional Knowledge	
Teacher Preparation in Mathematics		Student Teaching	
Middle School Teacher Preparation		Teacher Preparation Program Accountability	
Secondary Teacher Preparation			

### Policy Strengths






- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- Although there is a loophole for some secondary science teachers, most secondary teachers must pass a content test to teach a core subject area.
- The state is on the right track in addressing program accountability by connecting student achievement data to teacher preparation programs.

### Policy Weaknesses

- Although teacher candidates are required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs, the test is not normed to the general college-going population.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Although preparation programs are required to address the science of reading, candidates are not required to pass an adequate test to ensure knowledge of effective reading instruction.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.

## Area 2: Expanding the Pool of Teachers

Page 53

Alternate Route Eligibility		Part-Time Teaching Licenses	
Alternate Route Preparation		Licensure Reciprocity	
Alternate Route Usage and Providers			

### Policy Strengths

- Alternate route preparation is efficient and relevant and supports the immediate needs of new teachers.
- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

## Area 3: Identifying Effective Teachers

Page 75

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

### Policy Strengths

- The state has established a data system with the capacity to provide evidence of teacher effectiveness and has taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.
- Licensure renewal is based on teacher effectiveness.

### Policy Weaknesses

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4: Retaining Effective Teachers

Page 107

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

### Policy Strengths

- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers can receive performance pay and additional compensation for certain types of relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- Teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.

## Area 5: Exiting Ineffective Teachers

Page 131

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.
- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force, and a last hired, first fired layoff policy is prohibited.

### Policy Weaknesses

- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.







Figure A

	Overall State Grade 2013	Overall State Grade 2011	Overall State Grade 2009
Florida	B+	B	C
Louisiana	B	C-	C-
Rhode Island	B	B-	D
Tennessee	B	B-	C-
Arkansas	B-	C	C-
Connecticut	B-	C-	D+
<b>GEORGIA</b>	B-	C	C-
Indiana	B-	C+	D
Massachusetts	B-	C	D+
Michigan	B-	C+	D-
New Jersey	B-	D+	D+
New York	B-	C	D+
Ohio	B-	C+	D+
Oklahoma	B-	B-	D+
Colorado	C+	C	D+
Delaware	C+	C	D
Illinois	C+	C	D+
Virginia	C+	D+	D+
Kentucky	C	D+	D+
Mississippi	C	D+	D+
North Carolina	C	D+	D+
Utah	C	C-	D
Alabama	C-	C-	C-
Arizona	C-	D+	D+
Maine	C-	D-	F
Minnesota	C-	C-	D-
Missouri	C-	D	D
Nevada	C-	C-	D-
Pennsylvania	C-	D+	D
South Carolina	C-	C-	C-
Texas	C-	C-	C-
Washington	C-	C-	D+
West Virginia	C-	D+	D+
California	D+	D+	D+
District of Columbia	D+	D	D-
Hawaii	D+	D-	D-
Idaho	D+	D+	D-
Maryland	D+	D+	D
New Mexico	D+	D+	D+
Wisconsin	D+	D	D
Alaska	D	D	D
Iowa	D	D	D
Kansas	D	D	D-
New Hampshire	D	D-	D-
North Dakota	D	D	D-
Oregon	D	D-	D-
Wyoming	D	D	D-
Nebraska	D-	D-	D-
South Dakota	D-	D	D
Vermont	D-	D-	F
Montana	F	F	F

## How to Read the Yearbook




### GOAL SCORE

The extent to which each goal has been met:

-  Best Practice
-  Fully Meets
-  Nearly Meets
-  Partially Meets
-  Meets Only a Small Part
-  Does Not Meet

### PROGRESS INDICATOR

Whether the state has advanced on the goal, policy has remained unchanged or the state has lost ground on that topic:

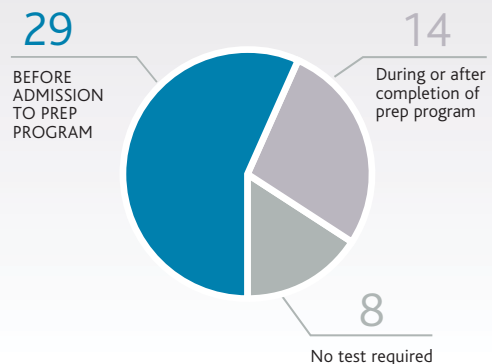
-  Goal progress has increased since 2011
-  Goal progress has decreased since 2011
-  Goal progress has remained the same since 2011

### BAR RAISED FOR THIS GOAL

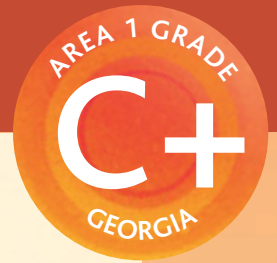
Indicates the criteria to meet the goal have been raised since the 2011 Yearbook.

### READING CHARTS AND TABLES:

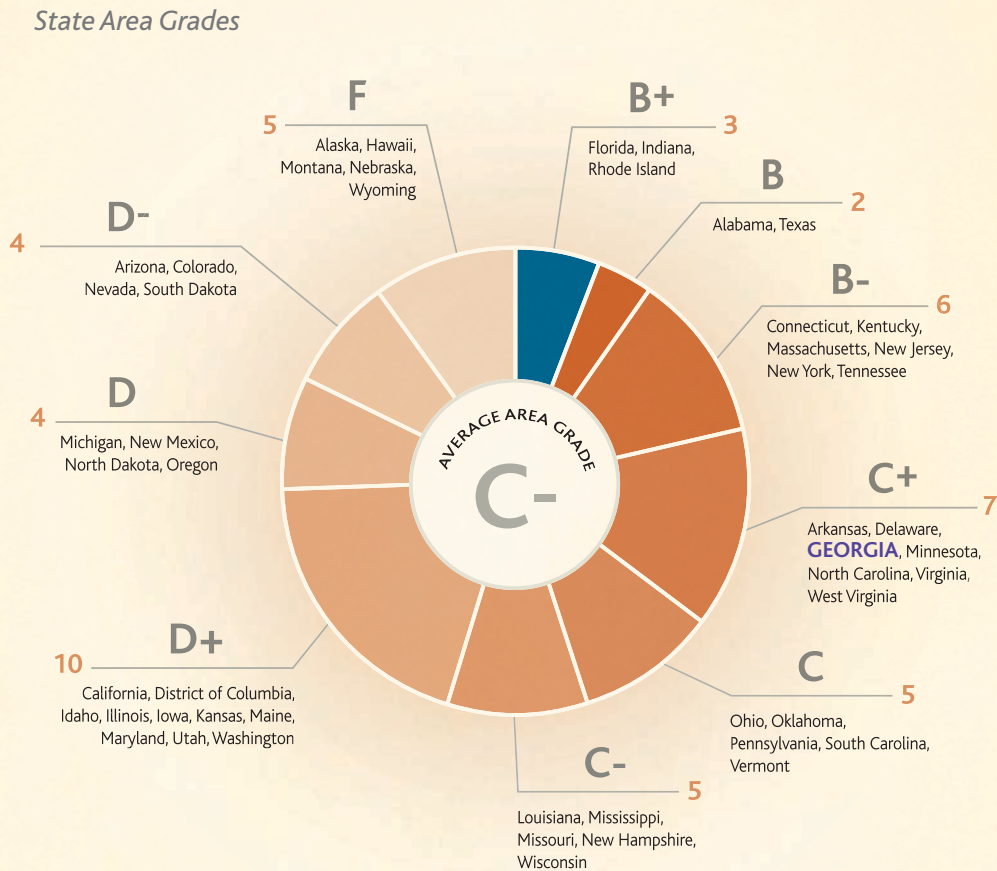
Strong practices or the ideal policy positions for the states are capitalized:



# Area 1 Summary



## How States are Faring on Delivering Well-Prepared Teachers



### Topics Included In This Area

- |   |  |
|---|--|
| <b>1-A:</b> Admission into Teacher Preparation                    | <b>1-F:</b> Secondary Teacher Preparation              |
| <b>1-B:</b> Elementary Teacher Preparation                        | <b>1-G:</b> Secondary Teacher Preparation in Science   |
| <b>1-C:</b> Elementary Teacher Preparation in Reading Instruction | <b>1-H:</b> Special Education Teacher Preparation      |
| <b>1-D:</b> Elementary Teacher Preparation in Mathematics         | <b>1-I:</b> Assessing Professional Knowledge           |
| <b>1-E:</b> Middle School Teacher Preparation                     | <b>1-J:</b> Student Teaching                           |
|   | <b>1-K:</b> Teacher Preparation Program Accountability |

# Area 1: Delivering Well-Prepared Teachers

## › Goal A – Admission into Teacher Preparation

The state should require teacher preparation programs to admit only candidates with strong 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. The selection of applicants should be limited to the top half of that population.



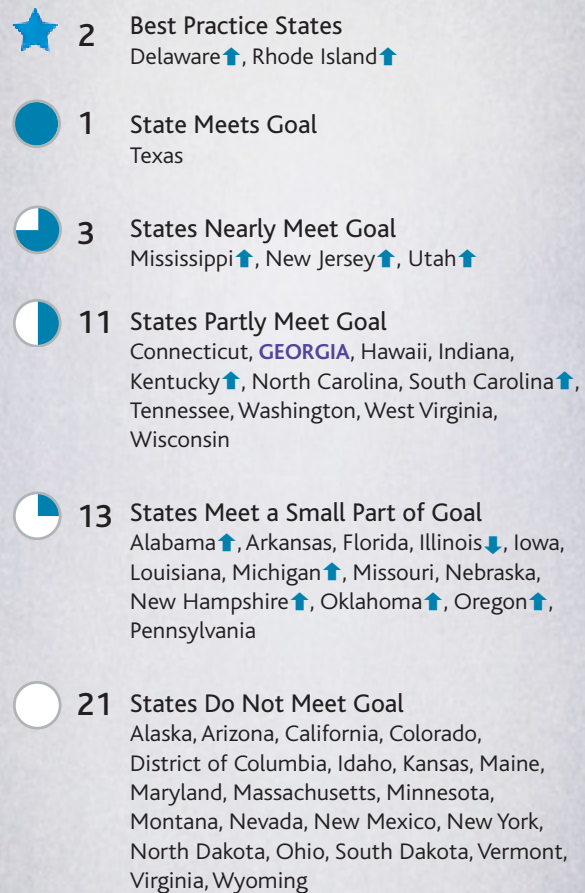
The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 1

*How States are Faring in Admission Requirements*



Progress on this Goal Since 2011:

↑ : 12   ↔ : 38   ↓ : 1



## 1-A Analysis: Georgia



State Partly Meets Goal



Bar Raised for this Goal



Progress Since 2011

### ANALYSIS

Georgia requires that approved undergraduate teacher preparation programs only accept teacher candidates who have passed the Georgia Assessments for the Certification of Educators (GACE) basic skills test. Although the state sets the minimum score for this test, it is normed just to the prospective teacher population. The state also allows candidates to substitute equivalent scores on the SAT, ACT and GRE for its basic skills testing requirement.

The state also requires a 2.5 GPA for admission to an undergraduate program; there is no GPA requirement for graduate-level programs.

### Supporting Research

Georgia Professional Standards Commission Basic Skills Information  
<http://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>

### RECOMMENDATION

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

Georgia should require programs to use 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 while also facilitating program comparison.

- **Increase the GPA requirement.**

Requiring only a 2.5 GPA sets a low bar for the academic performance of the state's prospective teachers. Georgia should consider using a higher GPA requirement for program admission in combination with a test of academic proficiency. A sliding scale of GPA and test scores would allow flexibility for candidates in demonstrating academic ability. When using such multiple measures, a sliding scale that still ensures minimum standards would allow students to earn program admission through a higher GPA and a lower test score, or vice-versa.

- **Consider requiring candidates to pass subject-matter tests as a condition of admission into teacher programs.**

In addition to ensuring that programs require a measure of academic performance for admission, Georgia might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion. Program candidates are likely to have completed coursework that covers related test content in the prerequisite classes required for program admission. Thus, it would be sensible to have candidates take content tests while this knowledge is fresh rather than wait two years to fulfill the requirement, and candidates lacking sufficient expertise would be able to remedy deficits prior to entering formal preparation.

## GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that state-approved educator preparation program providers of nontraditional programs do require the content assessment to be passed prior to program admission, as do the MAT paths and certification-only paths to initial preparation. These paths require a bachelor's degree or higher. All state approved providers are required by the NCATE/PSC standards to ensure that candidates have the content knowledge for their fields of study. For traditional preparation paths to initial certification, Georgia contended that as content is taught in the initial preparation program, the content assessment should be required for certification, either as a completion requirement or passed prior to certification, not program admission.

### Supporting Research

GaTAPP

<http://www.gapsc.com/EducatorPreparation/GaTAPP/GaTAPP.aspx>

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## LAST WORD

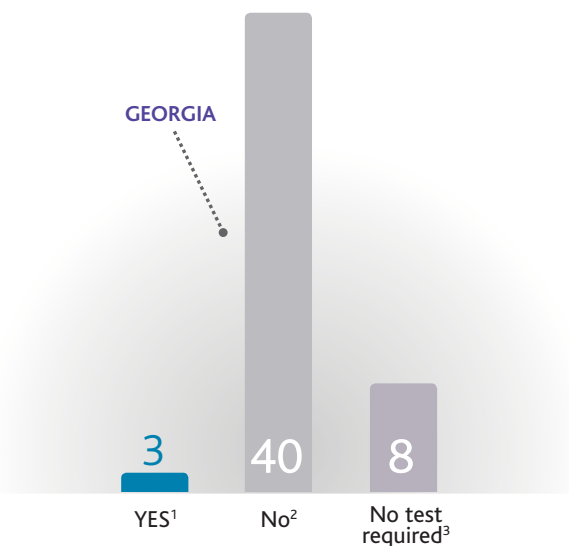
NCTQ strongly agrees that content knowledge should always be an admission requirement for alternative pathways (see Goal 2-A). In reviewing teacher preparation programs, NCTQ has found that it is typically the case that little content preparation occurs after the admission to the professional program/sequence. However, Georgia raises an important point if ongoing content preparation is in fact occurring.

## ★ EXAMPLES OF BEST PRACTICE

For admission to teacher preparation programs, **Rhode Island** and **Delaware** require a test of academic proficiency normed to the general college-bound population rather than a test that is normed just to prospective teachers. Delaware also requires teacher candidates to have a 3.0 GPA or be in the top 50th percentile for general education coursework completed. Rhode Island also requires an average cohort GPA of 3.0, and beginning in 2016, the cohort mean score on nationally-normed tests such as the ACT, SAT or GRE must be in the top 50th percentile. In 2020, the requirement for the mean test score will increase from the top half to the top third.

Figure 2

*Do states require an assessment of academic proficiency that is normed to the general college-going population?*



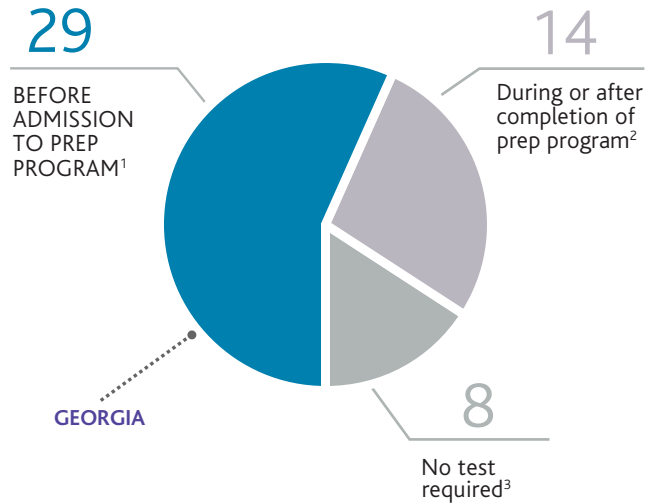
1. **Strong Practice:** Delaware, Rhode Island, Texas

2. Alabama, Alaska, Arkansas, California, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kentucky, 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, South Carolina, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

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

Figure 3

*When do states test teacher candidates' academic proficiency?*



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Indiana, Iowa, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin

2. Alaska, California, District of Columbia, Illinois, Maine, Maryland, Massachusetts, Minnesota, Nevada, New Mexico, New York, North Dakota, Pennsylvania, Vermont

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

Figure 4

Do states measure the academic proficiency of teacher candidates?

TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM

Test normed to teacher candidates only before admission to prep program

Test normed to teacher candidates only during or after completion of prep program

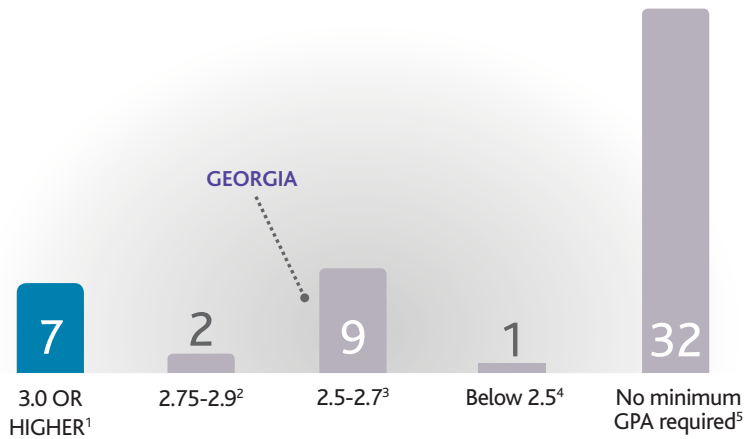
No test required

	TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed to teacher candidates only before admission to prep program	Test normed to teacher candidates only during or after completion of prep program	No test required
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>3</b>	<b>26</b>	<b>14</b>	<b>8</b>

1. Candidates in Oklahoma also have the option of gaining admission with a 3.0 GPA.

Figure 5

Do states require a minimum GPA for admission to teacher prep?



1. **Strong Practice:** Delaware, Mississippi<sup>6</sup>, New Jersey<sup>6</sup>, Oklahoma<sup>7</sup>, Pennsylvania<sup>8</sup>, Rhode Island<sup>6</sup>, Utah
2. Kentucky, Texas
3. Alabama, Arkansas, Connecticut<sup>9</sup>, Florida, Georgia, Michigan, South Carolina, South Dakota, Wisconsin<sup>10</sup>
4. Louisiana
5. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Tennessee, Vermont, Virginia, Washington, West Virginia, Wyoming
6. The 3.0 GPA requirement is a cohort average; individual candidates must have a 2.75 GPA.
7. Candidates in Oklahoma also have the option of gaining admission by passing a basic skills test.
8. Students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.
9. Connecticut requires a B- grade point average for all undergraduate courses.
10. The GPA admission requirement is 2.5 for undergraduate and 2.75 for graduate programs.

# 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, providing the necessary foundation for teaching to the Common Core or similar state standards.

### Goal Components

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

1. The state should require all elementary teacher candidates, including those who can teach elementary grades on an early childhood license, to pass a subject-matter test designed to ensure sufficient content knowledge of all core subjects.
2. 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.*)
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 ensures that prospective teachers have taken higher level academic coursework.



The components for this goal have changed since 2011. 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 6

### How States are Faring in Elementary Teacher Preparation



### Progress on this Goal Since 2011:

↑ : 24   ↔ : 27   ↓ : 0

## 1-B Analysis: Georgia



State Partly Meets Goal



Bar Raised for this Goal



Progress Since 2011

### ANALYSIS

Georgia has adopted the Common Core State 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. However, there is room for improvement when it comes to the state ensuring that its elementary teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

In Georgia, elementary teachers are required to pass each of the two subtests that comprise the Georgia Assessments for the Certification of Educators (GACE) general elementary content test. The first test includes reading and language arts and social studies; the second targets mathematics, science, and health; physical education; and the arts.

Georgia does not require its elementary teacher candidates to earn an academic content specialization.

### Supporting Research

GACE Test Requirement

[www.gace.ets.org](http://www.gace.ets.org)

Georgia Rules 505-3-.16

### RECOMMENDATION

- **Require all elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.**

Georgia should ensure that its elementary content test is appropriately aligned with the Common Core State Standards and require separate, meaningful passing scores for each area on the test. Although Georgia is on the right track by administering a two-part licensing test, thus making it harder for teachers to pass if they fail some subject areas, the state is encouraged to further strengthen its policy and require separate passing scores for each core subject on its multiple-subject test.

- **Ensure that teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework.**

Georgia should either articulate a more specific set of standards or establish comprehensive coursework requirements for elementary teacher candidates that align with the Common Core State 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. Although the state does not specify any general education coursework requirements for early childhood teacher candidates, Georgia's teacher standards include some important topics, such as physical and biological science, grammar and composition, and music. However, there are gaps in many important subject areas, including American and world history; American government; American, world, British and children's literature; and art history. Georgia also indicates subject-area expectations through the framework of the GACE content test. For example, in the area of social studies, teacher candidates are required to understand history, government, economics and geography. However, the framework still lacks specific mention of important areas such as American and world literature, basic chemistry and art history.

■ **Require elementary teacher candidates to complete a content specialization in an academic subject area.**

In addition to enhancing content knowledge, this requirement would ensure that prospective teachers in Georgia take higher-level academic coursework. The requirement also provides an important safeguard in the event that candidates are unable to successfully complete clinical practice requirements. With an academic concentration (or better still a major or minor), candidates who are not ready for the classroom and do not pass student teaching can still be on track to complete a degree.

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**GEORGIA RESPONSE TO ANALYSIS**

Georgia recognized the factual accuracy of this analysis. The state added that as of October 2013, the GACE content assessment will be aligned with the Common Core State Standards. Committees that met last spring and summer—led by ETS staff—are doing this alignment work as part of the implementation of the new educator testing program.

**Supporting Research**

<http://www.gapsc.com/EducatorPreparation/Assessment/Testing.aspx>



Figure 7

Do states ensure that elementary teachers know core content?

	ELEMENTARY CONTENT TEST WITH SEPARATE PASSING SCORE FOR EACH SUBJECT	Elementary content test with separate passing score for some subjects	Elementary content test with composite score	No test required
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>4</sup>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>19</b>	<b>9</b>	<b>19</b>	<b>4</b>

 **EXAMPLE OF BEST PRACTICE**

**Indiana** ensures that all candidates licensed to teach the elementary grades possess the requisite subject-matter knowledge before entering the classroom. Not only are elementary teacher candidates required to pass a content test comprised of independently scored subtests, but the state also requires its early childhood education teachers—who are licensed to teach up through grade 3—to pass a content test comprised of four subtests. Elementary teacher candidates in Indiana must also earn either a major or minor in an academic content area.

1. Alaska does not require testing for initial licensure.
2. The required test is a questionable assessment of content knowledge, instead emphasizing methods and instructional strategies.
3. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.
4. Only teachers of grades 4 and 5 are required to pass content test.

**Figure 8**  
*Do states require early childhood teachers who teach elementary grades to pass a content knowledge test?*

	CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT	Content test with composite score	Test with little to no content	No test required	Not applicable <sup>1</sup>
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>12</b>	<b>16</b>	<b>4</b>	<b>13</b>

1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.  
 2. May pass either multiple subjects (subscores) or content knowledge (no subscores) test.

Figure 9

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	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	★	★	★	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	<input type="checkbox"/>	★	<input type="checkbox"/>	★
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	★	★	<input type="checkbox"/>	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	★	<input type="checkbox"/>	★	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★
Utah	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	★	<input type="checkbox"/>	★	★	★	★	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	★	<input type="checkbox"/>	<input type="checkbox"/>	★	★	★	★	★	★	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐ Subject mentioned ★ Subject covered in depth

Figure 10

What subjects does Georgia expect elementary teachers to know?

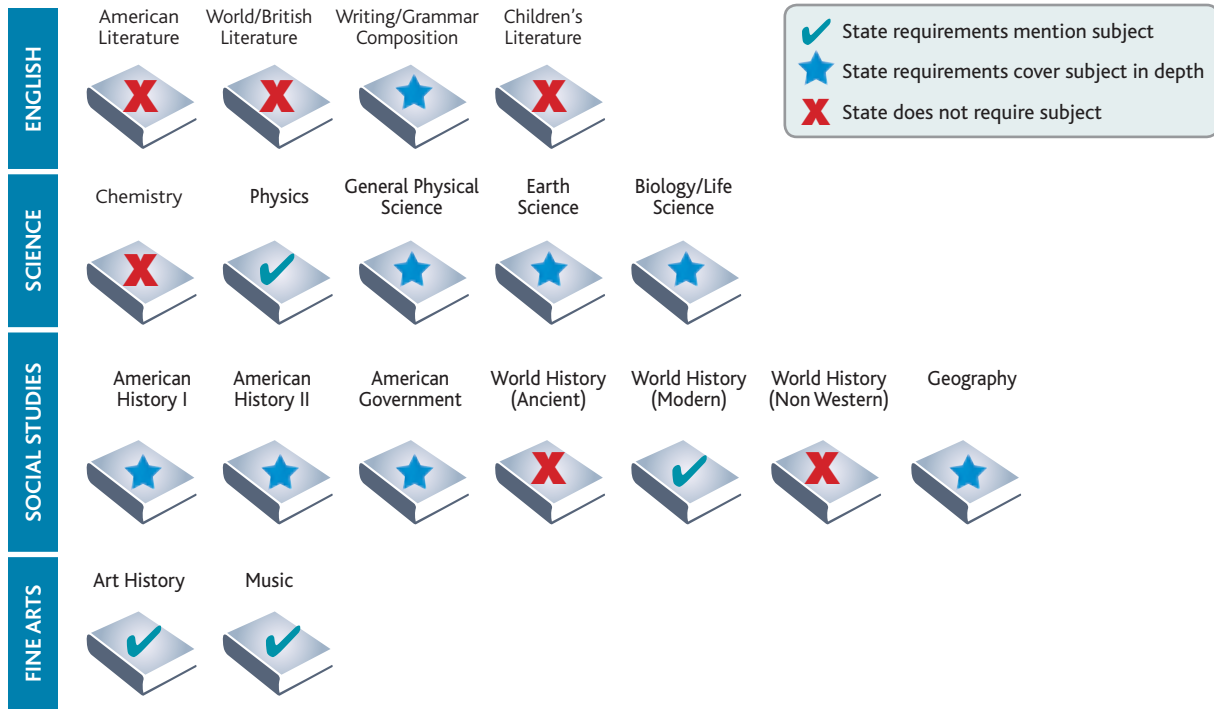
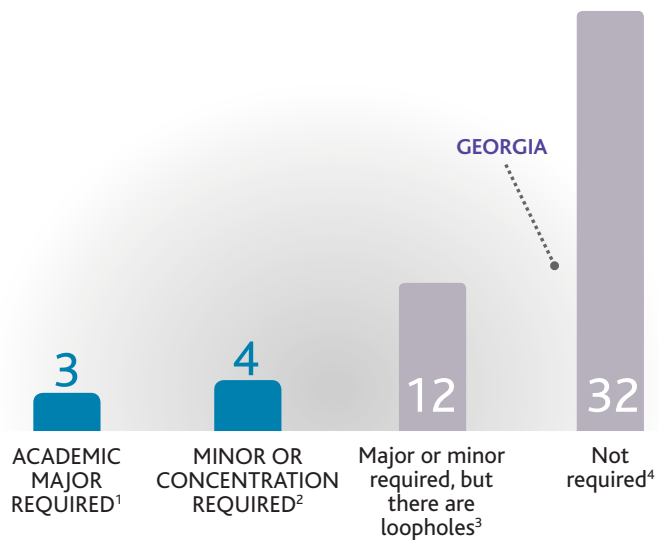


Figure 11

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, Maryland, 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, 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. The state should require that new elementary teachers, including those who can teach elementary grades on an early childhood license, 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 five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that teacher preparation programs prepare candidates in the science of reading instruction.



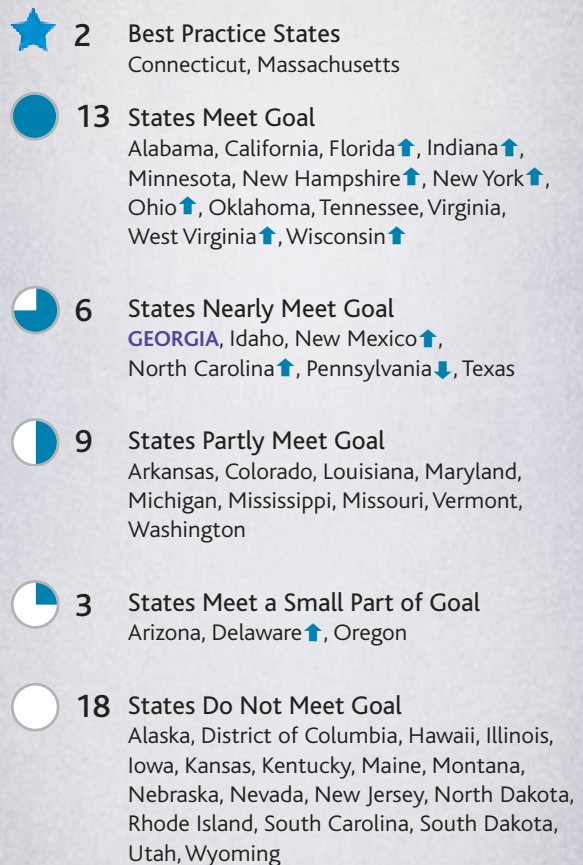
The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 12

*How States are Faring in Elementary Teacher Preparation in Reading Instruction*



Progress on this Goal Since 2011:

↑ : 10   ↔ : 40   ↓ : 1

## 1-C Analysis: Georgia



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2011

### ANALYSIS

Georgia's elementary content test addresses the science of reading and is divided into subtests, but because the reading questions are combined with other topics without a specific reading subscore, it does not amount to a stand-alone reading test.

In its standards for early childhood education teacher preparation, Georgia does require teacher preparation programs to address the science of reading.

### Supporting Research

GACE Test Requirements

[www.gace.ets.org](http://www.gace.ets.org)

Georgia Rules 505-3-.16 and 505-3-.75

### RECOMMENDATION

- **Require teacher candidates to pass a rigorous assessment in the science of reading instruction.**

Georgia should require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The state is on the right track in assessing elementary teachers' knowledge of the science of reading. However, to clearly test knowledge and skills related to the science of reading, the test must not only adequately address the five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension, but it should also report a subscore for the science of reading specifically. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that early childhood education (P-5) teachers are required to pass the state-approved content assessment in that field, which includes a reading domain. Subscores in reading—not only at the subarea, but also at the objective level—are provided to the examinees and program provider.

Georgia also noted that candidates must pass a program admission assessment, which consists of a separate reading test, for which subscores and objective-level data are provided to the examinee and providers. All assessments are customized to state P-12 standards and program approval standards and are developed by educators and those that prepare educators. With the transition to ETS, Georgia is developing even more rigorous, authentic assessments that include reading for P-12, middle grades reading and early childhood education (P-5). The positive impact of this testing supplier transition will also affect the rigor and authenticity of the program admission assessment, of which reading is one test within that assessment.

### LAST WORD

Georgia is on the right track, but the state does not yet have a test in place ensuring that only teachers with sufficient knowledge and skills to teach reading are licensed. Subscores are provided for informational purposes; candidates are not required to specifically pass a stand-alone science of reading assessment.

Figure 13

*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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>25</b>	<b>26</b>	<b>17</b>	<b>16</b>	<b>18</b>

★ **EXAMPLES OF BEST PRACTICE**

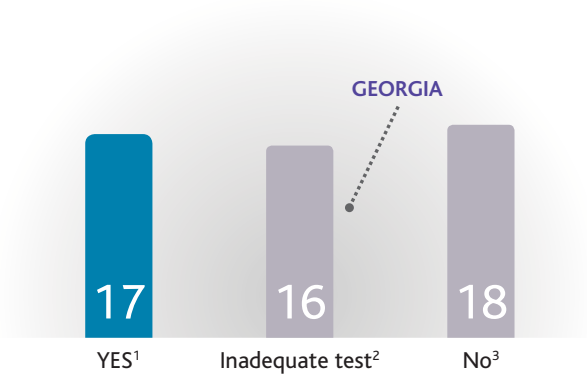
Fifteen states meet this goal by requiring that all candidates licensed to teach the elementary grades pass comprehensive assessments that specifically test the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut** and **Massachusetts**, confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

1. Alabama's reading test spans the K-12 spectrum.

2. Teachers have until their second year to pass the reading test.

Figure 14

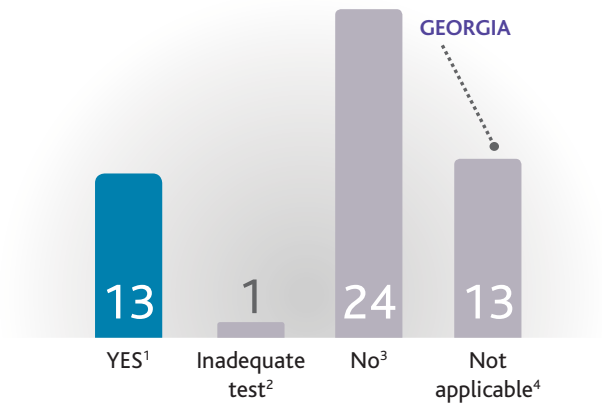
*Do states measure new elementary teachers' knowledge of the science of reading?*



1. **Strong Practice:** Alabama<sup>4</sup>, California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New Mexico, New York, North Carolina<sup>5</sup>, Ohio, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
2. Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Maine, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont
3. Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, North Dakota, South Dakota, Washington, Wyoming
4. Alabama's reading test spans the K-12 spectrum.
5. Teachers have until their second year to pass the reading test.

Figure 15

*Do states measure knowledge of the science of reading for early childhood teachers who can teach elementary grades?*



1. **Strong Practice:** Alabama<sup>5</sup>, Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New York, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
2. Idaho
3. Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maine, Maryland, Missouri, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, Wyoming
4. Alaska, Arkansas, California, Georgia, Kentucky, Michigan, Mississippi, Montana, North Carolina, Ohio, Oregon, Pennsylvania, Texas. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
5. Alabama's reading test spans the K-12 spectrum



# 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, including those who can teach elementary grades on an early childhood license, 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.



The components for this goal have changed since 2011. 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 16

### How States are Faring in Teacher Preparation in Mathematics



### Progress on this Goal Since 2011:

↑ : 20   ↔ : 30   ↓ : 1

## 1-D Analysis: Georgia



State Meets a Small Part Goal



Bar Raised for this Goal



Progress Since 2011

### ANALYSIS

Georgia requires that all new, early childhood teachers pass its general subject-matter test, the Georgia Assessments for the Certification of Educators (GACE). Although the GACE requires passing scores on both subtests that comprise the overall test, one subtest combines mathematics; science; and health, physical education and the arts, so one can answer many mathematics questions incorrectly and still pass the test. Further, Georgia posts only a limited number of sample questions, and a review of this material calls into question the rigor of its test; the test items representing early childhood content assess understanding at too superficial a level.

Georgia has articulated teaching standards that its approved teacher preparation programs must use to frame instruction in early childhood mathematics content. Teacher candidates must “know, understand and use the major concepts, procedures and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities and spatial relationships that can represent phenomena, solve problems and manage data.” However, these standards lack the specificity needed to ensure that teacher preparation programs deliver mathematics content of appropriate breadth and depth to early childhood teacher candidates.

### Supporting Research

GACE Test Requirements

[www.gace.ets.org](http://www.gace.ets.org)

Georgia Rules 505-3-.16

### RECOMMENDATION

#### ■ **Require teacher candidates to pass a rigorous mathematics assessment.**

Although Georgia is on the right track in requiring an elementary assessment with subtests, the state’s efforts fall short by combining math with other subjects and not reporting a specific sub-score for math. Georgia should strengthen its policy by testing mathematics content with a rigorous assessment tool, such as the test required in Massachusetts that evaluates mathematics knowledge beyond an elementary school level and challenges candidates’ understanding of underlying mathematics concepts. Such a test could also be used to allow candidates to test out of coursework requirements. Teacher candidates who lack minimum mathematics knowledge should not be eligible for licensure.

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

Georgia must ensure that new teachers are prepared to teach the mathematics content required by the Common Core State Standards. Although Georgia requires some knowledge in 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 coursework.

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that it requires early childhood education (P-5) teachers to pass the state-approved content assessment in that field, which includes a mathematics domain. Subscores in mathematics—not only at the subarea but also at the objective level—are provided to the examinees and program providers. With the transition to ETS, Georgia is developing even more rigorous, authentic assessments that include mathematics for 6-12, middle grade mathematics, and early childhood education (P-5). Multiple-item and full-length practice tests will be available.

Georgia also noted that candidates must pass a program admission assessment, which consists of a separate mathematics test, for which subscores and objective-level data are provided to the examinees and providers. Assessments are customized to state P-12 and program approval standards and are developed by educators and those that prepare educators in Georgia.

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### LAST WORD

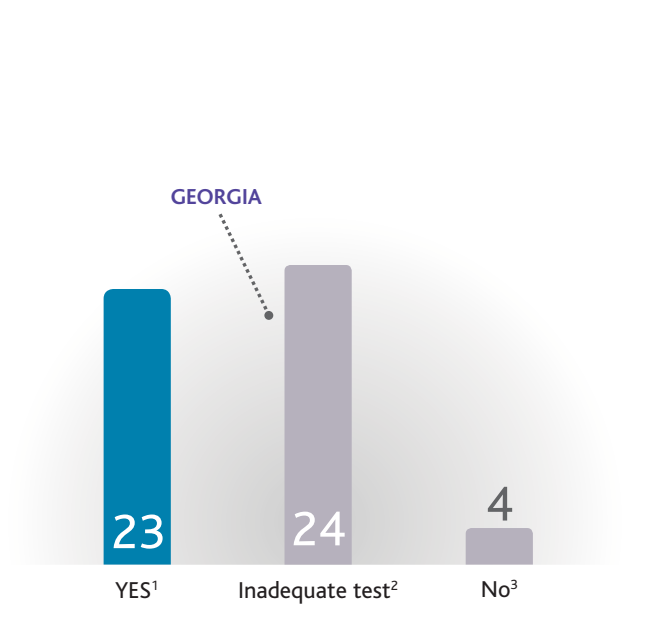
Georgia is on the right track but does not yet have a test in place ensuring that teachers are not licensed without sufficient knowledge and skills to teach mathematics. Subscores are provided for informational purposes; candidates are not required to specifically pass a stand-alone science of reading assessment.

## ★ EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that all candidates licensed to teach the elementary grades earn a passing score on an independently scored mathematics subtest. **Massachusetts's** MTEL mathematics subtest continues to set the standard in this area by evaluating mathematics knowledge beyond an elementary school level and challenging candidates' understanding of underlying mathematics concepts.

Figure 17

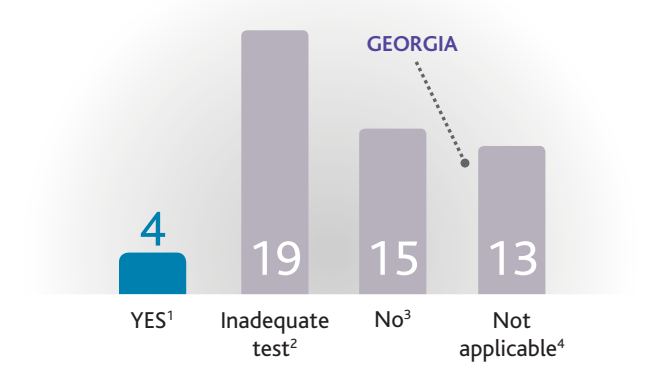
*Do states measure new elementary teachers' knowledge of math?*



- Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas<sup>4</sup>, Utah, Vermont, Virginia, West Virginia
- Arizona, California, Colorado, Georgia, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Missouri, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Washington, Wisconsin, Wyoming
- Alaska<sup>5</sup>, Hawaii, Montana, Ohio<sup>6</sup>
- Test is not yet available for review.
- Testing is not required for initial licensure.
- Only teachers of grades 4 and 5 are required to pass an adequate content test.

Figure 18

*Do states measure knowledge of math of early childhood teachers who can teach elementary grades?*



- Strong Practice:** Florida, Indiana, New York, Virginia
- Alabama, Colorado, Connecticut, District of Columbia, Idaho, Iowa, Louisiana, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New Jersey, North Dakota, Rhode Island, Tennessee, Utah, Washington, Wisconsin
- Arizona, Delaware, Hawaii, Illinois, Kansas, Maine, Missouri, Nebraska, New Mexico, Oklahoma, South Carolina, South Dakota, Vermont, West Virginia, Wyoming
- Alaska, Arkansas, California, Georgia, Kentucky, Michigan, Mississippi, Montana, North Carolina, Ohio, Oregon, Pennsylvania, Texas  
These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.

# 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 require that new middle school teachers pass a licensing test in every core academic area that they are licensed to teach.
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 encourage middle school candidates who are licensed to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates licensed to teach a single subject area should earn a major in that area.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 19

*How States are Faring in Middle School Teacher Preparation*



Progress on this Goal Since 2011:

↑ : 5   ↔ : 45   ↓ : 1

## 1-E Analysis: Georgia



Best Practice State



Progress Since 2011

### ANALYSIS

Georgia requires middle grades certification (grades 4–8) for all middle school teachers. Teacher preparation programs must prepare candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science or social science. The state defines an area of concentration as a minimum of 15 semester hours.

All new middle school teachers in Georgia are also required to pass a specific subject-area test, one of the Georgia Assessments for the Certification of Educators tests, to attain licensure.

Commendably, Georgia does not offer a K-8 generalist license.

### Supporting Research

Test Requirement

[www.gace.nesinc.com](http://www.gace.nesinc.com)

Georgia Rules 505-3-.26; 505-2-.84

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### RECOMMENDATION

#### ■ Ensure meaningful content tests.

To ensure meaningful middle school content tests, Georgia should make certain that its passing scores reflect high levels of performance.

---

### GEORGIA RESPONSE TO ANALYSIS

Georgia was helpful in providing NCTQ with facts that enhanced this analysis.

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	□	□	■ <sup>1</sup>
Arkansas	■	□	□
California	□	■ <sup>2</sup>	□
Colorado	■	□	□
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
<b>GEORGIA</b>	■	□	□
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	□	□	■ <sup>1</sup>
Ohio	■	□	□
Oklahoma	□	□	■ <sup>3</sup>
Oregon	□	□	■ <sup>4</sup>
Pennsylvania	■	□	□
Rhode Island	■	□	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■ <sup>1</sup>
Wyoming	■	□	□
	<b>31</b>	<b>5</b>	<b>15</b>

★ EXAMPLES OF BEST PRACTICE

**Georgia, Mississippi, New Jersey and South Carolina** ensure that all middle school teacher candidates are adequately prepared to teach middle school-level content. None of these states offers a K-8 generalist license and all require passing scores on subject-specific content tests. Georgia, Mississippi and South Carolina explicitly require at least two content-area minors, and New Jersey requires a content major along with a minor for each additional area of certification.

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

Figure 21

Do middle school teachers have to pass an appropriate content test in every core subject they are licensed to teach?

	YES	No, test does not report subscores for all core subjects	No, K-8 license requires only elementary test	No, testing of all subjects not required
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/> <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/> <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/> <sup>6</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>7</sup>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>26</b>	<b>3</b>	<b>16</b>	<b>6</b>

1. Alaska does not require content tests for initial licensure.
2. Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require test.
3. For K-8 license, Idaho also requires a single-subject test.
4. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary education grades.
5. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass new assessment with three subtests.
6. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.
7. Candidates opting for middle-level endorsement may either complete a major or pass a content test.



# 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 are licensed to teach.
2. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they are licensed to teach.
3. 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 22

*How States are Faring in Secondary Teacher Preparation*



Progress on this Goal Since 2011:

↑ : 6   ← : 44   ↓ : 1

## 1-F Analysis: Georgia



Best Practice State



Progress Since 2011

### ANALYSIS

Georgia requires that its secondary teacher candidates pass a content test (Georgia Assessments for the Certification of Educators, or GACE) to teach any core secondary subjects.

However, the state permits a significant loophole to this important policy by allowing a general science license, without requiring subject-matter testing for each subject area within this discipline (see Goal 1-G).

Commendably, Georgia does not offer secondary certification in general social studies. Teachers must be certified in a specific discipline within the subject area of social studies.

Further, to add an additional field to a secondary license, teachers must also pass a content test. However, Georgia cannot guarantee content knowledge in each specific subject for secondary teachers who add general science endorsements..

### Supporting Research

Georgia Rule 505-3-.20,-.25,-.26

Georgia Assessments for the Certification of Educators  
[www.gace.nesinc.com](http://www.gace.nesinc.com)

### RECOMMENDATION

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

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

### GEORGIA RESPONSE TO ANALYSIS

Georgia pointed out that its preparation programs produce almost no graduates in the social studies preparation programs because it would take more than five years to complete one of these programs. The state reiterated that its social studies teachers have majors in specific fields (history, political science, etc.), are recommended only for these fields and pass the GACE assessment in their major field. Once certified, teachers can add other social studies fields by passing the content assessment in the field.

### Supporting Research

<http://www.gapsc.com/Commission/Rules/Current/EducatorPreparation/EdPrepRules.aspx>

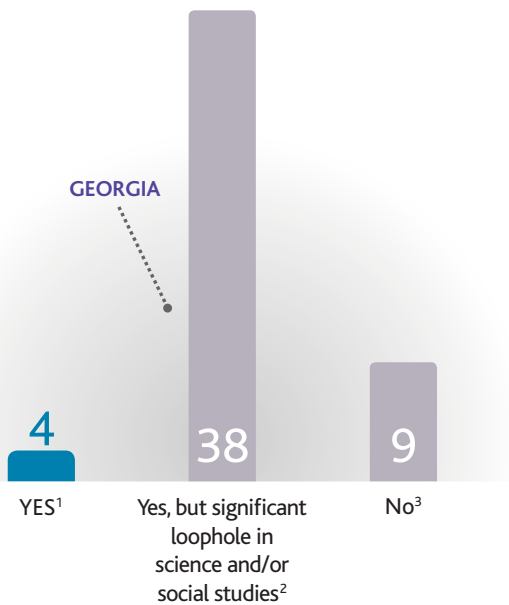
<http://www.gapsc.com/Commission/Rules/Current/Certification/CertRules.aspx>

## ★ EXAMPLES OF BEST PRACTICE

**Georgia, Indiana** and **Tennessee** require that all secondary teacher candidates pass a content test to teach any core secondary subject—both as a condition of licensure and to add an additional field to a secondary license. Further, none of these states offers secondary certification in general social studies; all teachers must be certified in a specific discipline. Also worthy of mention is **Missouri**, which now requires its general social studies teachers to pass a multi-content test with six independently scored subtests.

Figure 23

*Does a secondary teacher have to pass a content test in every subject area for licensure?*



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

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina<sup>4</sup>, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin [For more on loopholes, see Goal 1-G (science) and Figure 25 (social studies).]

3. Alaska, Arizona<sup>5</sup>, California, Colorado, Hawaii, Montana, New Hampshire<sup>5</sup>, Washington, Wyoming<sup>6</sup>

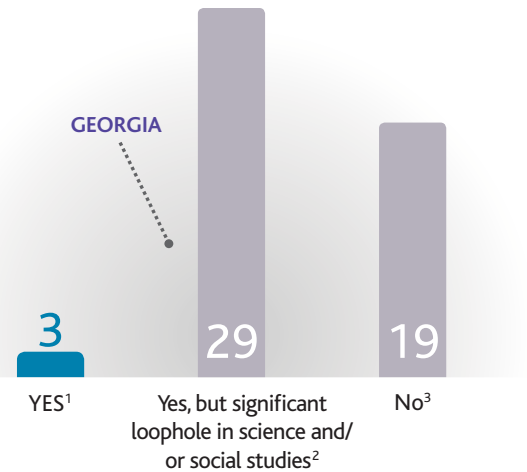
4. Teachers may also have until second year to pass tests, if they attempt to pass them during their first year.

5. Candidates with a master's degree in the subject area do not have to pass a content test.

6. Only secondary comprehensive social studies teachers must pass a content test.

Figure 24

*Does a secondary teacher have to pass a content test in every subject area to add an endorsement?*



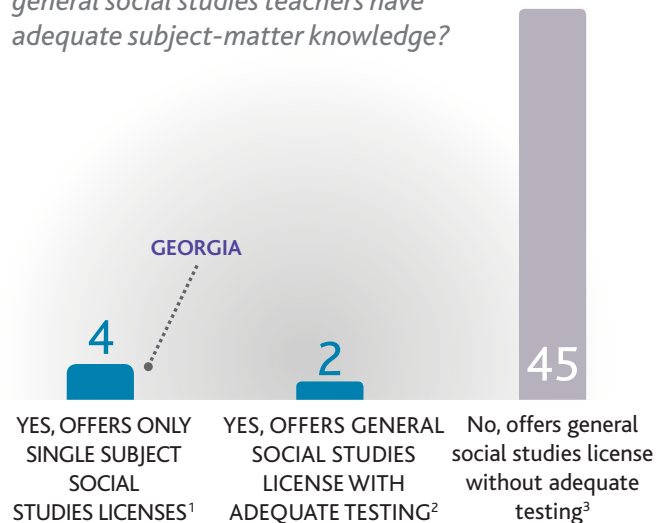
1. **Strong Practice:** Indiana, Minnesota, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin (Science is discussed in Goal 1-G.)

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

Figure 25

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



1. **Strong Practice:** Georgia, Indiana, South Dakota, Tennessee

2. **Strong Practice:** Minnesota<sup>4</sup>, Missouri

3. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma<sup>5</sup>, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

4. Minnesota's test for general social studies is divided into two individually scored subtests.

5. Oklahoma offers combination licenses.

# Area 1: Delivering Well-Prepared Teachers

## › Goal G – Secondary Teacher Preparation in Science

The state should ensure that secondary 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 in each science discipline they are licensed to teach.
2. If a general science or combination science certification is offered, the state should require teachers to pass a subject-matter test in each science discipline they are licensed to teach under those certifications.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 26

*How States are Faring in Preparation to Teach Science*



### Progress on this Goal Since 2011:

↑ : 4   ↔ : 47   ↓ : 0

## 1-G Analysis: Georgia



State Partly Meets Goal



Progress Since 2011

### ANALYSIS

Georgia offers a secondary certification in Broad Field Science. Candidates must pass the GACE Science assessment, which consists of two subtests: The first includes earth science and life science, and the second includes physical science and characteristics of science.

### Supporting Research

Georgia Assessments for the Certification of Educators

[www.gace.nesinc.com](http://www.gace.nesinc.com)

### RECOMMENDATION

- **Require secondary science teachers to pass a content test for each discipline they are licensed to teach.**

States that allow general science certifications—and only require a general knowledge social studies exam—are not ensuring that these secondary teachers possess adequate subject-specific content knowledge. However, although Georgia’s testing requirements fall short of ensuring mastery of each science discipline, the fact that candidates have to pass each subtest to pass the overall test means that the state is on the right track.

### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 27

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

	OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING	OFFERS GENERAL SCIENCE OR COMBINATION LICENSES WITH ADEQUATE TESTING	Offers only single-subject science licenses without adequate testing	Offers general science or combination licenses without adequate testing
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>10</b>	<b>5</b>	<b>1</b>	<b>35</b>

★ EXAMPLE OF BEST PRACTICE

**Missouri** ensures that its secondary science teachers know the content they teach by taking a dual approach to general secondary science certification. The state offers general science certification but only allows these candidates to teach general science courses. Missouri also offers an umbrella certification—called unified science—that requires candidates to pass individual subtests in biology, chemistry, earth science and physics. These certifications are offered in addition to single-subject licenses.

1. Teachers with the general science license may only teach general science courses.  
 2. Georgia's science test consists of two subtests.

# Area 1: Delivering Well-Prepared Teachers

## › Goal H – Special Education Teacher Preparation

The state should ensure that special education teachers know 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 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 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 ensure that secondary special education teachers possess adequate content knowledge.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 28

*How States are Faring in Preparation to Teach Social Studies*



Progress on this Goal Since 2011:

↑ : 9   ↔ : 39   ↓ : 3

## 1-H Analysis: Georgia



State Does Not Meet Goal



Progress Since 2011

### ANALYSIS

Georgia offers a P-12 special certification, in addition to an early childhood option that spans through grade 5.

The P-12 certificates are issued as consultative, meaning the teacher may work collaboratively with a content area teacher of record in all content subjects. To serve as teacher of record, candidates must add a special education concentration at a cognitive level (P-5, 4-8 and 6-12) in one of the following five areas: math, science, social science, language arts and reading. To add an academic level to a special education certificate, the teacher must either be recommended by an approved program or pass the appropriate content assessment.

Therefore, the state does not require subject-matter for this certificate, nor does it require a content test for what amounts to an elementary special education certification.

### Supporting Research

Georgia Rules 505-2-.103, -.107, -.108

<http://www.gace.ets.org>

### RECOMMENDATION

- **End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.**

It is virtually impossible and certainly impractical for Georgia to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach, especially considering state and federal expectations that special education students should meet the same high standards as other students. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

While special educators should be valued for their critical role in working with students with disabilities and special needs, they are identified by the state not as “special education assistants” but as “special education teachers,” presumably because the state expects them to provide instruction to children. Providing instruction to children who have special needs requires both knowledge of effective learning strategies and some knowledge of the subject matter at hand. Failure to ensure that teachers are well trained in content areas deprives special education students of the opportunity to reach their full academic potential.

- **Require that elementary special education candidates pass a rigorous content test as a condition of initial licensure.**

To ensure that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the subject matter at hand, Georgia should require a rigorous content test that reports separate passing scores for each content area. Georgia should also set these passing scores to reflect high levels of performance. 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 teachers possess adequate content knowledge.**

Secondary special education teachers are frequently generalists who teach many core subject areas. While it may be unreasonable to expect secondary special education teachers to meet the same requirements for each subject they teach as other teachers who teach only one subject, Georgia's current policy of requiring no subject-matter testing is problematic and will not help special education students to meet rigorous learning standards. To provide a middle ground, Georgia should consider a customized HOUSSE route for new secondary special education teachers and look to the flexibility offered by the Individuals with Disabilities Education Act (IDEA), which allows for a combination of testing and coursework to demonstrate requisite content knowledge in the classroom.

---

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that special education teachers who serve as teachers of record in core academic subjects are not held to a lesser standard of content expertise than other core academic teachers. The state has differentiated core academic subject content tests for varying grade levels for special education. For example, teachers who teach in special education in the secondary grades must pass the same secondary core academic subject assessment as any other teacher of record for that subject. Therefore, if an educator is serving as the teacher of record to children in special education in multiple core academic subjects, that educator must pass separate content assessments for each of those subjects for the secondary area. Passing scores are recommended by standard-setting committees of Georgia educators and those that prepare Georgia educators.

The state also noted that the only exceptions are those who add the field of reading via preparation program or major/concentration, except in the field of early childhood. These candidates must pass the early childhood assessment to add only the P-5 fields. In addition, there are testing options to add grades P-8, which, during federal monitoring, USDOE confirmed does not hold teachers in special education to a lesser standard.

#### Supporting Research

<http://www.gapsc.com/Commission/Rules/Current/Certification/CertRules.aspx>

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### LAST WORD

By tying requirements to "teacher of record," it appears that the state is putting the burden on districts to ensure that teachers have passed tests for the grades and subjects they teach. A license should mean that a teacher is prepared to teach any subjects or grades covered under that certificate.

Figure 29

*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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>16</b>	<b>7</b>	<b>28</b>

★ **EXAMPLES OF BEST PRACTICE**

Unfortunately, NCTQ cannot award “best practice” honors to any state’s policy in the area of special education. However, two states—**New York** and **Rhode Island**—are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are required to teach. Both states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers. Secondary special education teachers in New York must pass a newly developed multisubject content test for special education teachers comprised of three separately scored sections. Rhode Island requires its secondary special education teachers to hold certification in another secondary area.

Figure 30

*Which states require subject-matter testing for special education teachers?*

Elementary Subject-Matter Test	
Required for an elementary special education license	Alabama, Iowa, Louisiana, Massachusetts, New Jersey, New York, Pennsylvania <sup>1</sup> , Rhode Island, Texas, West Virginia <sup>2</sup> , Wisconsin
Required for a K-12 special education license	Colorado, Idaho, North Carolina
Secondary Subject-Matter Test(s)	
Tests in all core subjects required for secondary special education license	New York <sup>3</sup>
Test in at least one subject required for secondary special education license	Louisiana, New Jersey, Pennsylvania <sup>1</sup> , Rhode Island, West Virginia <sup>2</sup>
Required for a K-12 special education license	None

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

2. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.

3. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.

Figure 29:

1. Although New Jersey does issue a K-12 certificate, candidates must meet discrete elementary and/or secondary requirements.

# Area 1: Delivering Well-Prepared Teachers

## › Goal I – Assessing Professional Knowledge

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

### Goal Component

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

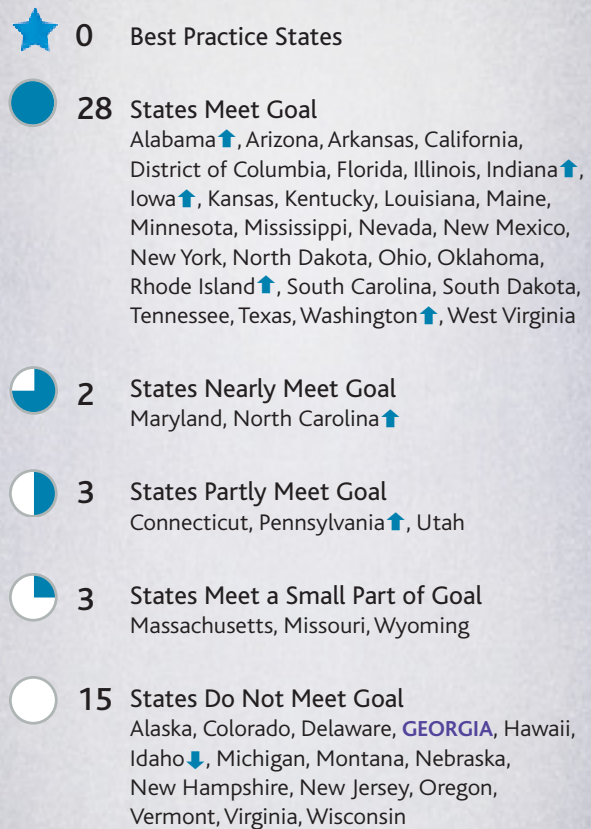
1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 31

*How States are Faring in Special Education Teacher Preparation*



Progress on this Goal Since 2011:

↑ : 7   ↔ : 43   ↓ : 1

## 1-I Analysis: Georgia



State Does Not Meet Goal



Progress Since 2011

### ANALYSIS

Georgia does not currently require new teachers to pass a pedagogy test in order to attain certification.

Only teachers seeking certification through Georgia's One-Year Supervised Practicum are required to take the GACE Professional Pedagogy test.

Georgia is also a member of the Teacher Performance Assessment (edTPA) consortium..

### Supporting Research

[http://www.gace.nesinc.com/GA5\\_testselection.asp](http://www.gace.nesinc.com/GA5_testselection.asp)

<http://www.gapsc.com/EducatorPreparation/Assessment/TestBasedOption.asp>

### RECOMMENDATION

#### ■ **Require that all new teachers pass a pedagogy test.**

Georgia should verify that all new teachers meet professional standards through a test of professional knowledge.

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

While Georgia 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 edTPA 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.

### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis. Georgia also noted that by academic year 2015-2016, all teacher preparation program providers will be required to fully implement edTPA. A two-year phase-in period begins in academic year 2013-2014 in which all providers are expected to participate in start-up activities. In 2014-2015, all providers will be required to use the assessment for some, but not all, programs. Georgia policy makers, program providers, as well as candidates who participated in the edTPA field test and pilots, perceive the edTPA to be a far more valuable assessment of teaching skill because it is a content-specific pedagogy test rather than a general test of pedagogical knowledge and skill. As a content-specific pedagogy assessment, edTPA will more accurately gauge teaching skills than a paper and pencil selected response assessment of general pedagogy. Georgia will be one of the first states to require for certification this more rigorous assessment..

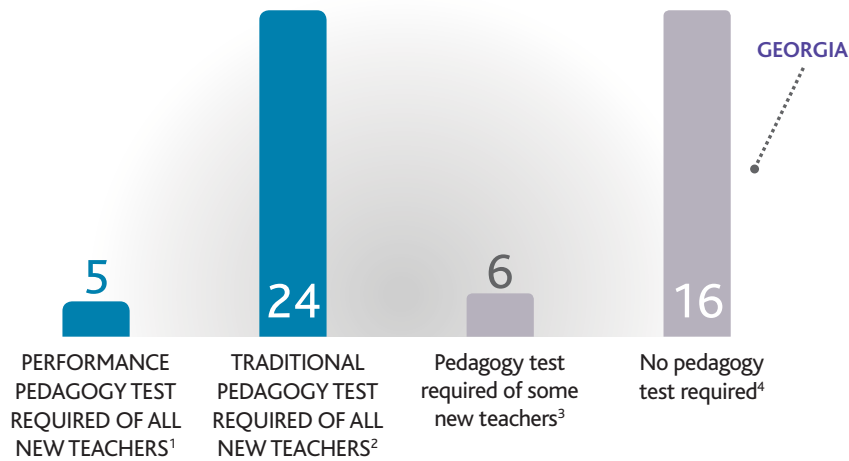
### LAST WORD

NCTQ agrees that a performance assessment can be of much more value than a traditional multiple choice test. However, as noted in the recommendation, virtually no technical data has been published establishing the validity and reliability of the edTPA. The state is encouraged to ensure the technical adequacy of any assessment required for licensure.

★ **EXAMPLES OF BEST PRACTICE**

Although NCTQ has not singled out one state’s policies for “best practice” honors, it commends the many states that require a pedagogy assessment to verify that all new teachers meet professional standards.

Figure 32  
*Do states measure new teachers’ knowledge of teaching and learning?*



1. **Strong Practice:** California, Illinois<sup>5</sup>, New York, Tennessee<sup>6</sup>, Washington
2. **Strong Practice:** Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, North Carolina<sup>7</sup>, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia
3. Connecticut, Maryland, Missouri, Pennsylvania, Utah<sup>8</sup>, Wyoming
4. Alaska, Colorado, Delaware, Georgia, Hawaii, Idaho, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Wisconsin
5. Beginning in 2015.
6. Teachers may pass either the edTPA or a Praxis pedagogy test.
7. Teachers have until their second year to pass if they attempt to pass during their first year.
8. Not required until teacher advances from a Level One to a Level Two license.

# Area 1: Delivering Well-Prepared Teachers

## › Goal J – 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 33

*How States are Faring in Student Teaching*



Progress on this Goal Since 2011:

↑ : 8   ↔ : 42   ↓ : 1

## 1-J Analysis: Georgia



State Partly Meets Goal



Progress Since 2011

### ANALYSIS

Georgia now directs teacher preparation programs to require at least one full semester of student teaching or internships in regionally accredited schools. The state does not address the qualifications of cooperating teachers.

#### Supporting Research

Georgia Rules 505-3-.01

### RECOMMENDATION

- **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 in Georgia 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 by the student teacher or school district staff.

- **Use evidence from the state's teacher evaluation system to select cooperating teachers.**

Georgia requires objective measures of student growth to be the preponderant criterion of its teacher evaluations. The state should therefore utilize its evaluation results, which provide evidence of effectiveness in the classroom, in the selection of effective cooperating teachers.

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

Georgia should ensure that teacher candidates are required to complete a student teaching experience. Completing an internship, as articulated in the regulation, should not be a loophole to bypass the student teaching requirement.

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that the terms "student teaching" and "internship" are used synonymously. The state also noted that traditional teacher preparation programs require a minimum of one full semester of student teaching, and nontraditional programs require one full year in a job-embedded internship.

Figure 34

Do states ensure a high-quality student teaching experience?

COOPERATING TEACHER  
SELECTED BASED ON  
EFFECTIVENESS

STUDENT TEACHING  
LASTS AT LEAST 10 WEEKS

	COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS	STUDENT TEACHING LASTS AT LEAST 10 WEEKS
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>

5

32



EXAMPLES OF BEST PRACTICE

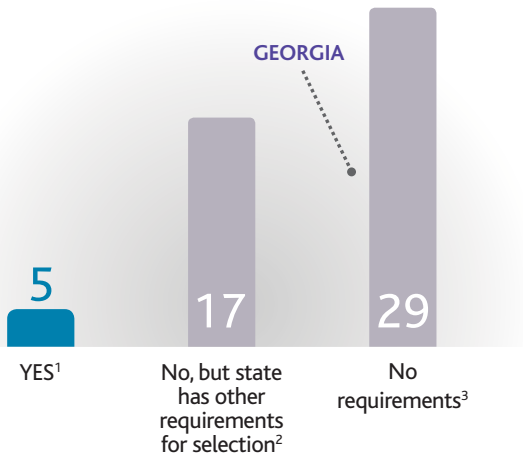
Florida, Rhode Island and Tennessee not only require teacher candidates to complete at least 10 weeks of full-time student teaching, but they also all require that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

1. West Virginia allows candidates to student teach for less than 12 weeks if determined to be proficient.



Figure 35

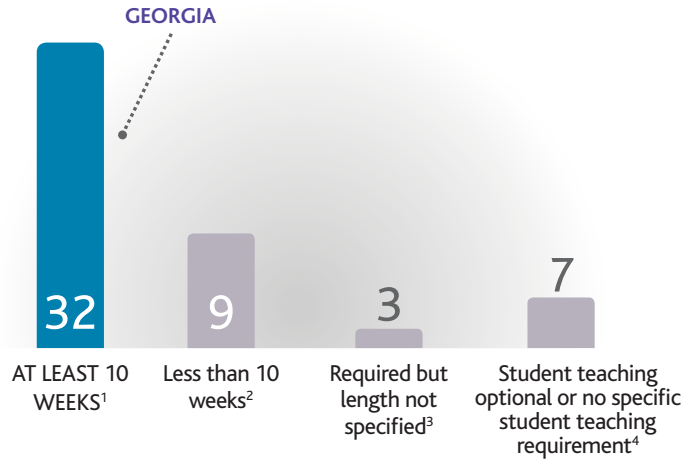
*Is the selection of the cooperating teacher based on some measure of effectiveness?*



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

Figure 36

*Is the student teaching experience of sufficient length?*



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

# Area 1: Delivering Well-Prepared Teachers

## › Goal K – 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 data that connects student achievement gains to teacher preparation programs. Such data can include value added or growth analyses conducted specifically for this purpose or evaluation ratings that incorporate objective measures of student learning to a significant extent.
2. The state should collect other meaningful data that reflect program performance, including some or all of the following:
  - a. Average raw scores of teacher candidates on licensing tests, including academic proficiency, 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 and
  - d. 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.
5. The state should retain full authority over its process for approving teacher preparation programs.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 37

*How States are Faring in Teacher Preparation Program Accountability*



Progress on this Goal Since 2011:

↑ : 13   ↔ : 38   ↓ : 0

## 1-K Analysis: Georgia



State Nearly Meets Goal



Progress Since 2011

### ANALYSIS

Georgia's approval process for its traditional and alternate route teacher preparation programs is on the right track but could do more to hold programs accountable for the quality of the teachers they produce.

Georgia requires that preparation programs collect data relating to candidate performance and its effect on student learning, which requires candidates to produce evidence of a positive impact on student growth during student teaching. The state's new requirements and standards for approving educator preparation programs, effective January 15, 2013, require all programs to submit data related to these preparation program effectiveness measures.

However, it does not appear that Georgia applies any transparent, measurable criteria for conferring program approval. The state collects programs' annual summary licensure test pass rates (80 percent of program completers must pass their licensure exams). 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, in the past three years, no programs in the state have been identified as low performing—an additional indicator that programs lack accountability.

The Governor's Office of Student Achievement (OSA) publishes an annual report card that provides individual teacher preparation program data on state certification assessments.

In Georgia, there is some overlap of accreditation and state approval. Members of NCATE/CAEP and the state make up the review team and decisions are made jointly; state members must complete NCATE/CAEP training. Georgia conducts its own program reviews.

### Supporting Research

Georgia Rule 505-3-.01

Guidance and Implementation Plan

[http://www.gapsc.com/EducatorPreparation/Resources/Downloads/Rule\\_01\\_Guidance\\_V1\\_February\\_2013.pdf](http://www.gapsc.com/EducatorPreparation/Resources/Downloads/Rule_01_Guidance_V1_February_2013.pdf)

Report Cards

<http://www.gaosa.org/report.aspx>

[www.ncate.org](http://www.ncate.org)

### RECOMMENDATION

#### ■ Establish the minimum standard of performance for each category of data.

Merely collecting the types of data described above is insufficient for accountability purposes. The next and perhaps more critical step is for Georgia to establish precise minimum standards for teacher preparation program performance for each category of data. The state should be mindful of setting rigorous standards for program performance, as its current requirement that 80 percent of program graduates pass the state's licensing tests is too low a bar. Programs should be held accountable for meeting rigorous standards, and there should be consequences for failing to do so, including loss of program approval.

#### ■ Maintain full authority over the process for approving teacher preparation programs.

Georgia should ensure that it is the state that considers the evidence of program performance and makes the decision about whether programs should continue to be authorized to prepare teachers.

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that beginning in the 2015-2016 school year, new systems for evaluating programs and the performance of their completers will be fully implemented. A two-year pilot period began in 2013-2014, during which available data will be collected and analyzed. Effectiveness measures include teacher performance (a statewide evaluation system comprised of student growth measures and observations); content knowledge (state content assessments and the edTPA in applicable programs); success at induction (retention in the profession after the three-year induction phase); and other annual program measures that include completion rates, yield, and completer and employer surveys. Teacher performance will comprise 50 percent of the overall effectiveness measure, and programs will be categorized into four performance levels: exemplary, proficient, at-risk of low performing and low performing. Approval status will be tied to the performance rankings, with low-performing programs placed on probation and given a specified period of time to improve or risk loss of approval.

Georgia added that although not yet published, one program provider was deemed “low performing” in 2011-2012, and, as a result, state approval and national accreditation were revoked.

Figure 38

Do states hold teacher preparation programs accountable?

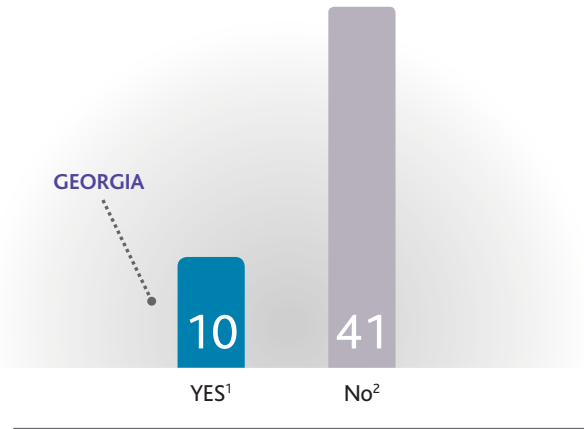
	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	■	■ <sup>1</sup>	■
Alaska	□	□	□
Arizona	■	□	□
Arkansas	□	□	□
California	■	□	□
Colorado	■	□	■
Connecticut	□	□	□
Delaware	■	□	■
District of Columbia	□	□	□
Florida	■	□	■ <sup>2</sup>
<b>GEORGIA</b>	■	□	■
Hawaii	□	□	□
Idaho	□	□	□
Illinois	■	□	□
Indiana	■	□	■
Iowa	■	□	□
Kansas	■	□	□
Kentucky	■	□	■ <sup>2</sup>
Louisiana	■	■	■ <sup>2</sup>
Maine	■ <sup>1</sup>	□	□
Maryland	■ <sup>3</sup>	□	□
Massachusetts	■	□	■
Michigan	■	■ <sup>1</sup>	■
Minnesota	□	□	□
Mississippi	■ <sup>1</sup>	□	□
Missouri	■	□	□
Montana	■ <sup>1</sup>	□	□
Nebraska	□	□	□
Nevada <sup>1</sup>	■	■	□
New Hampshire	■	□	□
New Jersey	■ <sup>1</sup>	□	□
New Mexico	□	□	□
New York	□	□	□
North Carolina	■	□	■ <sup>2</sup>
North Dakota	□	□	□
Ohio <sup>1</sup>	■	□	■
Oklahoma	□	□	■
Oregon	■	□	□
Pennsylvania	■ <sup>1</sup>	□	□
Rhode Island	■	□	■
South Carolina <sup>1</sup>	■	□	■
South Dakota	□	□	□
Tennessee	■	□	■
Texas	■	□	■
Utah	□	□	□
Vermont	■	□	□
Virginia	■ <sup>1</sup>	□	□
Washington	■	□	■
West Virginia	■ <sup>1</sup>	□	□
Wisconsin	■	□	■
Wyoming	□	□	□
	<b>36</b>	<b>4</b>	<b>19</b>

★ **EXAMPLES OF BEST PRACTICE**

NCTQ is not awarding "best practice" honors to any state's policy in the area of teacher preparation program accountability. However, the following states should be commended for collecting data that connect student achievement gains to teacher preparation programs: **Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee and Texas.**

Figure 39

Do states connect student achievement data to teacher preparation programs?



1. **Strong Practice:** Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas
2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia<sup>3</sup>, Hawaii<sup>3</sup>, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland<sup>3</sup>, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York<sup>3</sup>, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
3. Included in state's Race to the Top plan, but not in policy or yet implemented.

1. For traditional preparation programs only.  
 2. State does not distinguish between alternate route programs and traditional preparation programs in public reporting.  
 3. For alternate routes only.

Figure 40

Which states collect meaningful data?	
<b>STUDENT LEARNING GAINS</b>	Colorado, Delaware, Florida, <b>GEORGIA</b> , Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas
<b>EVALUATION RESULTS FOR PROGRAM GRADUATES</b>	Alabama, Arizona, Florida, Illinois, Massachusetts, North Carolina, South Carolina, Tennessee, Texas
<b>AVERAGE RAW SCORES ON LICENSING TESTS</b>	Alabama, Indiana, Kentucky, Louisiana, Michigan, New Jersey, Ohio, Tennessee, Texas, Washington, West Virginia
<b>SATISFACTION RATINGS FROM SCHOOLS</b>	Alabama, Arizona, Florida, Iowa, Kentucky, Maryland <sup>1</sup> , Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia
<b>TEACHER RETENTION RATES</b>	Arizona, Colorado, Florida, Indiana, Maine, Missouri, New Hampshire, New Jersey, Tennessee, Texas

1. For alternate route only

Figure 41

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

	STATE HAS ITS OWN APPROVAL PROCESS	Overlap of accreditation and state approval	National accreditation is required for program approval
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>31</b>	<b>13</b>

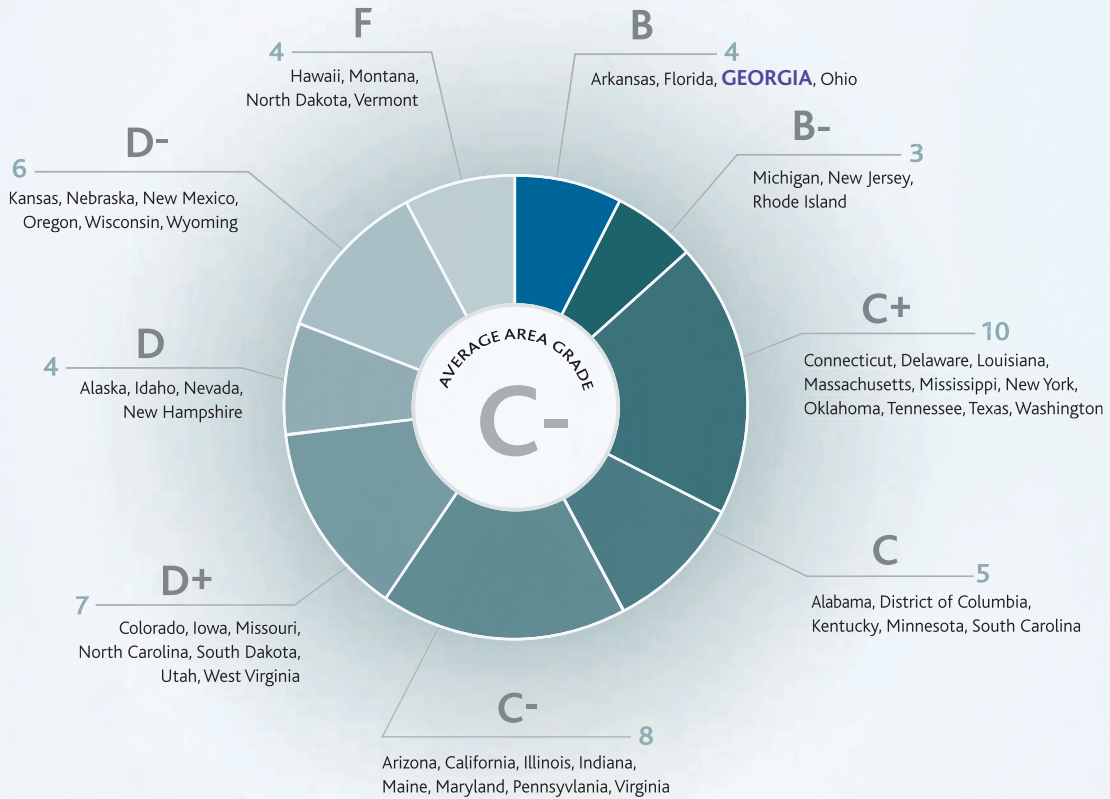
1. National accreditation can be substituted for state approval.

2. For institutions with 2,000 or more full-time equivalent students

# Area 2 Summary

## How States are Faring in Expanding the Pool of Teachers

State Area Grades



### Topics Included In This Area

**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 2: Expanding the Teaching Pool

## › 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 set a rigorous bar for program entry by requiring that candidates take a rigorous test to demonstrate academic ability, such as the GRE.
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.



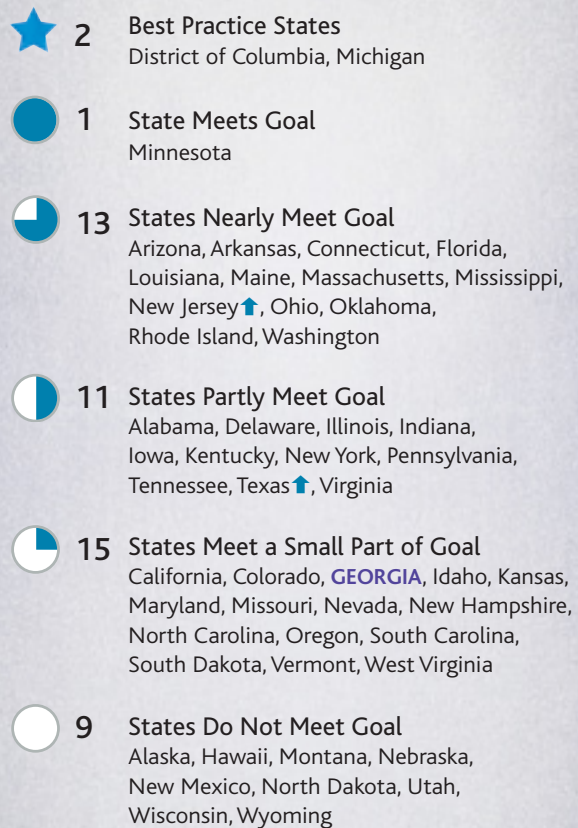
The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 42

### How States are Faring in Alternate Route Eligibility



### Progress on this Goal Since 2011:

↑ : 2   ↔ : 49   ↓ : 0



## 2-A Analysis: Georgia



State Meets a Small Part of Goal



Bar Raised for this Goal



Progress Since 2011

### ANALYSIS

Georgia does not require candidates in its alternate route program, the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP), to demonstrate prior academic performance beyond passing a basic skills assessment. The state will accept a master's degree or equivalent scores on the SAT, ACT, and GRE in lieu of this requirement.

Candidates must show evidence of content knowledge through a major or content coursework. The state will accept a passing score on a subject-matter exam in lieu of this requirement.

Georgia does not require all of its candidates to pass a subject-matter test. Only candidates applying to teach where a related content major is not available, such as Early Childhood or Special Education, are required to pass a content assessment.

### Supporting Research

Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3--05.pdf>

Georgia Alternative Routes

<http://www.gapsc.com/Certification/RoutesToCert/AlternativeRoutes.aspx>

### RECOMMENDATION

#### ■ Screen all candidates for academic ability.

Georgia should require that candidates to its alternate routes provide some evidence of good academic performance. At a minimum, Georgia should set a standard for academic proficiency higher than traditional candidates. A rigorous test appropriate for candidates who have already completed a bachelor's degree, such as the GRE, would be ideal.

#### ■ Require applicants to pass a subject-matter test for admission.

While Georgia is commended for allowing candidates lacking sufficient subject-area coursework to demonstrate their knowledge on a test, the state should require all candidates, including those with a major in the subject, to pass a content-knowledge test. The concept behind alternate routes is that the nontraditional candidate is able to concentrate on acquiring professional knowledge and skills because he or she has strong subject-area knowledge. Teachers without sufficient subject-matter knowledge place students at risk.

#### ■ Eliminate basic skills test requirement.

The state's requirement that alternate route candidates also 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. A test designed for individuals who already have a bachelor's degree, such as the GRE, would be a much more appropriate measure of academic standing.

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that although candidates hired by school system Human Resource personnel and school principals are admitted into the GaTAPP program, additional measures are applied to verify content knowledge. For candidates who have a major in the content area or an equivalent major with 21 semester hours in upper-level courses (typically junior and senior classes), content knowledge is monitored and assessed through academic language and content utilized in candidate-developed unit and lesson plans during the Essentials of Effective Teaching class. Candidates who do not have a major must have a passing score on the GACE Content assessment at program entry and are monitored and assessed in the same manner as described above. These candidates are required to verify experiences or interests that have led to a practical knowledge of the content. Candidates who do not demonstrate competency in the content of the teaching field are monitored more frequently and are provided interventions to ensure that students are not at risk.

---

### LAST WORD

It seems that Georgia indeed takes content knowledge of GaTAPP teachers seriously. NCTQ encourages the state to rethink its current process, which relies on identifying and remediating candidate weakness, and substantially reduce the risk to students of having a teacher without sufficient subject-matter knowledge by simply requiring all candidates to pass a content test as a condition of admission to GaTAPP.

Figure 43

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	□	□	□
Ohio	□	★	★
Oklahoma	□	★	★
Oregon	□	□	■
Pennsylvania	■	★	■
Rhode Island	★	■	★
South Carolina	□	★	□
South Dakota	□	★	□
Tennessee	□	□	★
Texas	□	□	★
Utah	□	□	□
Vermont	□	□	□
Virginia	□	★	■
Washington	□	★	★
West Virginia	□	★	□
Wisconsin	□	□	□
Wyoming	□	□	□

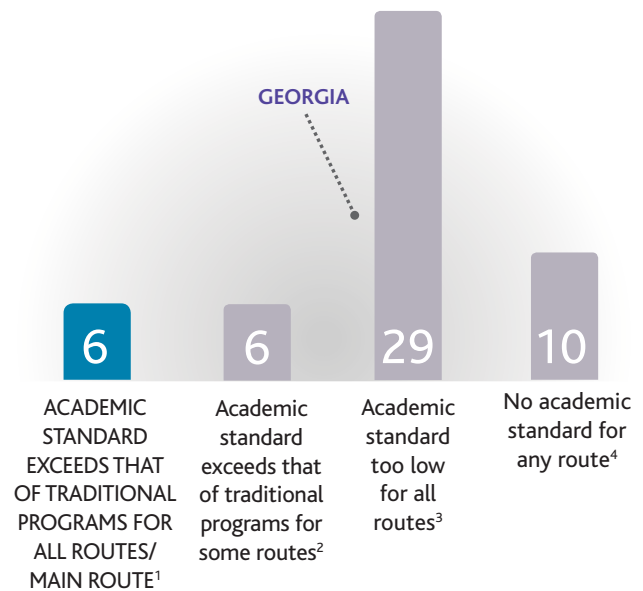
■ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as a condition of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither 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 44

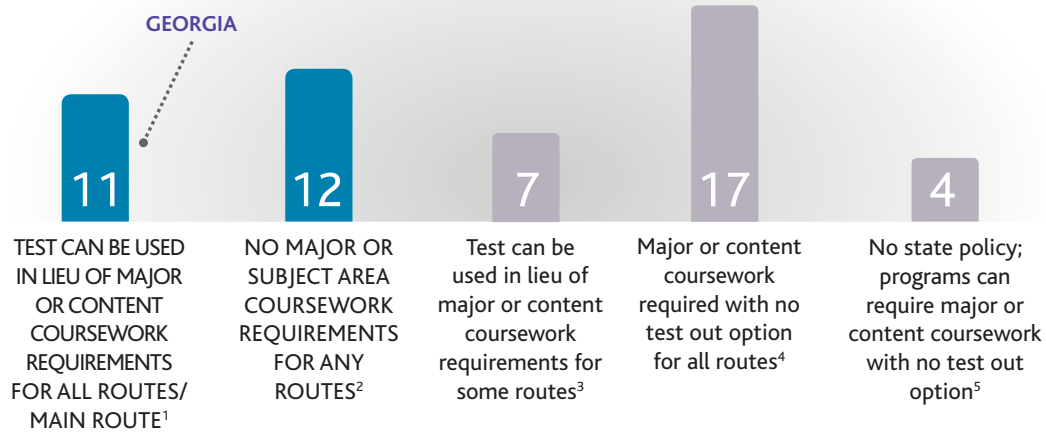
Do states require alternate routes to be selective?



- Strong Practice:** Connecticut, District of Columbia, Michigan, Minnesota, New Jersey, Rhode Island
- Alabama, Illinois<sup>5</sup>, Indiana, Kentucky<sup>6</sup>, New York, Pennsylvania
- Alaska, Arkansas, California, Colorado, Delaware, Florida, Georgia, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, Ohio, Oklahoma, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
- Arizona, Hawaii, Idaho, Maine, Montana, New Mexico, North Dakota, Oregon, South Carolina, Utah
- Illinois' routes are in the process of converting to a single new license.
- Only one of Kentucky's eight alternate routes has a 3.0 GPA requirement.

Figure 45

*Do states accommodate the nontraditional background of alternate route candidates?*



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

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

3. Connecticut, Delaware, Kentucky, Maryland, Oregon, Pennsylvania, Virginia

4. Alaska, Indiana, Kansas, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wisconsin, Wyoming

5. Hawaii, Idaho, New Mexico, North Dakota

# Area 2: Expanding the Teaching Pool

## › Goal B – Alternate Route Preparation

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

### 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 6 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, classroom management techniques).
4. The state should require intensive induction support, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced over the course of the entire first year. 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. Ideally, candidates would also have an opportunity to practice teach in a summer training program.



The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Figure 46

### How States are Faring in Alternate Route Preparation



### Progress on this Goal Since 2011:

↑ : 0   ↔ : 51   ↓ : 0

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

## 2-B Analysis: Georgia



State Meets Goal



Bar Raised for this Goal



Progress Since 2011

### ANALYSIS

The Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) is typically offered in two phases. Phase 1 provides new teachers with a brief introduction to teaching offered in an 80-hour summer course called the Essentials of Effective Teaching. In the first year of teaching, new teachers will participate in six seminars (three each semester). Seminars are based on a teacher's identified needs and interests. In the second year, teachers are required to complete four seminars.

Georgia is commended for both the length of its alternate route program and its coursework requirements, which offer the flexibility and content that new teachers need to succeed in the classroom, without being overly burdensome.

In phase 2, all GaTAPP candidates are assigned a three-person support team, including a school-based mentor and a school-based administrator.

The GaTAPP program is a two-year program providing full certification upon completion. If necessary, some teachers may be required to complete a third year prior to receiving certification.

### Supporting Research

Alternative Routes

<http://www.gapsc.com/Certification/RoutesToCert/AlternativeRoutes.aspx>

Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.05.pdf>

### RECOMMENDATION

#### ■ Offer opportunities to practice teach.

While Georgia is commended for offering high-quality mentoring support to new alternate route teachers, the state may want to consider providing its candidates with a practice-teaching opportunity prior to their placement in the classroom.

### GEORGIA RESPONSE TO ANALYSIS

Georgia noted that while some of the field experience in the GaTAPP program may occur simultaneously with clinical practice, GaTAPP program providers are in the process of developing a plan for preteaching Field Experiences, which will occur during the Essentials of Effective Teaching course and will include opportunities to practice skills and demonstrate knowledge and understandings of the content. For these experiences, and as is done now for job-embedded clinical practice, candidates' level of performance will be assessed and the resulting data will be compiled, analyzed and used by the Candidate Support Team to inform development of the Individual Induction Plan.

The state also pointed out that Field Experience for Educator Preparation Programs is defined as those experiences that require active professional practice or demonstration, and that include substantive work with P-12 students or P-12 personnel as appropriate depending on the preparation program. The preparation program requirements further require settings that "provide [candidates] with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards."

### Supporting Research

GaPSC 505-3-.01 (3)(e)(9)

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.01.pdf>

Figure 47

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

	EFFICIENT COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING OPPORTUNITY	INTENSIVE SUPPORT
Alabama	■	■	◐	□	□
Alaska	□	★	★	★	□
Arizona	□	□	★	★	□
Arkansas	★	★	★	□	★
California	■	■	★	□	□
Colorado	★	□	★	□	□
Connecticut	★	★	★	★	□
Delaware	★	★	★	★	★
District of Columbia	□	□	□	★	□
Florida	■	■	★	◐	□
<b>GEORGIA</b>	★	★	★	□	★
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	□	□	★	□	□

★ **EXAMPLES OF BEST PRACTICE**

**Delaware** and **New Jersey** ensure that alternate routes provide efficient preparation that meets the needs of new teachers. Both states require a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring.

◐ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

# Area 2: Expanding the Teaching Pool

## › Goal C – Alternate Route Usage and Providers

The state should provide an alternate route that is free from limitations on its usage and allows a diversity of 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 48

### How States are Faring in Alternate Route Usage and Providers



### Progress on this Goal Since 2011:

↑ : 1   ↔ : 47   ↓ : 3



## 2-C Analysis: Georgia



State Meets Goal



Progress Since 2011

### ANALYSIS

Georgia does not limit the usage or providers of its alternate route.

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

Program providers are institutions of higher education, regional and local schools districts and education agencies. The state is commended for structuring its programs to allow a diversity of providers. A good diversity of providers helps all programs, both university- and nonuniversity-based, to improve.

### Supporting Research

Georgia Rule 505-3-.01, -.05, -.09

Guidance and Implementation Plans for Educator Preparation Rule

[http://www.gapsc.com/EducatorPreparation/Resources/Downloads/Rule\\_01\\_Guidance\\_V1\\_February\\_2013.pdf](http://www.gapsc.com/EducatorPreparation/Resources/Downloads/Rule_01_Guidance_V1_February_2013.pdf)

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### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 49

Are states' alternate routes free from limitations?

	BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS	DIVERSITY OF PROVIDERS
Alabama	☐	☐
Alaska	☐	☐
Arizona	★	★
Arkansas	☐	★
California	★	★
Colorado	★	★
Connecticut	★	★
Delaware	☐	★
District of Columbia	★	★
Florida	★	★
<b>GEORGIA</b>	★	★
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	☐	☐

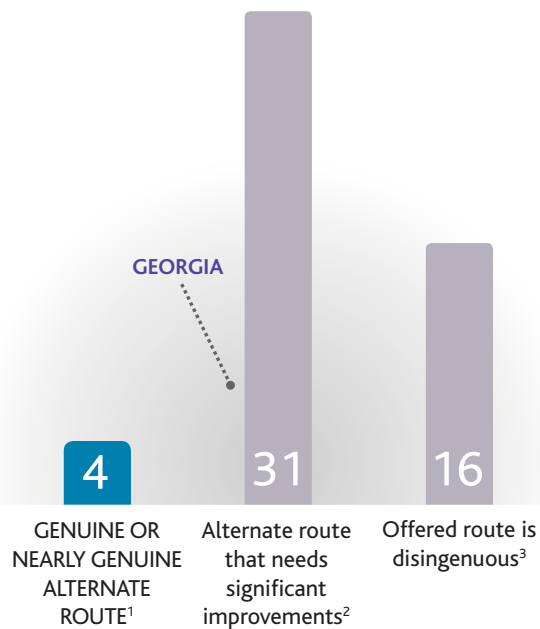
☐ For some alternate routes    ☐ For most or most widely used alternate routes    ★ For all alternate routes

★ 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 commends all states that permit both broad usage and a diversity of providers for their alternate routes.

Figure 50

Do states provide real alternative pathways to certification?



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

Figure 51

What are the characteristics of states' alternate routes?

	PREREQUISITE OF STRONG ACADEMIC PERFORMANCE	VERIFICATION OF SUBJECT-MATTER KNOWLEDGE	AVAILABILITY OF TEST OUT OPTIONS	EFFICIENT COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING	INTENSIVE MENTORING	BROAD USAGE	DIVERSITY OF PROVIDERS
Alabama	☑	☐	★	☐	☐	☑	☐	☐	☑	☐
Alaska	☐	☐	☐	☐	★	★	★	☐	☐	☐
Arizona	☐	★	★	☐	☐	★	★	☐	★	★
Arkansas	☐	★	★	★	★	★	☐	★	☐	★
California	☐	☐	☐	☐	☐	★	☐	☐	★	★
Colorado	☐	☑	★	★	☐	★	☐	☐	★	★
Connecticut	★	☐	☑	★	★	★	★	☐	★	★
Delaware	☐	☐	☑	★	★	★	★	★	☑	★
District of Columbia	★	★	★	☐	☐	☐	★	☐	★	★
Florida	☐	★	★	☐	☐	★	☑	☐	★	★
<b>GEORGIA</b>	☐	☐	★	★	★	★	☐	★	★	★
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	☐	☐	☐	☐	☐	★	☐	☐	☐	☐

☑ For some alternate routes    ☐ For most or most widely used alternate routes    ★ For all alternate routes

# Area 2: Expanding the Teaching Pool

## › 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.)

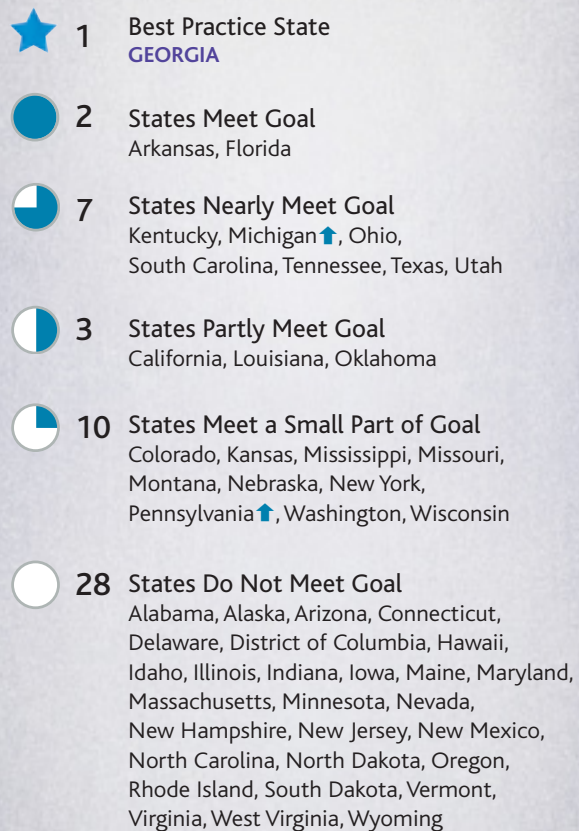
1. Either through a discrete license or by waiving most licensure requirements, the state should license individuals with content expertise as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 52

*How States are Faring in Part Time Teaching Licenses*



Progress on this Goal Since 2011:

↑ : 2   ↔ : 49   ↓ : 0

## 2-D Analysis: Georgia



Best Practice State



Progress Since 2011

### ANALYSIS

Georgia offers the Adjunct License for part-time teaching. To be eligible for the Adjunct License applicants must have a bachelor's degree or higher from an institution of higher education. Candidates are required to have a minimum of two years' work experience in the desired field of certification.

Adjunct License applicants are also required to pass a content exam.

The employing district must assign a mentor to the Adjunct Licensed teacher. The adjunct instructor cannot be employed for more than 50 percent of the school day.

### Supporting Research

Georgia Professional Standards Commission Rule 505-2-.40

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### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 53

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

	YES	Restricted or vague license offered	No
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>10</b>	<b>12</b>	<b>29</b>

 **EXAMPLE OF BEST PRACTICE**

**Georgia** 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 will be assigned a mentor.

# Area 2: Expanding the Teaching Pool

## › 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.)

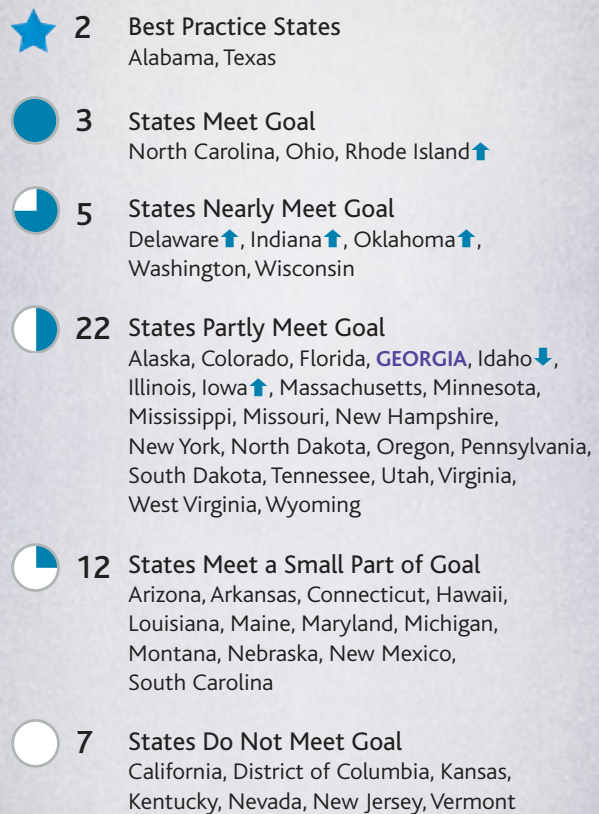
1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of effective teaching in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet its own testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program as it accords teachers prepared in a traditional preparation program.
4. Consistent with these principles of portability, state requirements for online teachers based in other states should protect student interests without creating unnecessary obstacles for teachers.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 54

### How States are Faring in Licensure Reciprocity



### Progress on this Goal Since 2011:

↑ : 5   ↔ : 45   ↓ : 1

## 2-E Analysis: Georgia



State Partly Meets Goal



Progress Since 2011

### ANALYSIS

Regrettably, Georgia grants waivers for all of its licensing tests to any out-of-state teacher who has at least three years of experience in the last five years.

Teachers with current, comparable out-of-state certificates are eligible for Georgia's professional certificate. To qualify, teachers must meet the state's recency requirement of one year of out-of-state teacher experience within the last five years or six semester hours of continuing education units in the past five years. Georgia requires additional coursework in special education, which may be waived with three years of experience in the last five years.

Georgia is also a participant in the NASDTEC Interstate Agreement, which outlines which other states' certificates will be accepted by the receiving state. This agreement is not a collection of two-way reciprocal acceptances, nor is it a guarantee that all certificates will be accepted by the receiving state, and is therefore not included in this analysis.

In Georgia, online courses may be offered by the state's Virtual School, an online dual enrollment course offered by a postsecondary institution or an approved provider. All teachers who provide instruction through the Georgia Virtual School must be certified by the state's Professional Standards Commission.

### Supporting Research

Georgia Rule 505-2-.15, -.20

OCCA 20-1-140.1, 20-2-319

### RECOMMENDATION

- **To uphold standards, require that teachers coming from other states meet testing requirements.**

Georgia takes considerable risk by granting a waiver for its licensing tests to any out-of-state teacher with three years of experience. Georgia should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards. The negative impact on student learning stemming from a teacher's inadequate subject-matter knowledge is not mitigated by the teacher's having recent experience.

- **Require evidence of effective teaching when determining eligibility for full certification.**

Georgia should require that evidence of teacher effectiveness be considered for all out-of-state candidates. Such evidence is especially important for candidates who come from states that make student growth at least a significant factor of a teacher evaluation (see Goal 3-B).

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

Georgia should reconsider its recency requirement as a means to judge licensure eligibility. Recent coursework or experience is unlikely to positively affect a teacher's effectiveness, and such a requirement may deter effective teachers from applying for licensure in the state. Georgia should also offer out-of-state teachers a test-out option for all coursework requirements.

- **Ensure that requirements for out-of-state online teachers are not burdensome.**

As of school year 2013-2014, all districts must provide opportunities in grades 3-12 for participation in virtual programs. Therefore, although Georgia ensures that those providing instruction



through its Virtual School are at least equally as qualified as those who teach in the state, it should strengthen its policy by requiring all online teachers to meet Georgia's requirements, while making certain the requirements do not create unnecessary obstacles for out-of-state teachers.

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#### **GEORGIA RESPONSE TO ANALYSIS**

Georgia was helpful in providing NCTQ with facts that enhanced this analysis. The state added that it, along with other states that do not produce enough of their own teachers, finds that the biggest barrier to bringing in out-of-state teachers is the testing requirement, not the recency of study requirement. Georgia asserted that it believes the recency of study requirement is comparable to what professionals in other fields are expected to do to remain up-to-date in their professions.

Figure 55

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



- Strong Practice:** Alabama, Alaska<sup>3</sup>, Idaho, Illinois, Indiana, Iowa, Maine<sup>4</sup>, Massachusetts<sup>3</sup>, Minnesota, New York<sup>5</sup>, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas<sup>3</sup>, Utah, Washington<sup>6</sup>, Wisconsin
- Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana<sup>7</sup>, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, Oregon, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming
- Allows one year to meet testing requirements.
- Maine grants waiver for basic skills and pedagogy tests.
- Waiver for teachers with National Board Certification; all others given two years to meet testing requirements.
- Waiver for teachers with National Board Certification.
- No subject-matter testing for any teacher certification.

- State conducts transcript reviews.
- Recency requirement is for alternate route.
- For traditionally prepared teachers only.
- Teachers with less than 3 years' experience are subject to transcript review.

Figure 56

What do states require of teachers transferring from other states?

	LICENSE RECIPROcity WITH NO STRINGS ATTACHED	Submission of transcripts	Recency requirements
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input checked="" type="checkbox"/> <sup>2</sup>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/> <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>
	6	44	11

Figure 57

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

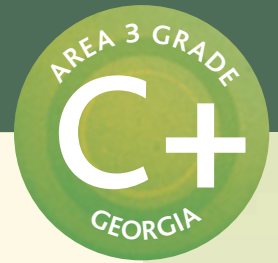
	STATE TREATS TEACHERS EQUALLY REGARDLESS OF PREPARATION	State specifies different requirements for alternate route teachers	State has policies with the potential to create obstacles for alternate route teachers
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	□	□	■
California	□	■	□
Colorado	□	□	■
Connecticut	□	□	■
Delaware	□	□	■
District of Columbia	□	□	■
Florida	□	□	■
<b>GEORGIA</b>	■	□	□
Hawaii	□	□	■
Idaho	□	□	■
Illinois	□	□	■
Indiana	□	□	■
Iowa	□	■	□
Kansas	□	■	□
Kentucky	□	□	■
Louisiana	□	□	■
Maine	□	□	■
Maryland	□	□	■
Massachusetts	□	□	■
Michigan	□	□	■
Minnesota	□	□	■
Mississippi	□	□	■
Missouri	□	□	■
Montana	□	□	■
Nebraska	□	□	■
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	□	□	■
New Mexico	□	□	■
New York	□	■	□
North Carolina	□	□	■
North Dakota	□	□	■
Ohio	□	□	■
Oklahoma	□	□	■
Oregon	□	□	■
Pennsylvania	□	□	■
Rhode Island	□	□	■
South Carolina	□	□	■
South Dakota	□	□	■
Tennessee	□	□	■
Texas	■	□	□
Utah	□	□	■
Vermont	□	□	■
Virginia	□	□	■
Washington	□	■	□
West Virginia	■	□	□
Wisconsin	□	□	■
Wyoming	□	■	□
	4	6	41

★ **EXAMPLES OF BEST PRACTICE**

**Alabama** and **Texas** appropriately support licensure reciprocity by requiring that certified teachers from other states meet Alabama’s and Texas’s own testing requirements, and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers. Also worthy of mention is **Delaware** for its reciprocity policy that limits the evidence of “successful” experience it will accept to evaluation results from states with rigorous requirements similar to its own.

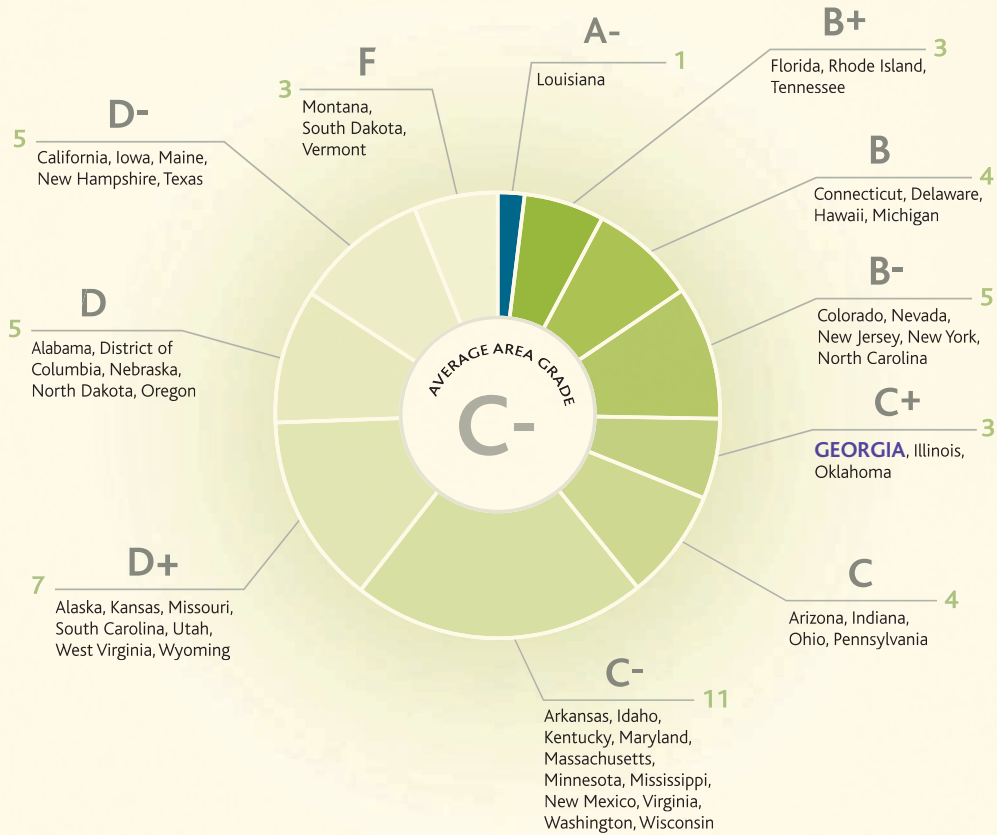


# Area 3 Summary



## How States are Faring in Identifying Effective Teachers

State Area Grades



### Topics Included In This Area

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 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. Student growth or 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.
4. Data provided through the state's longitudinal data system should be used to publicly report information on teacher production.



The components for this goal have changed since 2011. 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 58

### How States are Faring in State Data Systems



### Progress on this Goal Since 2011:

↑ : 13   ↔ : 36   ↓ : 2

## 3-A Analysis: Georgia



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2011

### ANALYSIS

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

Georgia 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.

Georgia defines teacher of record as an individual—or individuals in the case of co-teaching assignments—who has been assigned responsibility for a student's learning in a subject/course. Students can have more than one teacher of record in a specific subject/course, and the teacher of record is not necessarily the teacher who assigns the course grade. Further, the state has in place a process for teacher roster verification, and its teacher-student data link can connect more than one educator to a particular student in a given course.

Georgia does not publish data on teacher production that connects program completion, certification and hiring statistics.

#### Supporting Research

Data Quality Campaign

[www.dataqualitycampaign.org](http://www.dataqualitycampaign.org)

### RECOMMENDATION

#### ■ Publish data on teacher production.

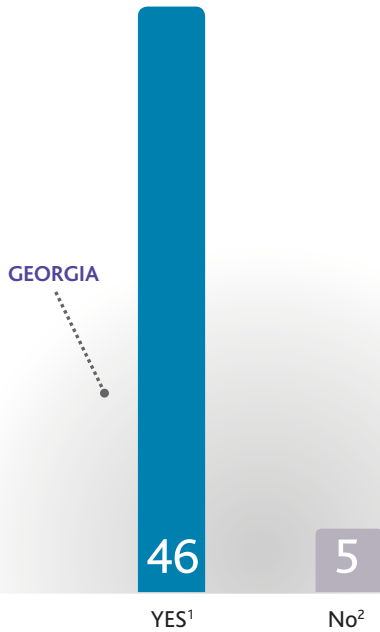
From the number of teachers who graduate from preparation programs each year, only a subset are certified, and only some of those certified are actually hired in the state. While it is certainly desirable to produce a big enough pool to give districts a choice in hiring, the substantial oversupply in some teaching areas is not good for the profession. Georgia should look to Maryland's "Teacher Staffing Report" as a model whose primary purpose is to determine teacher shortage areas, while also identifying areas of surplus. By collecting similar hiring data from its districts, Georgia will form a rich set of data that can inform policy decisions.

### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis. However, the analysis was updated subsequent to the state's review.

Figure 59

Do states' data systems have the basic elements needed to assess teacher effectiveness: unique teacher and student identifiers that can be matched to test records over time?



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

Figure 60

Do states' data systems include more advanced elements needed to assess teacher effectiveness?

	ADEQUATE TEACHER OF RECORD DEFINITION	CAN CONNECT MORE THAN ONE EDUCATOR TO A STUDENT	TEACHER ROSTER VERIFICATION
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GEORGIA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19	32	24



Figure 61

Do states track teacher production?

	SOME TEACHER PRODUCTION DATA PUBLISHED	Some data published, but not connected to district hiring	No related data published
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6	8	37

★ EXAMPLES OF BEST PRACTICE

**Hawaii** and **New York** have all three necessary elements of a student- and teacher-level longitudinal data system. Both states have developed definitions of “teacher of record” that reflect instruction. Their data links can connect multiple teachers to a particular student, and there is a process for teacher roster verification. In addition, Hawaii and New York publish teacher production data. Also worthy of mention is **Maryland** for its “Teacher Staffing Report,” which serves as a model for other states. The report’s primary purpose is to determine teacher shortage areas, while also identifying areas of surplus.

# 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.)

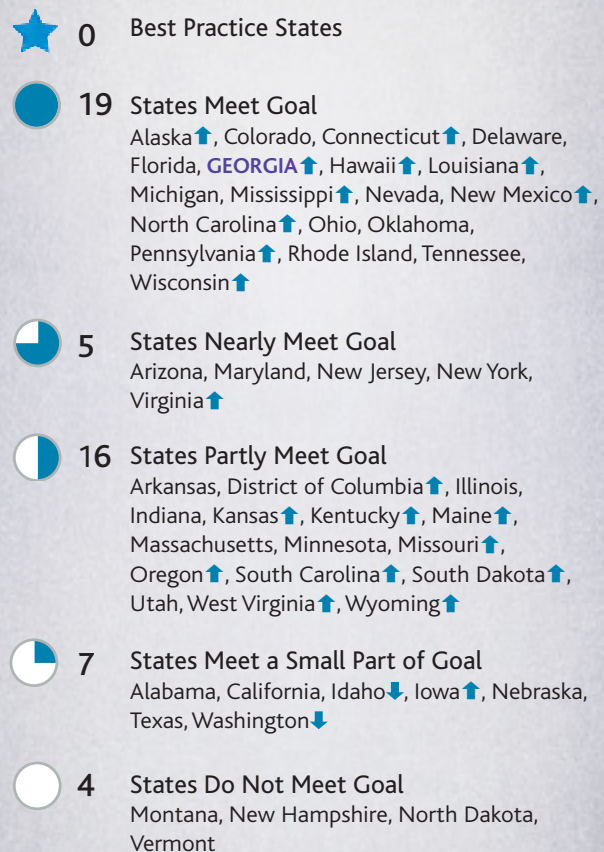
1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or should specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured so as 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. The state should encourage the use of student surveys, which have been shown to correlate strongly with teacher effectiveness.
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.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 62

*How States are Faring in Evaluation of Effectiveness*



Progress on this Goal Since 2011:

↑ : 22   ↔ : 27   ↓ : 2

## 3-B Analysis: Georgia



State Meets Goal



Progress Since 2011

### ANALYSIS

Commendably, Georgia requires that objective evidence of student learning be the preponderant criterion of its teacher evaluations. Districts develop an evaluation system consistent with state criteria or adopt the state model.

By school year 2014-2015, Georgia requires teacher evaluations to use multiple measures, while prioritizing growth in student achievement. For teachers of record who teach courses subject to annual state assessments, growth in student achievement on such assessments must count for at least 50 percent of the evaluation.

For those who teach courses not subject to annual assessments, growth in student achievement must be assessed through measures of student achievement growth developed at the school system level and approved by the state. When sufficient data become available to calculate student achievement growth measures, such measures must count for at least 50 percent of the evaluation, using student growth and academic achievement measures developed by the school system in a process approved by the State Board of Education.

A four-level rating system must be used: exemplary, proficient, needs development and ineffective.

Classroom observations are required, supplemented by other measures aligned with student achievement, including student perception data and documentation of practice..

### Supporting Research

HB 244 (2013)

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### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 63

*Do states consider classroom effectiveness as part of teacher evaluations?*

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS PREPONDERANT CRITERION	Requires that student achievement/growth is a significant criterion (explicitly defined)	Requires that student achievement/growth is a "significant" criterion without explicit guidelines	Requires some objective evidence of student learning	Student achievement data not required
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Alaska	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	19	7	9	6	10

1. The state has an ESEA waiver requiring an evaluation system that includes student achievement as a significant factor. However, no specific guidelines or policies have been articulated.

2. Explicitly defined for the 2013-2014 school year.

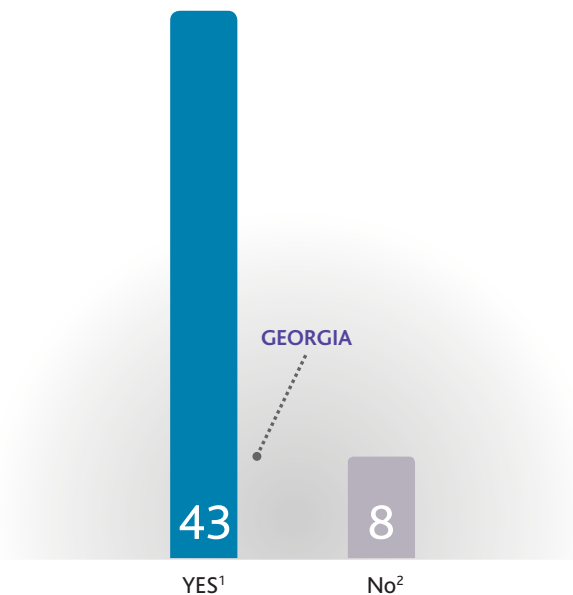
Figure 64

Is survey data used as part of teacher evaluations?

	Student surveys	Parent surveys	Peers surveys	Type of survey not specified	Surveys not permitted
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska <sup>1</sup>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut <sup>3</sup>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa <sup>1</sup>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>14</b>	<b>11</b>	<b>6</b>	<b>2</b>	<b>33</b>

Figure 65

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



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

2. Alabama, California, Idaho, Montana, Nebraska, New Hampshire, North Dakota, Vermont

1. Input from students, teachers and peers is required, but there is no explicit indication that this must come from surveys.  
 2. Explicitly allowed but not required.  
 3. Requires parent or peer surveys; whole-school student learning or student surveys.



## EXAMPLES OF BEST PRACTICE

NCTQ has not singled out any one state for “best practice” honors. Many states continue to make 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 19 states that meet this goal are commended for their efforts.

Figure 66

*Do states direct how teachers should be evaluated?*

	Single statewide evaluation system	Presumptive state evaluation model for districts with possible opt-out	District-designed evaluation system consistent with state framework/criteria
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>9</b>	<b>12</b>	<b>30</b>

1. New Hampshire is in the process of developing a state model/criteria for teacher evaluations.

Figure 67

What requirements have states established for evaluators?

	MULTIPLE EVALUATORS / OBSERVERS	EVALUATOR TRAINING	EVALUATORS MUST BE / HAVE BEEN EFFECTIVE TEACHERS	EVALUATOR CERTIFICATION
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/> <sup>1</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/> <sup>2</sup>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>34</b>	<b>3</b>	<b>13</b>

1. Maryland requires multiple observers for ineffective teachers.

2. Multiple evaluators are explicitly allowed but not required.

# 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 68

*How States are Faring in Frequency of Evaluations*



Progress on this Goal Since 2011:

↑ : 11   ← : 38   ↓ : 2



## 3-C Analysis: Georgia



State Nearly Meets Goal



Progress Since 2011

### ANALYSIS

Commendably, Georgia requires annual evaluations for all teachers.

The state requires multiple classroom observations but does not articulate when they should occur.

### Supporting Research

HB 244 (2013)

### 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. Georgia 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.

### GEORGIA RESPONSE TO ANALYSIS

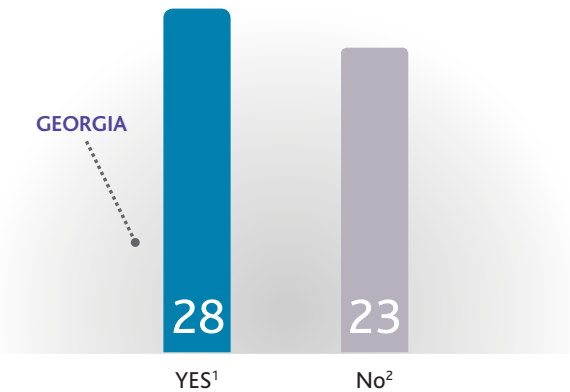
Georgia asserted that part of its Teacher Keys Effectiveness System is completing the formative assessment cycle, which requires credentialed evaluators to conduct two formative observations of each teacher. These observations must be at least 30 minutes in length and may be announced or unannounced based on local districts' discretion. In addition, a minimum of four walkthrough observations of at least 10 minutes must be conducted for each teacher. Building administrators may conduct additional observations as deemed necessary. Georgia added that it strongly recommends that all observations include commentary for all standards rated in the formative and summative assessments and must be recorded within five days of the observation. If the observation is not shared within five days, it will be considered invalid.

### Supporting Research

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20Handbook%20FINAL%207-18-2013.pdf>

Figure 69

Do states require districts to evaluate all teachers each year?



- Strong Practice:** Alabama, Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Louisiana, Maryland<sup>3</sup>, Mississippi, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Utah, Washington, West Virginia, Wisconsin, Wyoming
- Alaska, Arkansas, California, District of Columbia, Illinois, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, Ohio, Oregon, South Carolina, South Dakota, Texas, Vermont, Virginia
- Regulations sunset on September 30, 2014.

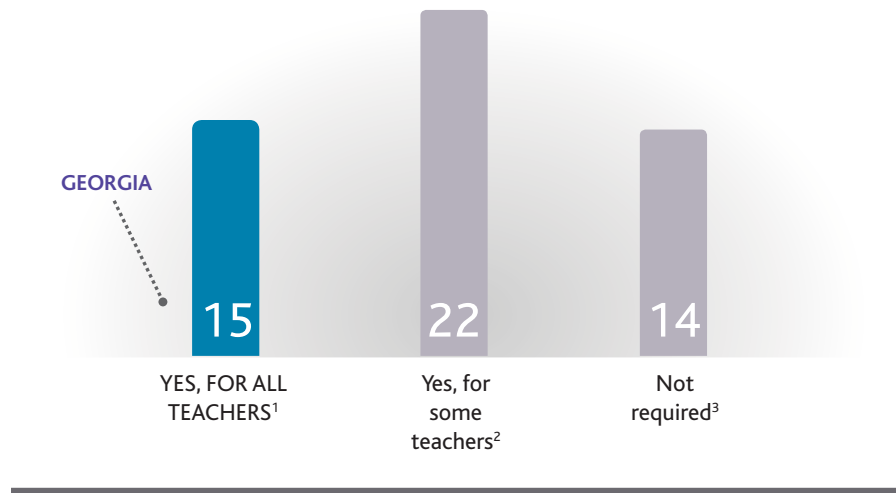
Figure 70

Do states require districts to evaluate all teachers each year?

	ANNUAL EVALUATION OF ALL VETERAN TEACHERS	ANNUAL EVALUATION OF ALL PROBATIONARY TEACHERS
Alabama	■	■
Alaska	□	■
Arizona	■	■
Arkansas	□	■
California	□	■
Colorado	■	■
Connecticut	■	■
Delaware	■	■
District of Columbia	□	□
Florida	■	■
<b>GEORGIA</b>	■	■
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	■	■
	<b>28</b>	<b>44</b>

Figure 71

*Do states require multiple classroom observations?*



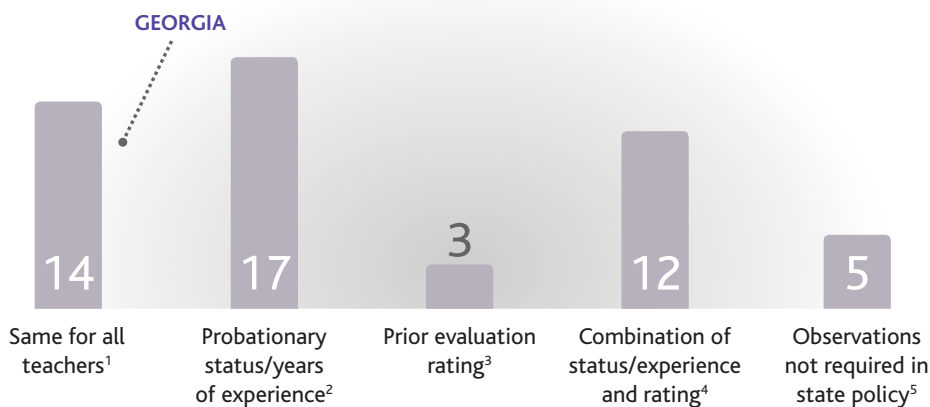
1. **Strong Practice:** Alabama, Arkansas, Connecticut, Georgia, Hawaii, Idaho, Indiana, Mississippi, New Jersey, New Mexico, New York, North Carolina, Rhode Island, Tennessee, Washington

2. Alaska, Arizona, Colorado, Delaware, Florida, Illinois, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Nebraska, Nevada, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Virginia, West Virginia, Wisconsin

3. California, District of Columbia, Iowa, Maine, Massachusetts, Missouri, Montana, New Hampshire, North Dakota, South Dakota, Texas, Utah, Vermont, Wyoming

Figure 72

*What is the determining factor for frequency of observations?*



1. Alabama, District of Columbia<sup>6</sup>, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Mississippi, Missouri, New Jersey, New Mexico, New York, Rhode Island

2. Alaska, Arkansas<sup>7</sup>, California<sup>7</sup>, Colorado, Florida, Kansas<sup>7</sup>, Minnesota<sup>7</sup>, Nebraska, North Carolina, Oklahoma<sup>7</sup>, Oregon, Pennsylvania<sup>7</sup>, South Carolina, South Dakota<sup>7</sup>, Utah<sup>7</sup>, Washington, West Virginia<sup>8</sup>

3. Louisiana, Michigan, Ohio

4. Arizona<sup>9</sup>, Connecticut, Delaware, Illinois, Kentucky, Maryland, Massachusetts<sup>7</sup>, Nevada, Tennessee, Texas<sup>7</sup>, Virginia<sup>7</sup>, Wisconsin<sup>7</sup>

5. Montana, New Hampshire, North Dakota, Vermont, Wyoming

6. Depends on LEA requirements.

7. Frequency is based on evaluation cycle, not year.

8. No observations required after year 5.

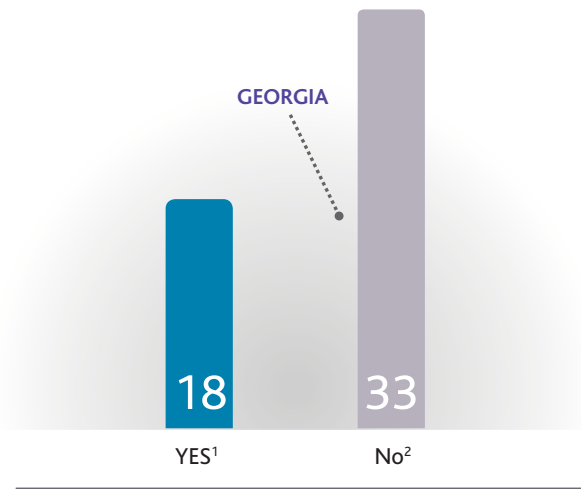
9. Second observation may be waived for tenured teachers with high performance on first observation.

## ★ EXAMPLES OF BEST PRACTICE

NCTQ is not awarding “best practice” honors for frequency of evaluations but commends **Alabama, Hawaii, Idaho, Mississippi, New Jersey, Tennessee** and **Washington**. These states not only require annual evaluations and multiple observations for all teachers, but they also ensure that new teachers are observed and receive feedback during the first half of the school year.

Figure 73

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



1. **Strong Practice:** Alabama, Delaware, Hawaii, Idaho, Kansas, Kentucky, Minnesota, Mississippi, Nebraska, Nevada, New Jersey, North Dakota<sup>3</sup>, Oklahoma, Rhode Island, South Carolina, Tennessee, Washington, West Virginia

2. Alaska, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia<sup>4</sup>, Wisconsin, Wyoming

3. New teachers must be evaluated early in the year; observations not explicit.

4. Teachers in their first year are informally evaluated early in the year.

# 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.)

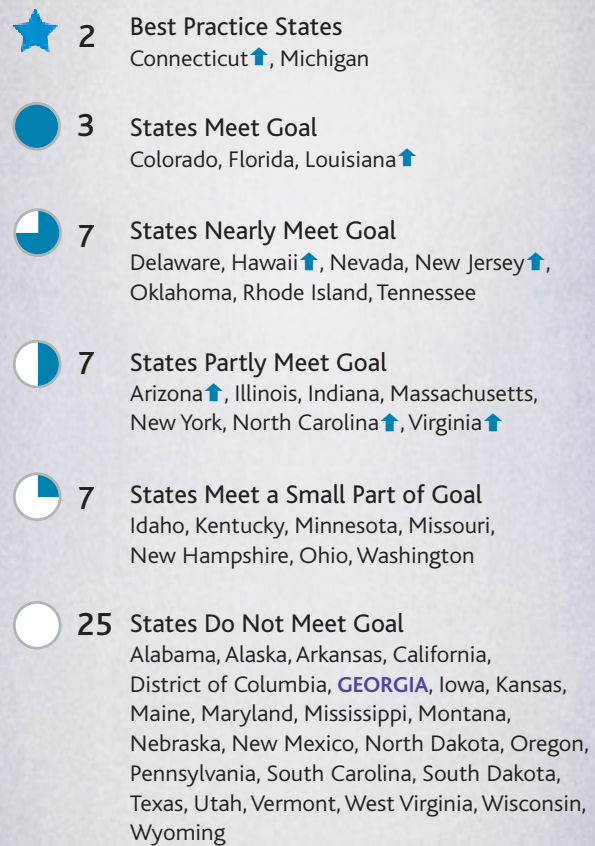
1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; four to five years is the ideal minimum.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 74

### How States are Faring in Tenure



### Progress on this Goal Since 2011:

↑ : 7   ↔ : 44   ↓ : 0

## 3-D Analysis: Georgia



State Does Not Meet Goal



Progress Since 2011

### ANALYSIS

Georgia does not connect tenure decisions to evidence of teacher effectiveness.

Teachers in Georgia are awarded tenure automatically after a three-year probationary period, absent an additional process that evaluates cumulative evidence of teacher effectiveness.

### Supporting Research

Georgia Code 20-2-942

### RECOMMENDATION

■ **End the automatic awarding of tenure.**

The decision to grant tenure should be a deliberate one, based on consideration of a teacher's commitment and actual evidence of classroom effectiveness.

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

Georgia 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.

■ **Articulate a process that local districts must administer when deciding which teachers get tenure.**

Georgia should require a clear process, such as a hearing, to ensure that the local district reviews a teacher's performance before making a determination regarding tenure.

■ **Require a longer probationary period.**

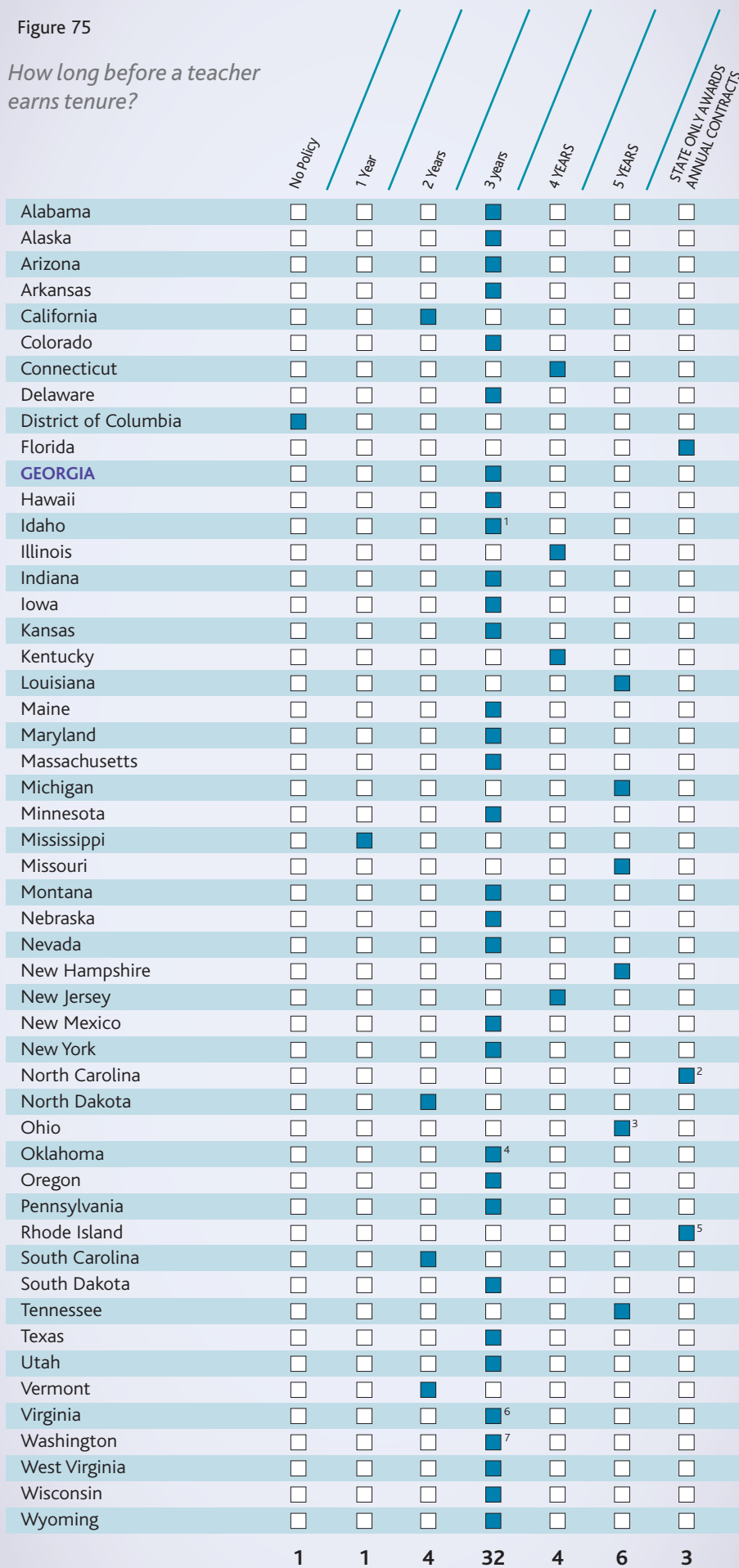
Georgia should extend its probationary period, ideally to five years. This would allow sufficient time to collect data that adequately reflect teacher performance.

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that school administrators have three consecutive years to evaluate the job performance of teachers before they offer a fourth-year contract.

Figure 75

How long before a teacher earns tenure?



1. Idaho limits teacher contract terms to one year.
2. A teacher can receive up to a 4-year contract if deemed proficient on evaluation.
3. Teachers must hold an educator license for at least seven years and have taught in the district at least three of the last five years.
4. 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.
5. While technically not on annual contracts, Rhode Island teachers who receive two years of ineffective ratings are dismissed.
6. Local school board may extend up to five years.
7. At a district's discretion, a teacher may be granted tenure after the second year if he/she receives one of the top two evaluation ratings.

## ★ EXAMPLES OF BEST PRACTICE

**Connecticut** and **Michigan** appropriately base tenure decisions on evidence of teacher effectiveness. In Connecticut, tenure is awarded after four years and must be earned on the basis of effective practice as demonstrated in evaluation ratings. Michigan requires a probationary period of five years, with teachers having to earn a rating of effective or highly effective on their three most recent performance evaluations. Both states require that student growth be the preponderant criterion of teacher evaluations.

Figure 76

How are tenure decisions made?

	EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION	Some evidence of student learning is considered	Virtually automatically
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>11</b>	<b>9</b>	<b>31</b>

1. Florida only awards annual contracts.

2. North Carolina has recently eliminated tenure. The state requires some evidence of effectiveness in awarding multiple-year contracts.

3. Oklahoma 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 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 licenses.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 77

*How States are Faring in Licensure Advancement*



Progress on this Goal Since 2011:

↑ : 4   ↔ : 46   ↓ : 1

## 3-E Analysis: Georgia



State Partly Meets Goal



Progress Since 2011

### ANALYSIS

While Georgia includes teacher performance information in its teacher licensing policies, license advancement does not appear to be based on evidence of teacher effectiveness.

To advance to a Clear Renewable Certificate, the state requires that teachers complete a state-approved program as well as special Georgia requirements, including passing scores on content knowledge assessments, FBI background checks, and study or experience within five years of application. Also, any teacher certified in the fields of early childhood education, middle grades, mental retardation, learning disabilities, behavior disorders, interrelated special education and interrelated special education/early childhood must also complete specified coursework in the teaching of reading and writing.

Teachers in Georgia must renew their teaching licenses every five years. In order to renew their licenses, teachers may not have any combination of two unsatisfactory, ineffective, or needs development annual summative performance evaluations, which are now required to be based primarily on evidence of student learning. Teachers who receive two unremediated, unsatisfactory performance evaluations may request a one-year nonrenewable waiver certificate. These requests are reviewed by the Professional Standards Commission. During the validity period, the individual must demonstrate that the performance deficiency has been satisfactorily addressed as verified by the employer. If the deficiency is addressed, the teacher may apply for a four-year renewable license.

As a result of House Bill 1307, teachers with licenses expiring between July 1, 2010, and June 30, 2015, will not be required to complete any professional learning units in order to apply for renewal of their certificates.

### Supporting Research

Georgia Professional Standards Commission, Rules 505-2-.03; 2-.20; 2-.24

<http://www.gapsc.com/Rules/Current/Certification/505-2-.024.pdf>

HB 244

<http://www.legis.ga.gov/Legislation/20132014/136565.pdf>

O.C.G.A Section 20-2-200

### RECOMMENDATION

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

Georgia is commended for requiring evidence of teacher effectiveness from its strong teacher evaluations to be the primary factor in determining whether teachers can renew their licenses. However, the policy allowing teachers with multiple ineffective ratings to apply for a waiver undermines this policy, since the request comes from the ineffective teacher. If a waiver policy is desired, better policy would be for this request to come from the employing district.

#### ■ **Make repeal of coursework requirements for licensure renewal permanent policy.**

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

## GEORGIA RESPONSE TO ANALYSIS

Georgia was helpful in providing facts that enhanced this analysis. In addition, Georgia noted that it is a member of a multistate network focused on reforming educator licensing and preparation, use of outcomes data for program evaluation and improvement, and data sharing practices.

According to the state, beginning in school year 2014-2015, Georgia will phase in the following four-tiered certification structure:

Preservice—issued upon admission to a teacher preparation program—will require a successful federal background check.

Induction—begins upon employment and lasts three years; successful completion will require a minimum of two proficient ratings on the summative statewide evaluation system (student growth measures comprise 50 percent of the summative rating), as well as completion of job-embedded professional learning linked to performance evaluations.

Professional certificate—teachers will be required to perform at the Proficient level on the statewide evaluation system and successfully complete job-embedded professional learning linked to performance issues; the Professional certificate will be renewable every five years.

Advanced Professional and Lead Professional certificates—both require exemplary performance ratings and advanced degrees explicitly linked to their roles in schools.

In addition, Georgia indicated that new professional learning requirements that will link professional learning to performance were developed in fall 2013, and rule changes are expected in spring or summer 2014.

Figure 78

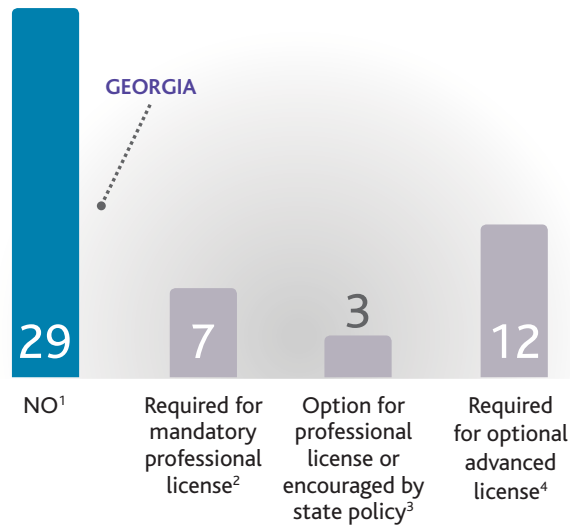
*Do states require teachers to show evidence of effectiveness before conferring professional licensure?*

	OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED	Some objective evidence is considered	Consideration given to teacher performance but classroom effectiveness	Performance not considered
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>6</b>	<b>4</b>	<b>9</b>	<b>32</b>

1. Evidence of effectiveness is required for license renewal but not for conferring of professional license.
2. Illinois allows revocation of licenses based on ineffectiveness.
3. Maryland uses some objective evidence through their evaluation systems for renewal, but advancement to professional license is still based on earning an advanced degree.

Figure 79

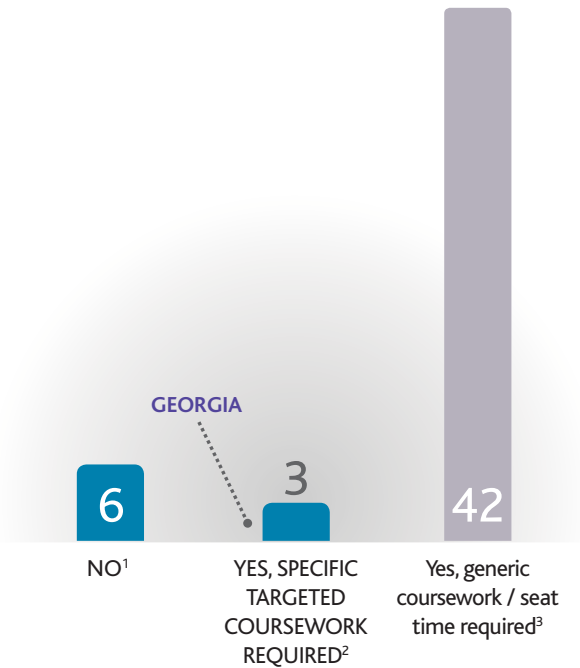
Do states require teachers to earn advanced degrees before conferring professional licensure?



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

Figure 80

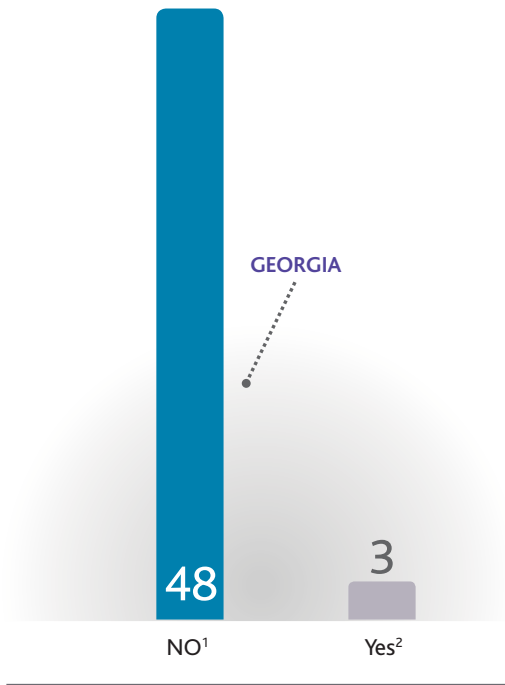
Do states require teachers to take additional coursework before conferring or renewing professional licenses?



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

Figure 81

Do states award lifetime licenses?



1. **Strong Practice:** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut<sup>3</sup>, 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
2. New Jersey, Pennsylvania, West Virginia
3. Although teachers in Connecticut must renew their licenses every five years, there are no requirements for renewal.

★ **EXAMPLE OF BEST PRACTICE**

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

# 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.)

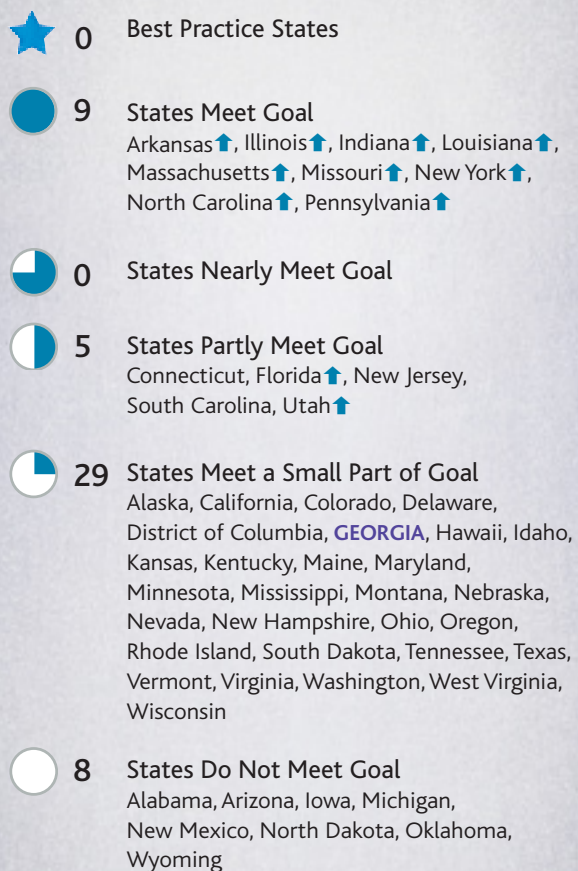
1. The state should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness as described in Goal 3-B—publicly available.
2. In the absence of such an evaluation system, the state should make the following data publicly available:
  - a. An “Academic Quality” index for each school that includes factors research has found to be associated with teacher effectiveness such as:
    - percentage of new teachers;
    - percentage of teachers failing basic skills licensure tests at least once;
    - percentage of teachers on emergency credentials;
    - average selectivity of teachers' undergraduate institutions and
    - teachers' average ACT or SAT scores
  - b. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area.
  - c. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school.
  - d. 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 82

### How States are Faring in Equitable Distribution



### Progress on this Goal Since 2011:

↑ : 11   ↔ : 40   ↓ : 0

## 3-F Analysis: Georgia



State Meets a Small Part of Goal



Progress Since 2011

### ANALYSIS

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

Georgia does not require districts to publicly report aggregate school-level data about teacher performance, nor does the state collect and publicly report most of the other data recommended by NCTQ. Georgia does not provide a school-level teacher-quality index that demonstrates the academic backgrounds of a school's teachers and the ratio of new to veteran teachers. The state also does not report on teacher absenteeism or turnover rates.

The state reports on the percentage of teachers on emergency credentials, the average years of teacher experience and the percentage of highly qualified teachers. Commendably, these data are reported for each school, rather than aggregated by district. When reporting the percentage of highly qualified teachers, the state identifies schools with poverty levels in the high or low quartile.

### Supporting Research

2010-2011 School Report Card

<http://archives.gadoe.org/ReportingFW.aspx?PageReq=102&SchoolId=34217&T=1&FY=2011>

### RECOMMENDATION

#### ■ Report school-level teacher effectiveness data.

Georgia should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness—publicly available. Given that Georgia requires teacher evaluations to be based to a significant extent on evidence of student learning (see Goal 3-B), such data about the effectiveness of a school's teachers can shine a light on how equitably teachers are distributed across and within school districts.

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

Georgia should collect and report other school-level data that reflect the stability of a school's faculty, including the rates of teacher absenteeism and turnover.

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

As Georgia does for highly qualified teachers, the state should provide comparative data for schools with similar poverty and minority populations. This would yield a more comprehensive picture of gaps in the equitable distribution of teachers.

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that it does have a Project EQ public site that contains every districts' equity plan. Each equity plan covers every equity indicator in Georgia as well as contextual district information, including teacher effectiveness. Georgia added that it does provide an Equity Technical Assistance (ETA) site to districts that provides data about teacher experience ratios. The site will be expanded to include teacher effectiveness ratios and other data once the results of Georgia's statewide common performance measures are completed.



In addition, the state noted that, beginning October 2013, the Professional Standards Commission will annually include percentage of new teachers by school, district and content; percentage of teachers on emergency (waiver) certificates by school and content area; and a three-year average teacher turnover rate by school, district and content area as Academic Quality Index factors in its Instructional Capital Planner (ICP). These data are dependent on annual certified personnel reports from the Georgia Department of Education and are annually reported in the ICP during October for the previous academic year.

Georgia also stated that the ICP shows real-time teacher employment by school and district, teaching assignment(s), valid certification fields and status, highly qualified status, an attrition risk factor and other teacher workforce data. The tool provides all appropriate stakeholders with information useful in assessing workforce demand and supply; determining teacher development, support, and retention strategies; and identifying a pool of certified individuals not currently employed in Georgia publicly funded schools.

#### Supporting Research

<http://eq.gapsc.org/>

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#### LAST WORD

The Equity Technical Assistance site is only available to education employees and not the general public. The Project EQ site is public but only provides the percentage of highly qualified teachers within a district. While it is clear that Georgia has developed sophisticated data systems that focus on equity issues, the state should consider expanding its efforts to provide the public with more data about teacher distribution at the district and school level.

Figure 83

Do states publicly report school-level data about teachers?

	PERFORMANCE DATA FROM TEACHER EVALUATIONS	AN INDEX FOR EACH SCHOOL THAT INCLUDES FACTORS ASSOCIATED WITH TEACHER QUALITY	PERCENTAGE OF TEACHERS ON EMERGENCY CREDENTIALS	PERCENTAGE OF NEW TEACHERS	PERCENTAGE OF HIGHLY QUALIFIED TEACHERS	ANNUAL TURNOVER RATE	TEACHER ABSENTEEISM RATE
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	0	16	8	39	5	4

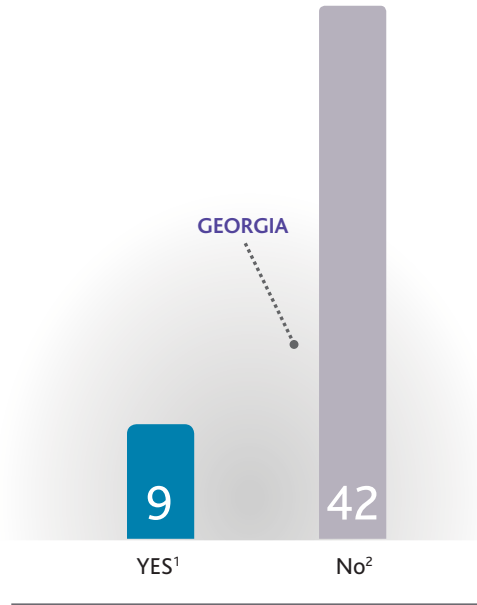


## EXAMPLES OF BEST PRACTICE

Although not awarding “best practice” honors for this goal, NCTQ commends the nine states that meet the goal for giving the public access to teacher performance data aggregated to the school level. This transparency can help shine a light on how equitably teachers are distributed across and within school districts and help to ensure that all students have access to effective teachers.

Figure 84

*Do states publicly report school-level data about teacher effectiveness?*



1. **Strong Practice:** Arkansas<sup>3</sup>, Illinois, Indiana, Louisiana, Massachusetts<sup>4</sup>, Missouri, New York, North Carolina, Pennsylvania

2. Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida<sup>5</sup>, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah<sup>5</sup>, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

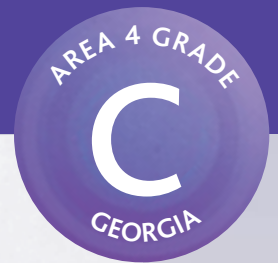
3. Reporting of teacher effectiveness data will begin in 2017.

4. Massachusetts' evaluation system is not based primarily on evidence of teacher effectiveness.

5. Reports data about teacher effectiveness at the district level.

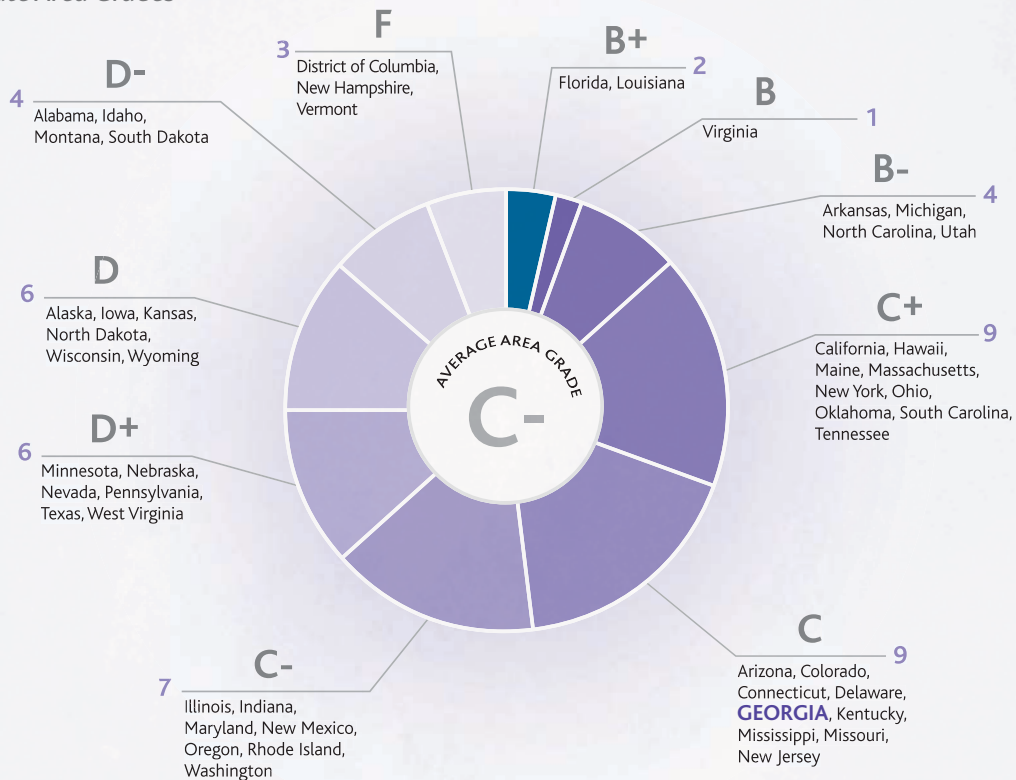


# Area 4 Summary



## How States are Faring in Retaining Effective Teachers

State Area Grades



### Topics Included In This Area

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

# 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-need schools.

### Goal Components

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

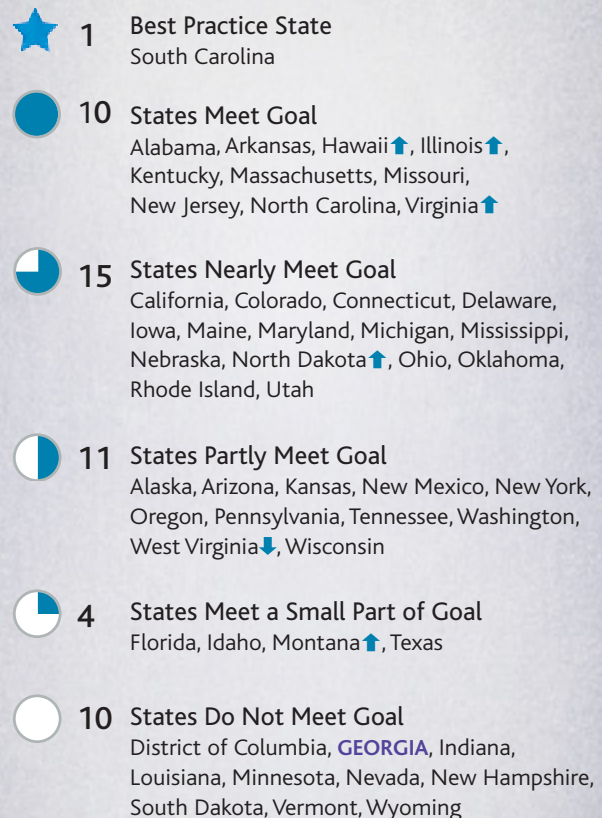
1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 85

### How States are Faring in Induction



### Progress on this Goal Since 2011:

↑ : 5   ↔ : 45   ↓ : 1

## 4-A Analysis: Georgia



State Does Not Meet Goal



Progress Since 2011

### ANALYSIS

Georgia does not require a mentoring program or any other induction support for its new teachers. The state has a Teacher Induction Task Force to identify a state model for induction and to create induction standards.

Georgia has developed a Teacher Induction Guidance document, which includes release time for teachers to meet with their mentors and to take part in professional development activities. The Guidance document also requires that new teachers are not assigned additional duties like membership on committees. Districts are to develop selection criteria for mentors and provide training. Mentors are evaluated in part by induction teacher feedback. It is not clear when the program will be implemented.

### Supporting Research

Teacher and Leader Quality

<http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx>

Teacher Induction Guidance

[http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/GaDOE\\_Teacher%20Induction%20Guidance%20011513.pdf](http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/GaDOE_Teacher%20Induction%20Guidance%20011513.pdf)

### RECOMMENDATION

- **Ensure that a high-quality mentoring experience is available to all new teachers, especially those in low-performing schools.**

Georgia should ensure that all new teachers—and especially any teacher in a low-performing school—receive mentoring support, especially in the first critical weeks of school.

- **Set specific parameters.**

To ensure that all teachers receive high-quality mentoring, the state should specify how long the program lasts for a new teacher, who selects the mentors and a method of performance evaluation.

- **Require induction strategies that can be successfully implemented, even in poorly managed schools.**

To ensure that the experience is meaningful, Georgia should make certain that induction includes strategies such as intensive mentoring, seminars appropriate to grade level or subject area and a reduced teaching load and/or frequent release time to observe other teachers.

### GEORGIA RESPONSE TO ANALYSIS

Georgia indicated that the state's 26 Race to the Top (RTTT) districts were required to develop (2011-2012) implement, monitor and evaluate (2012-2013) an effective (comprehensive, coherent, sustained) Teacher Induction Program. These districts are now in year two of implementation. Onsite technical assistance (four visits) and resources have been provided to districts by GaDOE induction specialists. Seven regional collaboration sessions (IHE, districts, RESAs, GaDOE) have been facilitated by GaDOE and well attended to share lessons learned, resources, best practices, etc. Georgia's first induction summit was held on May 17, 2013—125 in attendance represented RTTT districts, nonRTTT districts, GaDOE, PSC, IHE, RESAs, Board of Regents and the New Teacher Center (Calif.). Atlanta Public Schools and Mercer University (GaDOE collaboration) will host Georgia's second induction summit on May 2, 2014.

The state added that the GaDOE, with support and collaboration from the Georgia Professional Standards Commission, convened a statewide Induction Task Force in 2011. This draft was introduced to RTTT districts in fall 2011, and the Teacher Induction Guidance was finalized in March 2012. Collectively, the seven domains provide an effective teacher induction model for Georgia districts. Georgia stated that the required and suggested components provide flexibility and are accommodating for the wide range of districts and district needs in the state. Further, RTTT districts are required to align their programs to the GaDOE Teacher Induction Guidance. All other districts are encouraged to use this guidance. A process (step-by-step guide) and forms are now available for nonRTTT districts and will be posted soon on the GaDOE website. These documents are being introduced through Georgia's 16 regional education service agencies. Free mentor modules ([www.mentormodules.com](http://www.mentormodules.com)) are being used in many districts to support teacher mentors. In addition, permission has been granted to include these modules on the GaDOE electronic platform.

#### Supporting Research

Teacher Induction Implementation and Evaluation Resource Guide

[http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/Teacher%20Induction%20Resource%20Guide\\_NTC\\_GaDOE\\_2013%204%2017.pdf](http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/Teacher%20Induction%20Resource%20Guide_NTC_GaDOE_2013%204%2017.pdf)

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#### LAST WORD

It appears that Georgia has put significant emphasis on induction through Race to the Top and through the guidance document described in the analysis. The state should consider how it can move beyond encouraging districts to ensuring that all new teachers receive high-quality mentoring and induction.



Figure 86

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

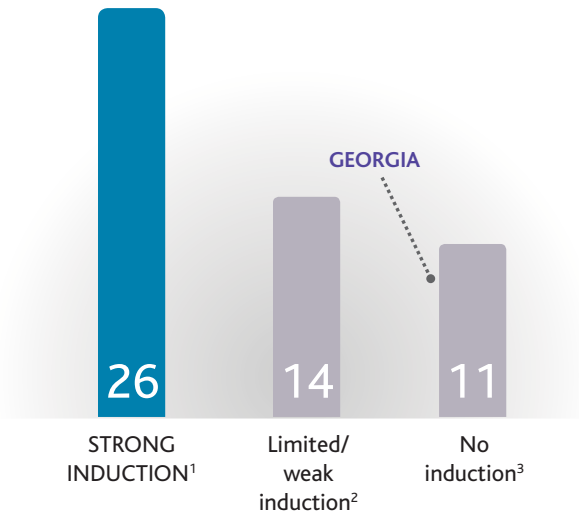
	MENTORING FOR ALL NEW TEACHERS	MENTORING OF SUFFICIENT FREQUENCY AND DURATION	MENTORING PROVIDED AT BEGINNING OF SCHOOL YEAR	CAREFUL SELECTION OF MENTORS	MENTORS MUST BE TRAINED	MENTORS / PROGRAMS MUST BE EVALUATED	MENTORS ARE COMPENSATED	USE OF A VARIETY OF EFFECTIVE INDUCTION STRATEGIES
Alabama	■	■	■	■	■	■	■	■
Alaska	□	□	□	□	□	□	□	□
Arizona	□	□	□	□	□	□	□	□
Arkansas	■	■	■	■	■	□	■	■
California	■	□	■	■	■	■	□	□
Colorado	■	□	□	■	■	■	□	■
Connecticut	■	■	□	□	■	□	□	■
Delaware	■	□	□	□	■	□	■	■
District of Columbia	□	□	□	□	□	□	□	□
Florida	□	□	□	□	□	□	□	□
<b>GEORGIA</b>	□	□	□	□	□	□	□	□
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	□	□	□	□	□	□	□	□
	31	22	9	24	29	20	20	21

★ **EXAMPLE 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 87

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



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

2. Alaska, Arizona, Florida, Kansas, Montana, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Texas, Washington, West Virginia, Wisconsin

3. District of Columbia, Georgia, Idaho, Indiana, Louisiana, Minnesota, Nevada, New Hampshire, South Dakota, Vermont, Wyoming

# Area 4: Retaining Effective Teachers

## › Goal B – Professional Development

The state should ensure that teachers receive feedback about their performance and 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.)

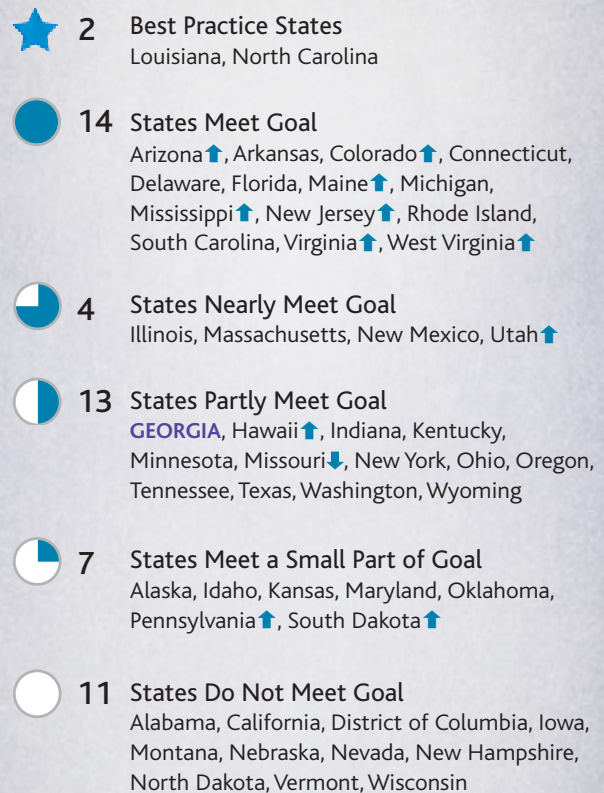
1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should require that all teachers who receive a rating of ineffective/unsatisfactory or needs improvement on their evaluations be placed on an improvement plan.
3. The state should 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 88

### How States are Faring in Professional Development



### Progress on this Goal Since 2011:

↑ : 11   ↔ : 39   ↓ : 1

## 4-B Analysis: Georgia



State Partly Meets Goal



Progress Since 2011

### ANALYSIS

Beginning in 2014, teachers are to receive copies of their summative evaluations within five working days and will be provided with a pre-evaluation conference, a midyear conference and a summative evaluation conference. Professional development is "...aligned to the teacher's needs as identified in his or her evaluation." However, there is no indication that teachers that do not receive effective ratings are placed on professional improvement plans.

### Supporting Research

HB 244

<http://www.legis.ga.gov/Legislation/20132014/136565.pdf>

### RECOMMENDATION

- **Ensure that teachers receiving less than effective ratings are placed on a professional improvement plan.**

Georgia should adopt a policy requiring that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans. These plans should focus on performance areas that directly connect to student learning and should identify noted deficiencies, define specific action steps necessary to address these deficiencies and describe how and when progress will be measured.

### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis. The state added that work is underway to revise rules that link educator performance to required professional learning. According to the state, a task force will begin shaping this rule in September, with an anticipated initiation date for the revised rule in March 2014, and an effective date of June 15, 2014. Georgia indicated that this work is a cooperative effort involving state agencies, universities and P-12 educators and is supported by a funding allotment from the Georgia General Assembly. Funding became available July 1, 2013, and must be expended by June 30, 2014.

### GEORGIA RESPONSE TO ANALYSIS

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

★ **EXAMPLES OF BEST PRACTICE**

**Louisiana** and **North Carolina** require that teachers receive feedback about their performance from their evaluations and direct districts to connect professional development to teachers' identified needs. Both states also require that teachers with unsatisfactory evaluations are placed on structured improvement plans. These improvement plans include specific performance goals, a description of resources and assistance provided, as well as timelines for improvement.

Figure 89

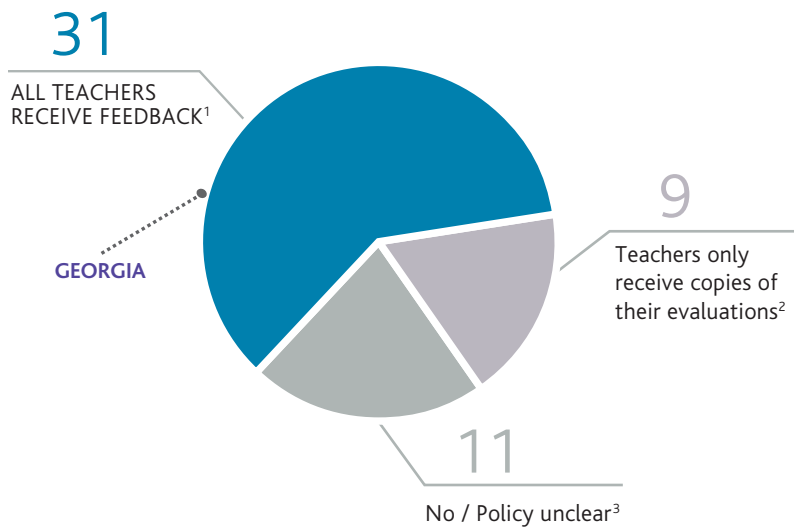
*Do states ensure that evaluations are used to help teachers improve?*

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS	IMPROVEMENT PLANS FOR TEACHERS WITH POOR RATINGS
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>
Arizona	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <sup>2</sup>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>31</b>	<b>21</b>	<b>29</b>

1. Improvement plans are required for tenured teachers only.
2. Improvement plans are required only for teachers teaching for four years or more.
3. Wisconsin's educator effectiveness system includes many of these elements, but is still in the pilot stage. Full implementation will not begin until 2014-2015.

Figure 90

Do teachers receive feedback on their evaluations?



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

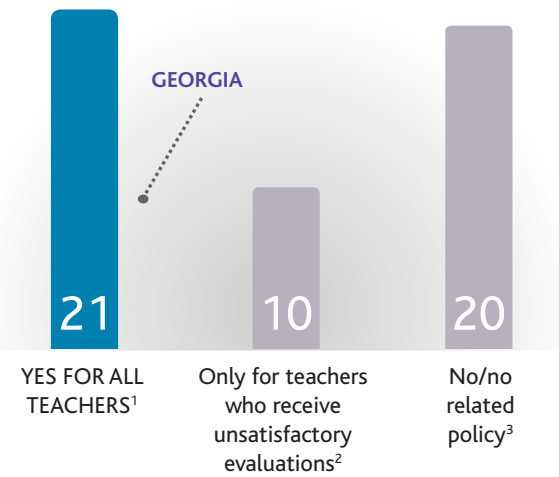
2. Alaska, California, Maryland, Montana, Nevada, New Mexico, Ohio, Oklahoma, Pennsylvania

3. Alabama, District of Columbia, Idaho, Iowa, Minnesota, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Wisconsin<sup>4</sup>

4. Wisconsin's educator effectiveness system requires that teachers receive feedback, but it is still in the pilot stages. Full implementation will not begin until 2014-15.

Figure 91

Do states require that teacher evaluations inform professional development?



1. **Strong Practice:** Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Louisiana, Maine, Michigan, Minnesota, Mississippi, New Jersey, New Mexico, North Carolina, Rhode Island, South Carolina, Tennessee, Virginia, West Virginia, Wyoming

2. Alaska, Hawaii, Illinois, Indiana, Maryland, Massachusetts, Missouri, Ohio, Pennsylvania, Texas

3. Alabama, California, District of Columbia, Idaho, Iowa, Kansas, Kentucky, Montana, Nebraska, Nevada, New Hampshire, New York, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Vermont, Washington, Wisconsin<sup>4</sup>

4. Wisconsin's educator effectiveness system requires that evaluations inform professional development, but it is still in the pilot stages. Full implementation will not begin until 2014-15.

# 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 92

### How States are Faring in Pay Scales



### Progress on this Goal Since 2011:

↑ : 5   ↔ : 45   ↓ : 1

## 4-C Analysis: Georgia



State Does Not Meet Goal



Progress Since 2011

### ANALYSIS

To determine teachers' salaries, Georgia provides local districts with a Minimum Salary Schedule. Because the salary schedule provided by the state is based on teachers' years of experience and earned advanced degrees, the state in effect mandates how districts will pay teachers.

#### Supporting Research

Georgia Code 20-2-212

Georgia State Salary Schedule 2014

[http://www.gadoe.org/Finance-and-Business-Operations/Budget-Services/Documents/FY2014\\_StateSalarySchedule\\_Official.pdf](http://www.gadoe.org/Finance-and-Business-Operations/Budget-Services/Documents/FY2014_StateSalarySchedule_Official.pdf)

### RECOMMENDATION

- **Give districts flexibility to determine their own pay structure and scales.**

While Georgia may find it appropriate to articulate the starting salary that a teacher should be paid, it should not require districts to adhere to a state-dictated salary schedule.

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

The inclusion of advanced degrees in the state schedule is particularly problematic, as this sends a clear message to both districts and teachers that attaining such degrees is desirable and should be rewarded; exhaustive research has shown unequivocally that advanced degrees do not have an impact on teacher effectiveness. Further, by establishing a guideline for teacher salaries that includes advanced degrees, the state limits the ability of districts to structure their pay scale in ways that do emphasize teacher effectiveness.

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

Similarly, Georgia's salary schedule sends a message to districts that the highest step on the pay scale should be determined solely by seniority.

### GEORGIA RESPONSE TO ANALYSIS

Georgia commented that local school systems and charter schools that enter into state-sanctioned flexibility contracts are permitted to waive certification requirements provided in O.C.G.A. 20-2-200 and salary requirements as set forth in O.C.G.A. 20-2-212.

#### Supporting Research

State Board of Education Rules 160-5-1-.33; 160-4-9-.04-06





## EXAMPLES OF BEST PRACTICE

**Florida** and **Indiana** allow local districts to develop their own salary schedules while preventing districts from prioritizing 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 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 93

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

	DISTRICTS SET SALARY SCHEDULE	State sets minimum salary	State sets minimum salary schedule
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>27</b>	<b>9</b>	<b>15</b>

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 94

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

	REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES	PROHIBITS ADDITIONAL PAY FOR ADVANCED DEGREES	Leaves pay to district discretion	Requires compensation for advanced degrees
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/> <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>1</b>	<b>32</b>	<b>15</b>

1. For advanced degrees earned after April 2014.

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

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

4. Beginning in 2015-2016.

# 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 Component

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

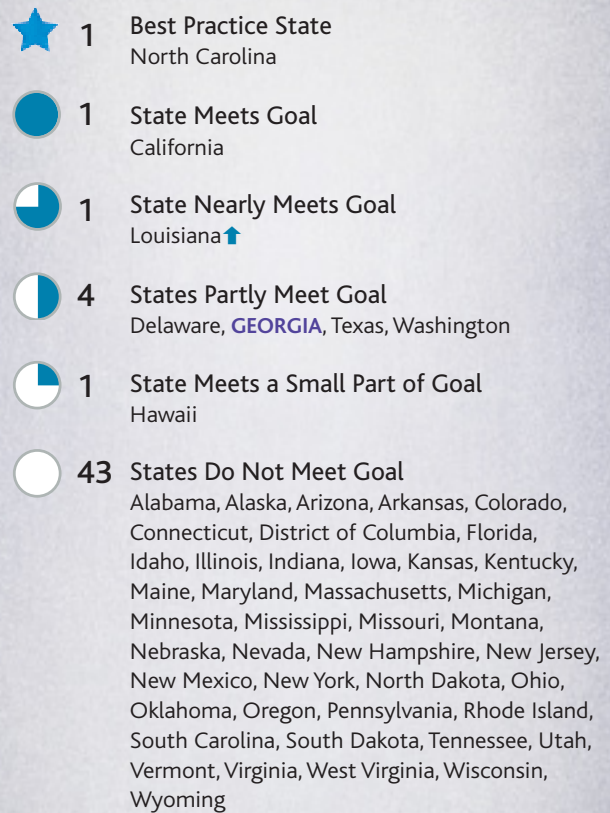
1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 95

*How States are Faring in Compensation for Prior Work Experience*



Progress on this Goal Since 2011:

↑ : 1   ↔ : 50   ↓ : 0

## 4-D Analysis: Georgia



State Partly Meets Goal



Progress Since 2011

### ANALYSIS

In Georgia, local districts are encouraged to compensate teachers for certain types of related prior subject-area work experience. For all positions requiring a state-issued certification, the state allows a defined number of experiences to count toward salary requirements, with most of them relating to the education field, such as serving as a teacher in a foreign country or serving in a professional position at the Department of Education.

#### Supporting Research

Experience for Salary Purposes

<http://www.doe.k12.ga.us/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-2-.05.pdf>

### RECOMMENDATION

- **Expand policy to encourage local districts to compensate all new teachers with relevant prior work experience.**

Georgia should not limit this policy to only certain specific education field experiences. Such compensation would be attractive to career changers in other fields, such as in the STEM subjects.

### GEORGIA RESPONSE TO ANALYSIS

Georgia commented that local school systems and charter schools that enter into state-sanctioned flexibility contracts are permitted to waive certification requirements provided in O.C.G.A. 20-2-200 and salary requirements as set forth in O.C.G.A. 20-2-212.

#### Supporting Research

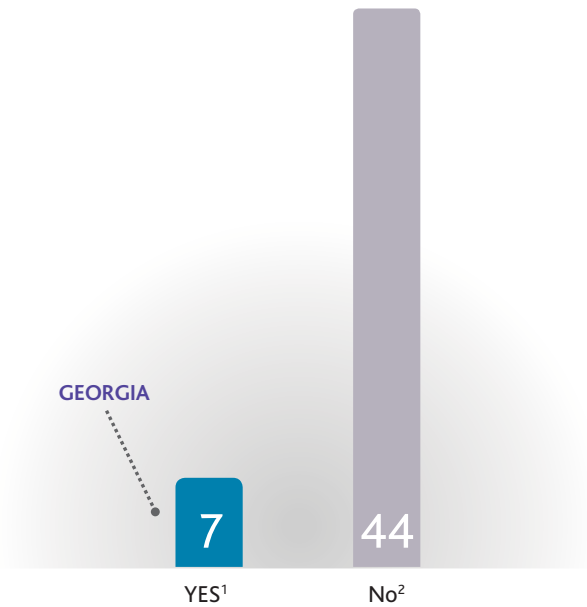
State Board of Education Rules 160-5-1-.33; 160-4-9-.04-06

★ EXAMPLE 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 96

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



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

2. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii<sup>3</sup>, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Hawaii's compensation is limited to prior military experience.

# 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.)

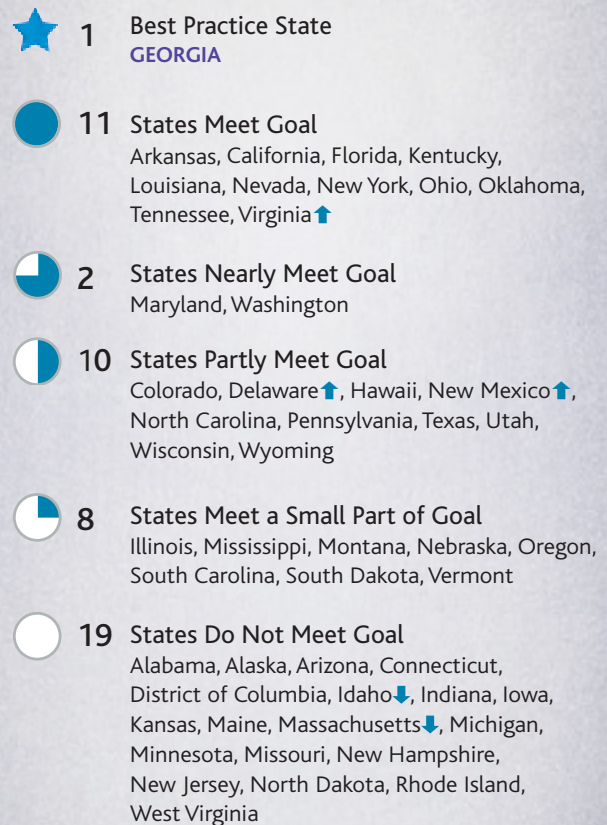
1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 97

*How States are Faring in Differential Pay*



Progress on this Goal Since 2011:

↑ : 3   ↔ : 46   ↓ : 2

## 4-E Analysis: Georgia



Best Practice State



Progress Since 2011

### ANALYSIS

Georgia supports differential pay by which a teacher can earn additional compensation by teaching certain subjects. For teachers delivering instruction in the fields of mathematics, science, special education or foreign language, the State Board of Education may request a salary increase not to exceed an additional step on the state salary schedule to which that teacher is otherwise entitled. After three such salary increases, a teacher is no longer eligible for additional increases.

Georgia offers additional compensation for teachers in the critical shortage fields of mathematics and science. Early career mathematics and science teachers in secondary schools begin their careers on step six of the state salary schedule rather than step one. They receive this higher pay rate for five years. At the end of that period, teachers who can show evidence that their students meet or exceed state-determined achievement levels continue to receive the higher pay rate for the next five-year-cycle. This pattern can continue throughout the educator's career as long as the achievement levels are met.

Elementary school teachers have a similar incentive program under this system. Those who complete postbaccalaureate mathematics and/or science endorsements will receive yearly stipends. Demonstration of state-determined student achievement gains every five years will allow these teachers to continue to receive the stipend.

Georgia also supports differential pay for National Board Certified teachers in high-need schools, which the state defines as public schools that have received an unacceptable rating for two or more consecutive years. These teachers are eligible to receive not less than a 10 percent salary increase. Georgia has amended the program by limiting this differential pay to teachers who remain in teaching. Those who leave the classroom for administration and other nonteaching fields will no longer receive the differential pay.

### Supporting Research

Georgia Code 20-2-212.2; 20-2-212.5

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### GEORGIA RESPONSE TO ANALYSIS

Georgia noted that state budget cuts eliminated the supplemental pay for National Board Certified teachers.

Figure 98

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

	HIGH NEED SCHOOLS		SHORTAGE SUBJECT AREAS		
	DIFFERENTIAL PAY	Loan forgiveness	DIFFERENTIAL PAY	Loan forgiveness	No support
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>22</b>	<b>7</b>	<b>15</b>	<b>11</b>	<b>20</b>

1. Maryland offers tuition reimbursement for teacher retraining in specified shortage subject areas and offers a stipend for alternate route candidates teaching in subject shortage areas.

2. South Dakota offers scholarships to teachers in high-need schools.

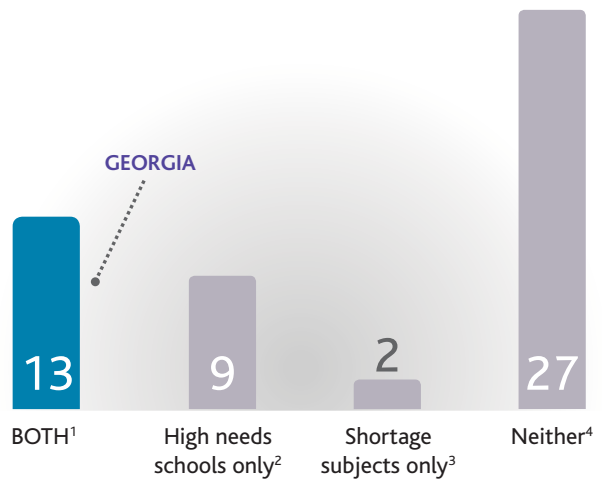


★ **EXAMPLE OF BEST PRACTICE**

**Georgia** supports differential pay by which teachers can earn additional compensation by teaching certain subjects. The state is especially commended for its 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.

Figure 99

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



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

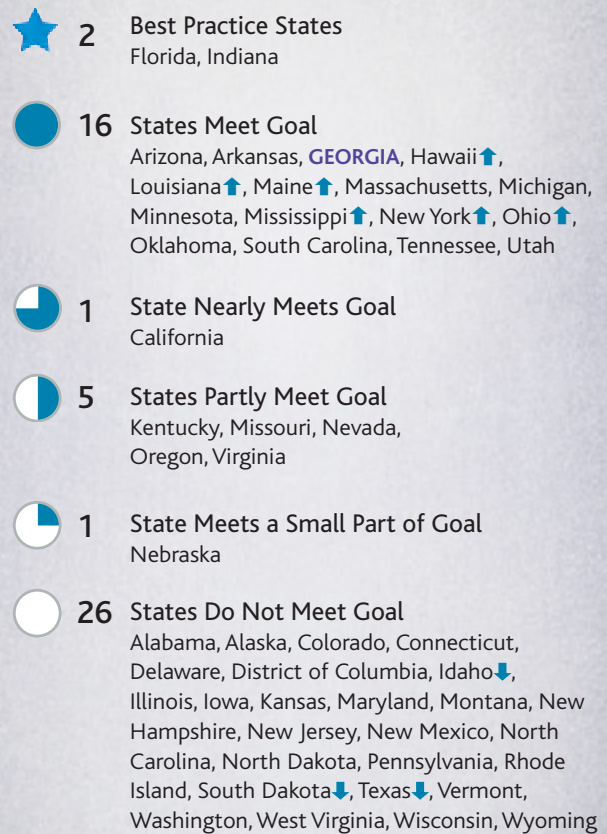
1. The state should support performance pay efforts, rewarding teachers for their effectiveness in the classroom.
2. The state should allow districts flexibility to define the criteria for performance pay provided that such criteria connect to evidence of student achievement.
3. Any performance pay plan 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 100

### How States are Faring in Performance Pay



### Progress on this Goal Since 2011:

↑ : 6   ↔ : 42   ↓ : 3

## 4-F Analysis: Georgia



State Meets Goal



Progress Since 2011

### ANALYSIS

Georgia supports a performance pay initiative. The State Board of Education is authorized to implement a pay-for-performance program rewarding group productivity. It also develops performance criteria used to evaluate proposals submitted by local schools or systems to determine exemplary performance based on student outcomes and achievement.

### Supporting Research

Georgia Code 20-2-213.1

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### RECOMMENDATION

- **Consider flexibility for districts in defining criteria for performance pay plan.**

Georgia should give local districts the flexibility to define specific criteria by which performance is rewarded.

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### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 101

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-supported performance pay initiatives offered in select districts or schools	Does not support performance pay
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>6</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>26</b>

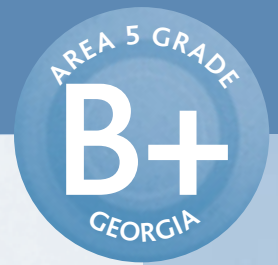
★ **EXAMPLES OF BEST PRACTICE**

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.

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

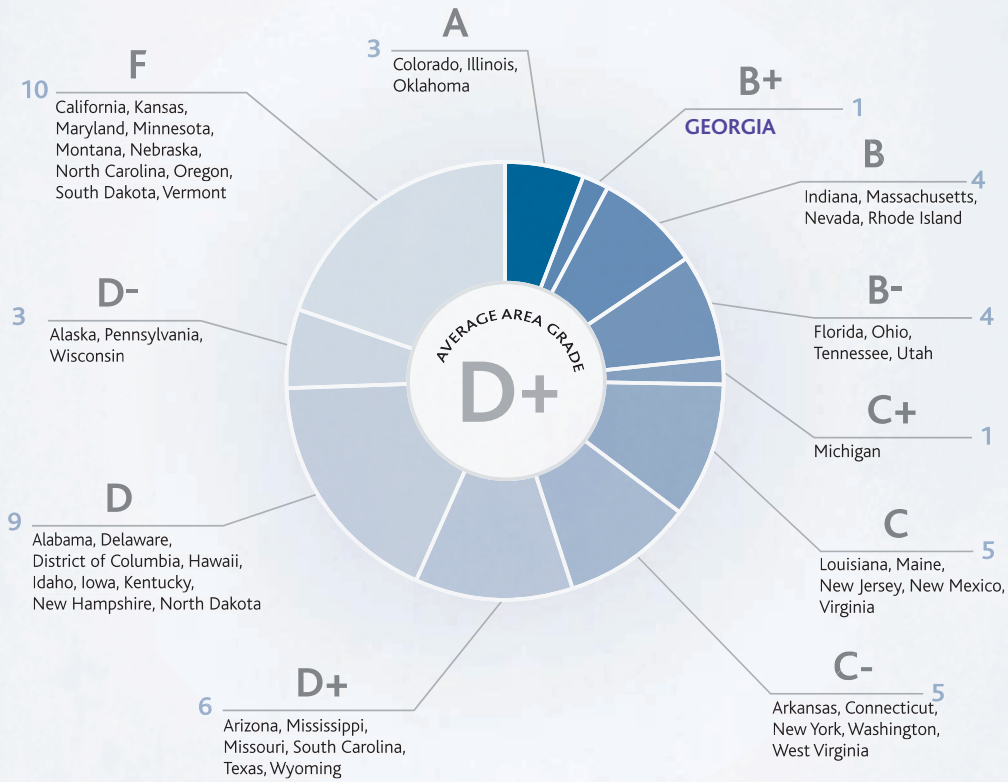
2. Nevada's initiative does not go into effect until 2015-2016.

# Area 5 Summary



## How States are Faring in Exiting Ineffective Teachers

State Area Grades



### Topics Included In This Area

- 5-A: Extended Emergency Licenses
- 5-B: Dismissal for Poor Performance
- 5-C: Reductions in Force

# Area 5: Exiting Ineffective Teachers

## › Goal A – Extended Emergency Licenses

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.)

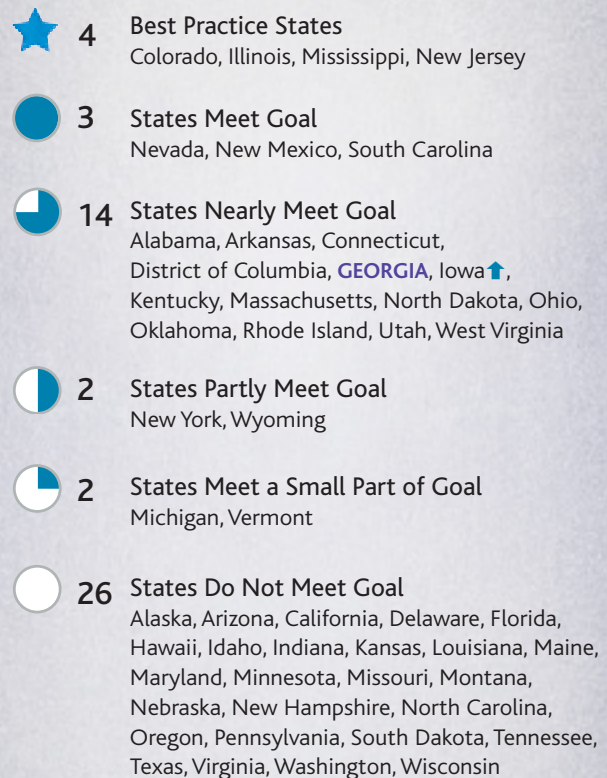
1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 102

### How States are Faring in Licensure Loopholes



### Progress on this Goal Since 2011:

↑ : 1   ↔ : 50   ↓ : 0

## 5-A Analysis: Georgia



State Nearly Meets Goal



Progress Since 2011

### ANALYSIS

Georgia allows one-year waiver certificates to be issued at the request of an employing school system to individuals who have not satisfied all certification requirements, including content assessments. To be eligible for a waiver certificate, the applicant must have a bachelor's degree, a cumulative GPA of 2.5 or higher and adequate time to complete requirements within one year. The waiver certificate is valid for one year and may not be renewed.

### Supporting Research

Georgia Professional Standards Commission Rule 505-2-.07

### RECOMMENDATION

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

While Georgia's policy offering waiver certificates for one year only minimizes the risks brought about by having teachers in classrooms who lack sufficient or appropriate subject-matter knowledge, the state could take its policy a step further and require all teachers to meet subject-matter licensure requirements prior to entering the classroom.

### GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that Title II, Part A requires that all teachers of core academic subjects have content expertise. The state noted that it is a testing state and requires passing the state-approved content assessment as evidence of subject-matter expertise. Georgia's HQT percentage for teachers is 98.8; the statewide paraprofessional HQT rate is 99.5 percent. Each educator who is not highly qualified has a remediation plan as to how that educator can become highly qualified and earn a clear renewable certification in the applicable field.

### LAST WORD

By tying requirements to highly qualified status, it appears that the state is putting the burden on districts to ensure that teachers have passed tests for the grades and subjects they teach. A license should mean that a teacher is prepared to teach any subjects or grades covered under that certificate.

Figure 103

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>GEORGIA</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	14	8	22

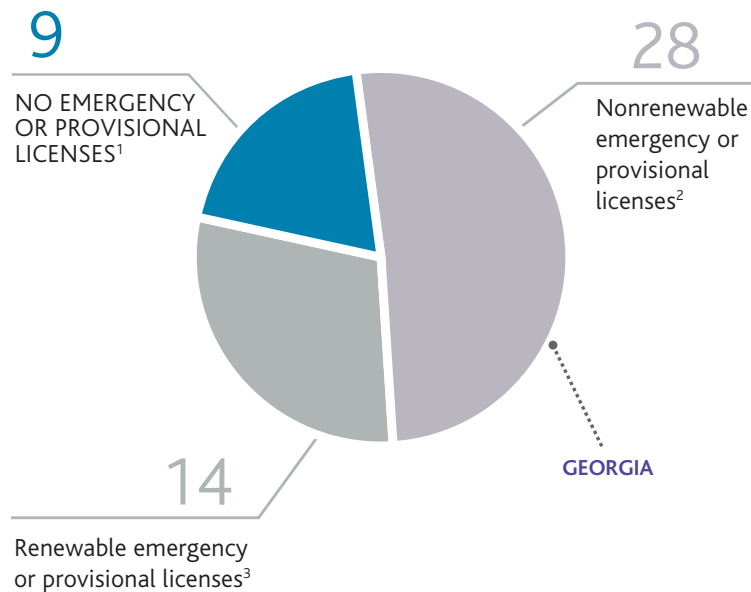


★ **EXAMPLES OF BEST PRACTICE**

**Colorado, Illinois, Mississippi, and New Jersey** require all new teachers to pass all required subject-matter tests as a condition of initial licensure.

Figure 104

*Do states still award emergency licenses?*



1. **Strong Practice:** Alaska<sup>4</sup>, Colorado, Illinois, Mississippi, Montana<sup>5</sup>, Nevada, New Jersey, New Mexico, South Carolina

2. Alabama, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota<sup>6</sup>, Ohio<sup>6</sup>, Oklahoma, Oregon, Rhode Island<sup>6</sup>, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming

3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Nebraska, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin

4. Alaska does not require subject-matter testing for initial certification.

5. Montana does not require subject-matter testing for certification.

6. License is renewable, but only if licensure tests are passed.

# Area 5: Exiting Ineffective Teachers

## › Goal B – 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.)

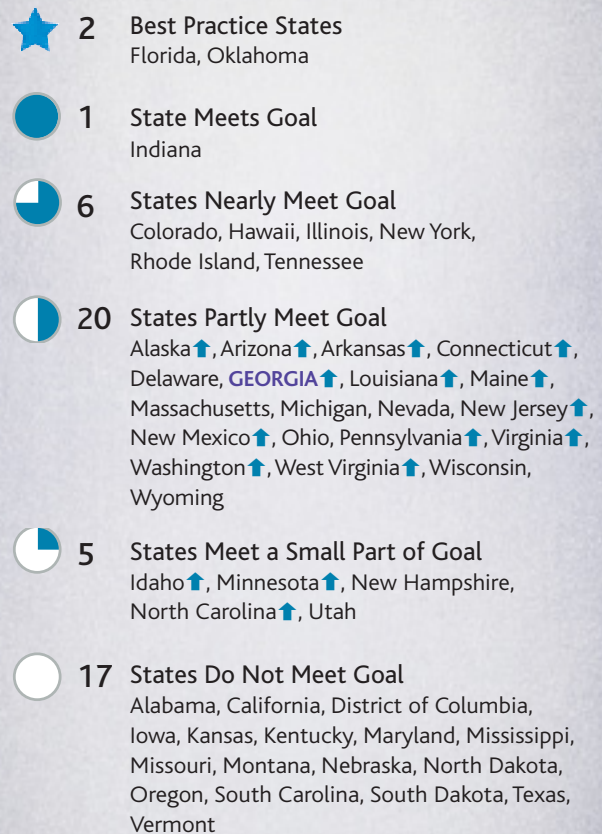
1. The state should articulate that teachers may be dismissed for ineffective classroom performance. Any teacher that receives two consecutive ineffective evaluations or two such ratings within five years should be formally eligible for dismissal, regardless of tenure status.
2. A teacher who is terminated for poor performance should have 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: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 105

*How States are Faring in Dismissal for Poor Performance*



Progress on this Goal Since 2011:

↑ : 16   ↔ : 35   ↓ : 0

## 5-B Analysis: Georgia

 State Partly Meets Goal  Progress Since 2011

### ANALYSIS

New legislation in Georgia makes teacher ineffectiveness explicit grounds for dismissal. Based on the state's teacher evaluation system, the new law mandates that "a rating of ineffective shall constitute evidence of incompetency." However, the state does not distinguish between the due process rights of teachers dismissed for ineffective performance and those facing other charges commonly associated with license revocation, such as a felony and/or morality violations. The process is the same regardless of the grounds for dismissal, which include incompetency, insubordination, neglect of duties, immorality, and inciting, encouraging or counseling students to violate any valid state law.

Tenured teachers who are terminated may appeal multiple times. After receiving written notice of dismissal, the teacher has 20 days to request a hearing before the local school board or a tribunal. After that decision has been rendered, the teacher then has 30 days to file an appeal with the State Board of Education. An additional appeal to the superior court of the county within 30 days of the state board's decision is also permitted.

### Supporting Research

O.C.G.A. 20-2-940

O.C.G.A. 20-2-1160

HB 244

### 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. 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.

- **Distinguish between the process and accompanying due process rights for dismissal for classroom ineffectiveness and dismissal for morality violations, felonies or dereliction of duty.**

While nonprobationary teachers should have due process for any termination, it is important to differentiate between loss of employment and issues with far-reaching consequences that could permanently affect a teacher's right to practice. Georgia should ensure that appeals related to classroom effectiveness are decided only by those with educational expertise.

### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

★ **EXAMPLES OF BEST PRACTICE**

**Florida** and **Oklahoma** clearly articulate that teacher ineffectiveness in the classroom is grounds for dismissal. In both states, teachers are eligible for dismissal after two annual ratings of unsatisfactory performance. Each state 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 106

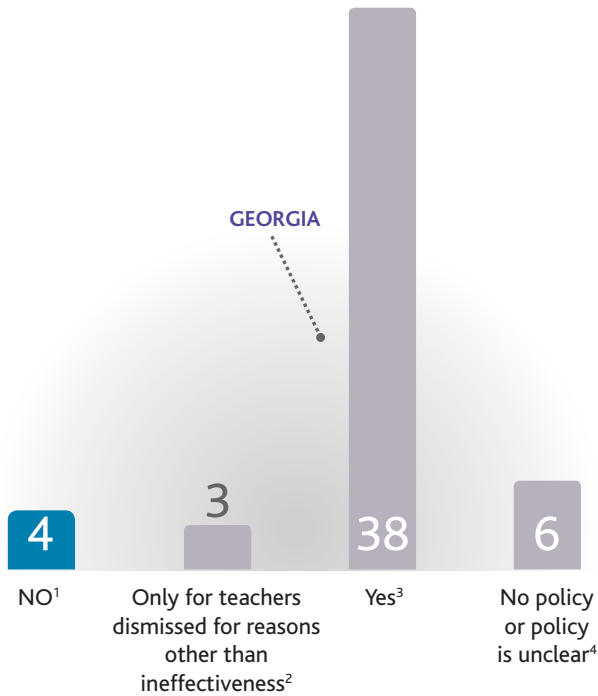
*Do states articulate that ineffectiveness is grounds for dismissal?*

	YES, THROUGH DISMISSAL AND/OR EVALUATION POLICY	No
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>29</b>	<b>22</b>

1. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.

Figure 107

*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, Illinois, 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, Nevada<sup>5</sup>, Utah, Vermont

5. Though a teacher returns to probationary status after two consecutive unsatisfactory evaluations, Nevada does not articulate clear policy about its appeals process.

# Area 5: Exiting Ineffective Teachers

## › Goal C – 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 Component

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

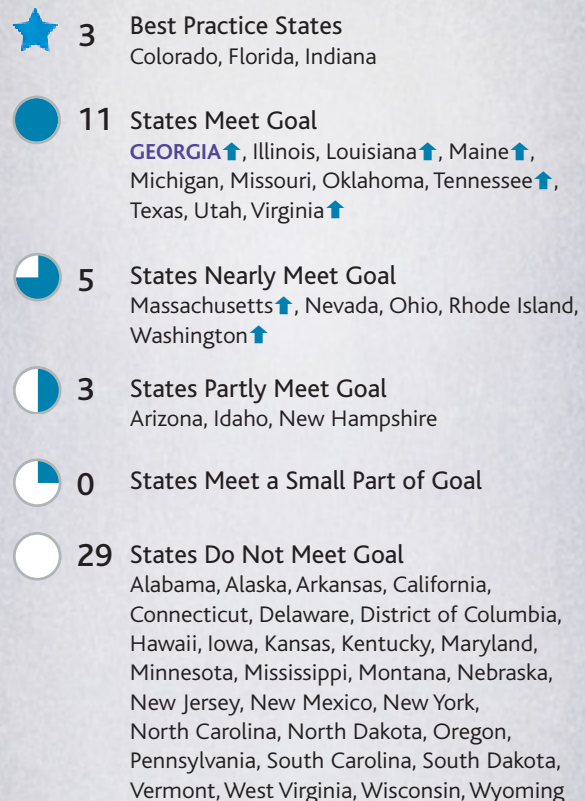
1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

### Background

A detailed rationale and supporting research for this goal can be found at: [nctq.org/statepolicy](http://nctq.org/statepolicy)

Figure 108

### How States are Faring in Reductions in Force



### Progress on this Goal Since 2011:

↑ : 7   ↔ : 44   ↓ : 0

## 5-C Analysis: Georgia



State Meets Goal



Progress Since 2011

### ANALYSIS

New legislation in Georgia requires districts to use an educator's performance as the primary factor when determining reductions in force. Further, districts may not adopt any policies allowing seniority to be the primary factor in layoff decisions.

### Supporting Research

Georgia Code 20-2-948

HB 244

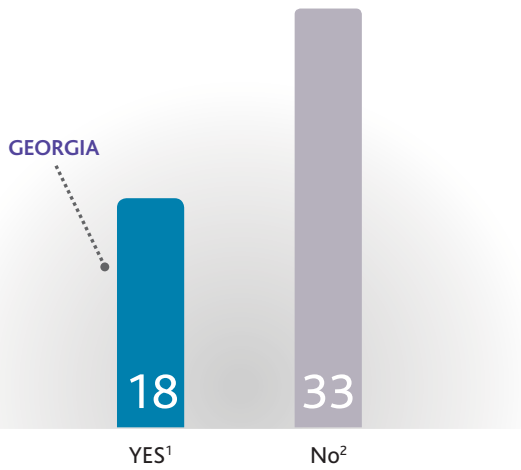
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### GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 109

Do districts have to consider performance in determining which teachers are laid off?



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

Figure 110

Do states prevent districts from basing layoffs solely on "last in, first out"?

	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE ONLY FACTOR
Alabama	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>GEORGIA</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>
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South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>
	<b>18</b>	<b>22</b>

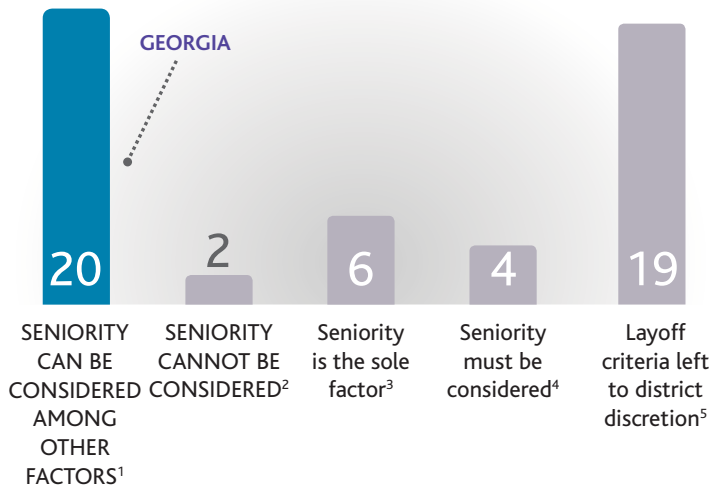


★ **EXAMPLES OF BEST PRACTICE**

**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 111

*Do states prevent districts from overemphasizing seniority in layoff decisions?*



1. **Strong Practice:** Arizona, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Maine, Massachusetts<sup>6</sup>, Michigan, Missouri<sup>6</sup>, Nevada, New Hampshire, Ohio<sup>6</sup>, Oklahoma, Rhode Island, Tennessee, Texas, Virginia, Washington
2. **Strong Practice:** Louisiana, Utah
3. Hawaii, Minnesota, New York, Pennsylvania, West Virginia, Wisconsin<sup>7</sup>
4. California, Kentucky, New Jersey, Oregon
5. Alabama, Alaska<sup>6</sup>, Arkansas, Connecticut, Delaware, District of Columbia, Iowa, Kansas, Maryland, Mississippi, Montana, Nebraska<sup>6</sup>, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, 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.



# Goals and Keywords

GOAL	STATEMENT	KEY WORDS
<b>AREA 1: Delivering Well Prepared Teachers</b>		
<b>1-A: Admission into Teacher Preparation</b>	The state should require teacher preparation programs to admit only candidates with strong academic records.	<i>admission requirements, academic proficiency measures, basic skills tests, GPA</i>
<b>1-B: Elementary Teacher Preparation</b>	The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, providing the necessary foundation for teaching to the Common Core or similar state standards.	<i>license/certification, elementary teachers, early childhood teachers, content tests, elementary coursework/standards, content specialization requirements</i>
<b>1-C: Elementary Teacher Preparation in Reading Instruction</b>	The state should ensure that new elementary teachers know the science of reading instruction.	<i>license/certification, elementary teachers, early childhood teachers, science of reading tests, science of reading coursework/standards</i>
<b>1-D: Elementary Teacher Preparation in Mathematics</b>	The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.	<i>license/certification, elementary teachers, early childhood teachers, math content tests, math coursework/standards</i>
<b>1-E: Middle School Teacher Preparation</b>	The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.	<i>license/certification, middle school teachers, content tests, K-8 licenses, content specialization requirements</i>
<b>1-F: Secondary Teacher Preparation</b>	The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.	<i>license/certification, secondary teachers, secondary social studies, content tests, endorsements</i>
<b>1-G: Secondary Teacher Preparation in Science</b>	The state should ensure that secondary science teachers know all the subject matter they are licensed to teach.	<i>license/certification, secondary general science, content tests, combination sciences</i>
<b>1-H: Special Education Teacher Preparation</b>	The state should ensure that special education teachers know the subject matter they are licensed to teach.	<i>license/certification, special education teachers, content tests, K-12 special education license, elementary special education, secondary special education</i>
<b>1-I: Assessing Professional Knowledge</b>	The state should use a licensing test to verify that all new teachers meet its professional standards.	<i>license/certification, pedagogy, professional standards/knowledge, performance assessments, edTPA</i>
<b>1-J: Student Teaching</b>	The state should ensure that teacher preparation programs provide teacher candidates with a high quality clinical experience.	<i>student teaching, cooperating teachers, clinical preparation, placements</i>
<b>1-K: Teacher Preparation Program Accountability</b>	The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.	<i>teacher preparation programs, program accountability, student achievement, standard of performance, public reporting, national accreditation</i>

# Goals and Keywords

GOAL	STATEMENT	KEY WORDS
<b>AREA 2: Expanding the Teaching Pool</b>		
<b>2-A: Alternate Route Eligibility</b>	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.	<i>alternate route programs, admission requirements, GPA, academic proficiency measures, subject-matter test, flexibility/ test-out</i>
<b>2-B: Alternate Route Preparation</b>	The state should ensure that its alternate routes provide efficient preparation that is relevant to the immediate needs of new teachers, as well as adequate mentoring and support.	<i>alternate route programs, coursework requirements, length of program, student/ practice teaching, induction, mentoring</i>
<b>2-C: Alternate Route Usage and Providers</b>	The state should provide an alternate route that is free from limitations on its usage and allows a diversity of providers.	<i>alternate routes; subject, grade or geographic restrictions; college or university providers; district-run programs; non-profit providers</i>
<b>2-D: Part-Time Teaching Licenses</b>	The state should offer a license with minimal requirements that allows content experts to teach part time.	<i>part-time license/certificate, adjunct license</i>
<b>2-E: Licensure Reciprocity</b>	The state should help to make licenses fully portable among states, with appropriate safeguards.	<i>license reciprocity, license portability, out-of-state teachers, testing requirements, online teachers</i>
<b>AREA 3: Identifying Effective Teachers</b>		
<b>3-A: State Data Systems</b>	The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.	<i>longitudinal data systems, definition of teacher of record, teacher production</i>
<b>3-B: Evaluation of Effectiveness</b>	The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.	<i>teacher evaluation, teacher effectiveness, student learning, classroom observations, surveys, rating categories</i>
<b>3-C: Frequency of Evaluations</b>	The state should require annual evaluations of all teachers.	<i>teacher evaluation, evaluation frequency, classroom observations, feedback</i>
<b>3-D: Tenure</b>	The state should require that tenure decisions are based on evidence of teacher effectiveness.	<i>tenure, probationary period, continuing contracts, teacher effectiveness</i>
<b>3-E: Licensure Advancement</b>	The state should base licensure advancement on evidence of teacher effectiveness.	<i>probationary license, professional license, license renewal, evidence of teacher effectiveness, coursework requirements</i>
<b>3-F: Equitable Distribution</b>	The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.	<i>public reporting, aggregate school-level data, evaluation ratings, school report cards, teacher absenteeism rate, turnover rate</i>

# Goals and Keywords

GOAL	STATEMENT	KEY WORDS
<b>AREA 4: Retaining Effective Teachers</b>		
<b>4-A: Induction</b>	The state should require effective induction for all new teachers, with special emphasis on teachers in high-need schools.	<i>mentoring, induction, mentor selection, reduced teaching load, release time</i>
<b>4-B: Professional Development</b>	The state should ensure that teachers receive feedback about their performance and should require professional development to be based on needs identified through teacher evaluations.	<i>feedback from observations/evaluations, professional development linked to evaluations results, improvement plans</i>
<b>4-C: Pay Scales</b>	The state should give local districts authority over pay scales.	<i>teacher compensation, salary schedules, pay scales, steps and lanes, advanced degrees, years of experience, teacher performance</i>
<b>4-D: Compensation for Prior Work Experience</b>	The state should encourage districts to provide compensation for related prior subject-area work experience.	<i>teacher compensation, relevant work experience</i>
<b>4-E: Differential Pay</b>	The state should support differential pay for effective teaching in shortage and high-need areas.	<i>teacher compensation, differential pay, shortage subject areas, high-need schools</i>
<b>4-F: Performance Pay</b>	The state should support performance pay, but in a manner that recognizes its appropriate uses and limitations.	<i>teacher compensation, performance pay, teacher performance, student achievement</i>
<b>AREA 5: Exiting Ineffective Teachers</b>		
<b>5-A: Extended Emergency Licenses</b>	The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.	<i>emergency licenses, provisional certificates, loopholes, subject-matter tests</i>
<b>5-B: Dismissal for Poor Performance</b>	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.	<i>dismissal, ineffectiveness, poor performance, appeals, due process</i>
<b>5-C: Reductions in Force</b>	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.	<i>reduction in force, layoffs, teacher performance, seniority</i>

# Teacher Policy Priorities for Georgia

## AREA 1: Delivering Well Prepared Teachers

■ Require that the test used by teacher preparation programs to screen candidates prior to admission is normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.	Goal 1-A
■ Adopt an elementary content test with independently scored subject-matter subtests in each of the core areas.	Goal 1-B
■ Require all elementary teacher candidates to pass a rigorous stand-alone science of reading test.	Goal 1-C
■ Adopt a rigorous stand-alone math test for all elementary teacher candidates.	Goal 1-D
■ Specifically require secondary science teachers to pass a content test for each discipline they are licensed to teach.	Goal 1-G
■ Eliminate the K-12 special education certificate, and ensure that both elementary and secondary special education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.	Goal 1-H
■ Require all new teachers to pass a pedagogy test.	Goal 1-I
■ Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning.	Goal 1-J

## AREA 2: Expanding the Teaching Pool

■ Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.	Goal 2-A
■ Require out-of-state teachers to meet the state's own testing requirements.	Goal 2-E

## AREA 3: Identifying Effective Teachers

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.	Goal 3-D
■ Base licensure advancement from a probationary to a nonprobationary license on evidence of effectiveness.	Goal 3-E
■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.	Goal 3-F

## AREA 4: Retaining Effective Teachers

■ Require effective induction for all new teachers, including mentoring of sufficient frequency and duration.	Goal 4-A
■ Place teachers with ineffective or needs improvement ratings on structured improvement plans.	Goal 4-B
■ Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.	Goal 4-C





National Council on Teacher Quality

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**NCTQ is available to work with individual states to improve teacher policies.**

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