

January 2014

2013 State Teacher Policy Yearbook

National Summary



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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STAFF

Sandi Jacobs, *Project Director*

Adrienne S. Davis, *Project Assistant*

Kathryn M. Doherty, *Special Contributor*

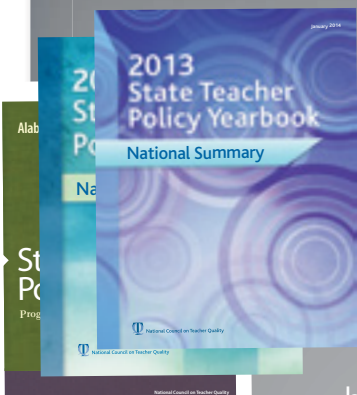
Kelli Lakis, *Lead Researcher*

Stephanie T. Maltz and Lisa N. Staresina, *Researchers*

Phil Lasser, *Research Assistant*

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Executive Summary



The *State Teacher Policy Yearbook* project arose from a simple premise. Despite what many – including, at times, the states themselves – have argued, state governments

have the strongest impact on

the work of America’s more than

three and a half million public school teachers. With that as our framework, the National Council on Teacher Quality (NCTQ) began in 2007 what has become an annual 360-degree analysis and encyclopedic presentation of every policy states have on their books that affects the quality of teachers, specifically state efforts to shape teacher preparation, licensing, evaluation and compensation. Our goal has been to provide research-based, practical, cost-neutral recommendations to states on the best ways to improve the teaching profession in their states.

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+ |
| Georgia | 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 |

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37 states have improved their overall teacher policy grade one full grade level since 2009.

In this seventh installment of the *Yearbook*, most states received their highest grades to date. Over the past five years, 37 states have improved their overall teacher policy grades by at least one

full grade level because of significant reform, particularly in the areas of teacher evaluation and related teacher effectiveness policies. In 2013:

- **Thirty-one** states raised their overall teacher policy grades since the 2011 *Yearbook*.
- **Florida** remains at the head of the class with the highest overall teacher policy grades in the nation: a B+, up from a B in 2011.
- **Louisiana, Rhode Island** and **Tennessee** earned B grades, and 10 other states earned B-. In 2011, NCTQ awarded just one B grade and three B minuses.
- Two states have improved their overall teacher policy grades by two full grade levels since 2009. **Michigan** earned a B- in 2013, up from a D- in 2009. **Rhode Island** improved its overall grade from a D in 2009 to a B in 2013.
- Since the last *Yearbook*, **New Jersey, Louisiana, Connecticut, Maine** and **Virginia** have made the most significant increases in their grades.

At the same time, teacher policy grades for a handful of states haven't budged at all, and, unfortunately, these states are falling increasingly out of step with important teacher reform trends across the nation:

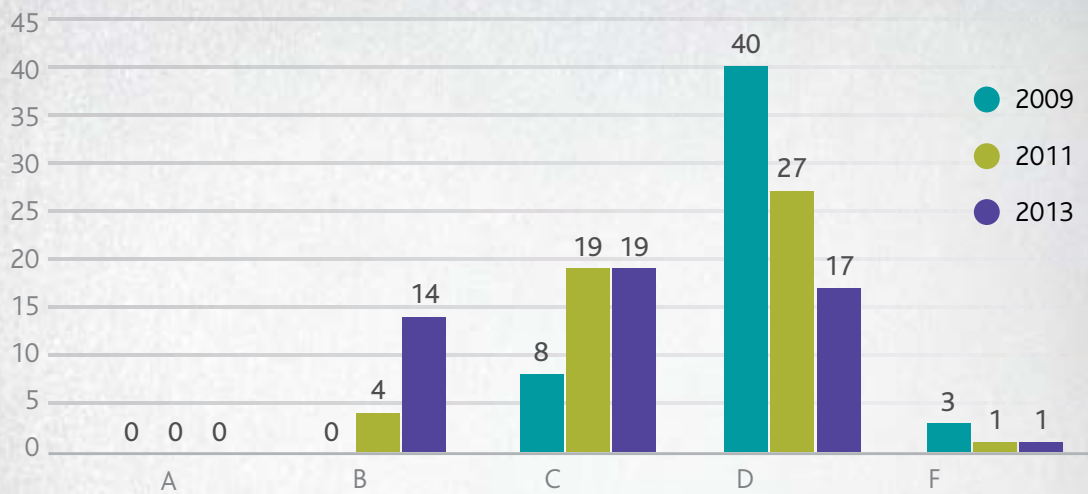
- **Montana** has consistently earned an F in the *Yearbook* for its record of inaction on teacher policy.
- **Nebraska, South Dakota** and **Vermont** earned a grade of D- in 2013. Seven additional states – **Alaska, Iowa, Kansas, New Hampshire, North Dakota, Oregon** and **Wyoming** – earned Ds. As a group these states are reliably and regularly at the back of the pack when it comes to state efforts to improve teacher quality.
- The grades for several states have remained flat for the five years since the 2009 *Yearbook*: **Alabama** (C-), **Alaska** (D), **California** (D+), **Iowa** (D), **Montana** (F), **Nebraska** (D-), **New Mexico** (D+), **South Carolina** (C-) and **Texas** (C-). In 2009, when the average state grade was D, the C- grades in **Alabama, South Carolina** and **Texas** put them ahead of the curve. This year, those grades are just average.

7 states' overall grades have remained flat since 2009.

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Figure B

State Grade Trends 2009-2013



It is worth emphasizing the point that states with higher teacher policy grades this year have truly **earned** them. NCTQ does not grade on a curve and has not lowered expectations. Our comprehensive vision for state teacher policy is ambitious, and as states have made policy progress over time, we have continued to raise the bar accordingly. The 2013 *State Teacher Policy Yearbook* is a testament to just how much states really can do and what many states have done to improve teacher quality policy since the last installment of the comprehensive *Yearbook* in 2011.




While the states have always been NCTQ's most important partners in this effort, they have also at times been critical of our annual report card over the years. We've long argued that states must think systemically and coherently about their teacher policy frameworks, but some states have complained that NCTQ has expected too much from state policymakers, specifically that the *Yearbook* standards are too high, and that NCTQ has graded too harshly on teacher policies that legislators and rule makers do not believe they have the ability to change.

The improvement in teacher policy grades in this year's *Yearbook* proves that it is both possible and practical for states to drive teacher effectiveness statewide. Teacher policies that states in the past routinely argued were "impractical" or "couldn't be done" or were "out of our hands"—e.g., implementing evaluations of teacher effectiveness, tying tenure and dismissal policies to results for students and strengthening teacher preparation are now on the books across the nation. These are no longer untouchable teacher policy issues.

For the 2013 edition of the *Yearbook* and its 51 companion state volumes (all of which are available for download at www.nctq.org/stpy), we've continued to refine and improve our teacher policy goals.

As always, states receive an overall grade for their teacher policies based on five subgrades in each of five critical areas: 1) delivering well-prepared teachers, 2) expanding the teacher pool, 3) identifying effective teachers, 4) retaining effective teachers and 5) exiting ineffective teachers.

Executive Summary

NCTQ provides progress indicators for each state on each goal – a notation indicating whether the state has advanced its teacher policy , has lost ground  or has made no changes  since the last *Yearbook*. As noted in the goal-by-goal summaries in this volume, we've raised the bar on

several goals where states have made significant progress since the 2011 *Yearbook*, and we've spun our teacher pension reform goals into a stand-alone annual report¹ so that, beginning this year, states are no longer graded in this report on pension flexibility, sustainability and neutrality.



Yearbook Goals with Goalpost Moves for 2013

- 1-A: Admission into Teacher Preparation:**
States should set more ambitious admission requirements by requiring prospective teachers be in the top half of the college-going population, measured either through a test of academic proficiency or grade point average.
- 1-B: Elementary Teacher Preparation:**
States should close loopholes that allow teachers with early childhood licenses to teach in elementary grades without demonstrating content knowledge in each subject they will teach.
- 1-C: Elementary Teacher Preparation in Reading:**
States should close loopholes that allow teachers with early childhood licenses to teach in elementary grades without demonstrating knowledge of the science of reading.
- 1-D: Elementary Teacher Preparation in Mathematics:**
States should close loopholes that allow teachers with early childhood licenses to teach in elementary grades without demonstrating content knowledge in math.
- 2-A: Alternate Route Eligibility:**
States should set more ambitious admission requirements by requiring prospective alternate route teachers to meet a high bar for past academic performance.
- 2-B: Alternate Route Preparation:**
Recognizing that practice teaching may not be feasible for all alternate route candidates, the need for mentoring and induction is especially critical and weighted more heavily in this goal.
- 3-A: State Data Systems:**
To ensure that data provided through state data systems are actionable, states should have a clear and consistent definition of teacher of record. States should also use the state data system to report publicly on teacher production.

Figure C

| <i>Yearbook</i> Goals with the Most Progress | Number of states that have improved since 2011 |
|--|--|
| 1-B: Elementary Teacher Preparation | 24 |
| 3-B: Evaluation of Effectiveness | 22 |
| 1-D: Elementary Teacher Preparation in Mathematics | 20 |
| 5-B: Dismissal for Poor Performance | 16 |
| 1-K: Teacher Preparation Program Accountability | 13 |

¹ See: *No One Benefits*, December 2012, available at http://www.nctq.org/p/publications/docs/nctq_pension_paper.pdf. NCTQ's next pension report is due in late 2014.

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New for 2013, NCTQ also has launched a redesigned *Yearbook* website, which will offer much more than the opportunity to download the national or any state report. Our new site (www.nctq.org/statepolicy) provides searchable access to the entire

Yearbook dataset. The website offers topical pages with up-to-date data on state teacher policy, allows for customized searches by state and/or key topics and provides user-friendly tools for generating graphic results that can be exported and shared.

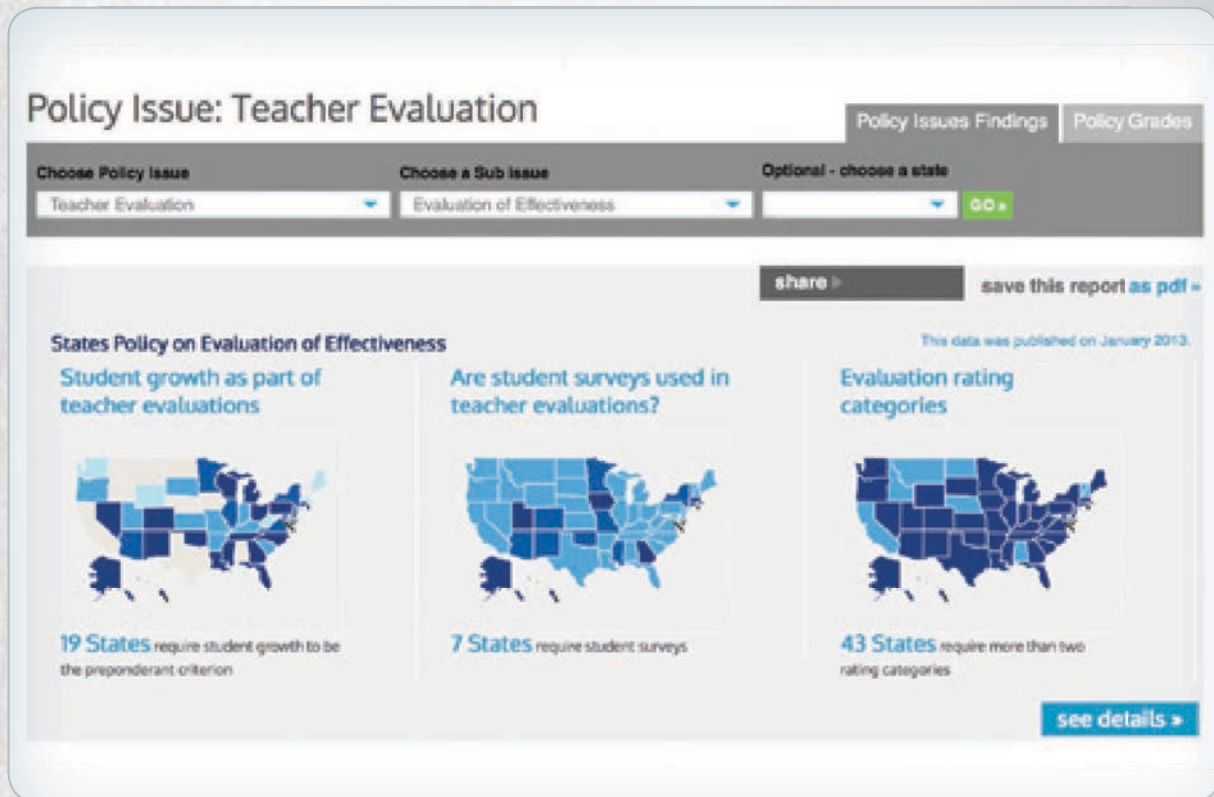


Figure D

| Average State Teacher Policy Grades | 2013 | 2011 |
|---|-----------|-----------|
| Area 1 <i>Delivering Well-Prepared Teachers</i> | C- | D |
| Area 2 <i>Expanding the Teaching Pool</i> | C- | C- |
| Area 3 <i>Identifying Effective Teachers</i> | C- | D+ |
| Area 4 <i>Retaining Effective Teachers</i> | C- | C- |
| Area 5 <i>Exiting Ineffective Teachers</i> | D+ | D+ |
| Average Overall Grade | C- | D+ |

Area 1: Delivering Well-Prepared Teachers

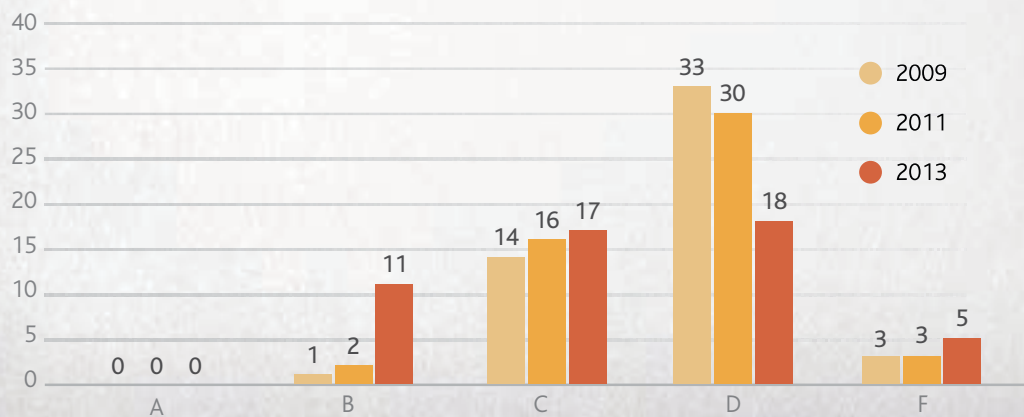
With so much attention on the issues of teacher effectiveness and how much preparation teachers need to address the changes in instruction demanded by the Common Core State Standards, the relative lack of attention to how teacher candidates are prepared for the job in the first place is peculiar. It is clear that the academic institutions engaged in teacher preparation must take responsibility for providing well-prepared teachers, but states, too, must be responsible for ensuring adequate teacher preparation right from the start.

- **Florida, Indiana** and **Rhode Island** earned the highest grade (B+) for teacher preparation policies in 2013, while five states – **Alaska, Hawaii, Montana, Nebraska** and **Wyoming** earned an F for failing to ensure that high-quality teacher preparation policies are in place statewide.
- States with significant (at least one full letter grade) improvements in their teacher preparation policies include **Alabama, Connecticut, Delaware, Indiana, Kentucky, New Jersey, New York, North Carolina** and **Rhode Island**.

Last year, NCTQ's landmark *Teacher Prep Review* examined 2,420 teacher preparation programs at 1,130 institutions of higher education in all 50 states and the District of Columbia. Some key findings: A majority of preparation programs (71 percent) are not providing elementary teacher candidates with practical, research-based training in reading instruction methods, and in mathematics training, few programs emulate the practices of higher-performing nations such as Singapore or South Korea. Almost all programs (93 percent) fail to ensure a high-quality student teaching experience, and only 11 percent of elementary programs and 47 percent of middle school and secondary programs are providing adequate content preparation for teachers in the subjects they will teach.

The bottom line is that states should not continue to believe that individual institutions and programs ensure quality on their own. State policy really does matter.

Figure E
Area 1 State Grade Trends 2009-2013



² The area highlights in this executive summary are presented in order of action among the states – from the areas with the most policy improvements (Areas 1, 3, and 5) to the areas with the fewest state reform efforts (Areas 2 and 4).

Key Findings for Areas with Significant Progress

Among other things, many states have improved their elementary teacher preparation *Yearbook* grades this year by requiring all elementary teachers, as a condition of licensure, to pass a multiple subjects test, which reports separate scores in each subject area, helping to ensure that teachers have adequate knowledge in each specific subject area they will teach. In addition, we found:

- **Increased screening for entry into teacher preparation.** Up from 21 states in 2011, **29** states now require a test of academic proficiency as an entry requirement for teacher preparation programs. A smaller number of states have taken even bigger steps forward: **Delaware** and **Rhode Island** now require teacher candidates to pass a more rigorous test of academic proficiency normed to the general college-going population. **Delaware** also requires candidates to have a 3.0 GPA, while **Rhode Island** requires programs to have an average cohort GPA of 3.0.
- **Improved testing of content knowledge for elementary teachers.** **Nineteen** states require an elementary content test with separate passing scores for each core subject, demonstrating that a candidate is prepared in each subject he or she will teach.
- **More efforts to ensure proficiency in the science of reading.** In 2011, just **nine** states measured new elementary teachers' knowledge of the science of reading. In 2013, a much improved **17** states have assessments in place to ensure that teachers understand effective reading instruction.
- **Greater demonstration of mastery of mathematics content.** In 2011, the *Yearbook* identified **Massachusetts** as the only state to adequately measure elementary teacher candidates' knowledge of math.

With the widespread adoption of multiple subjects tests, **23** states now have tests that provide separate subscores demonstrating whether prospective teachers have mastered math content.

- **Student teaching.** States are beginning to move in the right direction on ensuring that student teaching is a high-quality experience. **Thirty-two** states (up from 29 in 2011) require the student teaching experience to be at least an adequate length – at least 10 weeks long.

Content Knowledge: No Longer Too Much for States to Ask

“While the goal of NCTQ for specific content-area testing is admirable and desirable, requiring separate subject tests in mathematics, as well as perhaps science, social studies and English/language arts . . . [and] would certainly give further evidence of a candidate’s knowledge in those subject areas, it becomes impractical on top of requiring candidates to graduate with at least a bachelor’s degree from a regionally accredited college/university....”

— A 2013 top-scoring state’s 2009 response to NCTQ’s *Yearbook* goal on subject-matter testing

Key Findings for Areas with Significant Progress

Despite progress, most states have a long way to go to ensure that new teachers are classroom ready. Deficiencies include:

- **Continued low standards for program admission.** Just three states – **Delaware, Rhode Island** and **Texas** – require a test of academic proficiency normed to the general college-going population as a condition of admission to a teacher preparation program. Further, the **majority of states (32)** have no minimum grade point average (GPA) requirements for teacher preparation admission. Of the states that do have GPA requirements, only seven require at least a 3.0 GPA.
- **The early childhood loophole.** Although elementary certification requirements have been improving, NCTQ has identified a significant licensing loophole in 38 states with early childhood licenses, some of which allow teachers to teach up to grade 3 without passing content tests in the areas they will teach. For early childhood certified teachers eligible to teach in the elementary grades, only **six** states require prospective teachers to pass elementary content tests with separate scores for each subject. Only **13** states require that early childhood certified teachers have adequate knowledge of the science of reading, and only **four** states with such licenses require adequate math content assessments.
- **Overly broad licensing practices for middle school teachers.** **Twenty** states continue to offer a K-8 teaching license, which makes no distinction between the knowledge and skills required to teach five-year-olds and pre-adolescent middle school students.
- **Insufficient academic expectations for secondary teachers.** In 2013, only four states – **Indiana, Minnesota, Missouri** and **Tennessee** – require secondary teachers to pass a content test in every subject area they are licensed to teach.
- **Unacceptable standards for special education teachers.** While there are some policy bright spots – **New York**, for example, now requires that all secondary special education teachers pass content assessments in every subject they teach – most states expect far too little of special education teachers. **Twenty-eight** states still offer only a K-12 certification in special education, requiring no specialization by grade span or subject at any level of elementary or secondary education for many of our nation’s neediest students. Even states that do not offer such broad and general licensing tend to rely on federal requirements that all teachers be highly qualified for special education. Unfortunately, this means that the state is putting the burden on districts to ensure that teachers have passed tests for all the grades and subjects they teach. Licensing requirements are the *state’s* opportunity—and obligation—to ensure that a teacher is prepared to teach any subjects or grades covered under an issued certificate.
- **Selection of cooperating teachers for student teaching.** Only **five** states – **Florida, Illinois, Massachusetts, Rhode Island** and **Tennessee** – require the selection of the cooperating teacher assigned to mentor student teachers to be based on some measure of effectiveness.
- **Little accountability for teacher preparation.** While significantly improved over 2009, to date, there has been more state talk than action on holding teacher preparation institutions accountable for the quality of teachers they produce. States have an increased capacity to collect and analyze meaningful objective data on the performance of the program graduates in the classroom. But in 2013, only a handful of states (**10**) has adopted policies connecting the performance of students to the teachers and the institutions that trained these teachers.

Area 3: Identifying Effective Teachers

NCTQ has long advocated that any meaningful understanding of “effective” teaching must be rooted in results for children. Until recently, this has been an exceptional way of thinking about teacher quality, but not anymore. State efforts to revamp the way they evaluate teachers have been unprecedented, and in 2013, 25 states improved their grades on identifying effective teachers:

- **Louisiana** earned the highest grade (A-) for identifying effective teachers.
- **Florida, Rhode Island** and **Tennessee** earned a very strong B+, while three states – **Montana, South Dakota** and **Vermont** – received F grades for their lack of teacher evaluation reform efforts.
- States with significant (at least one full letter grade) improvements in their teacher effectiveness policies include **Connecticut, Hawaii, Louisiana, New Jersey, North Carolina** and **Virginia**, as well as the **District of Columbia**.

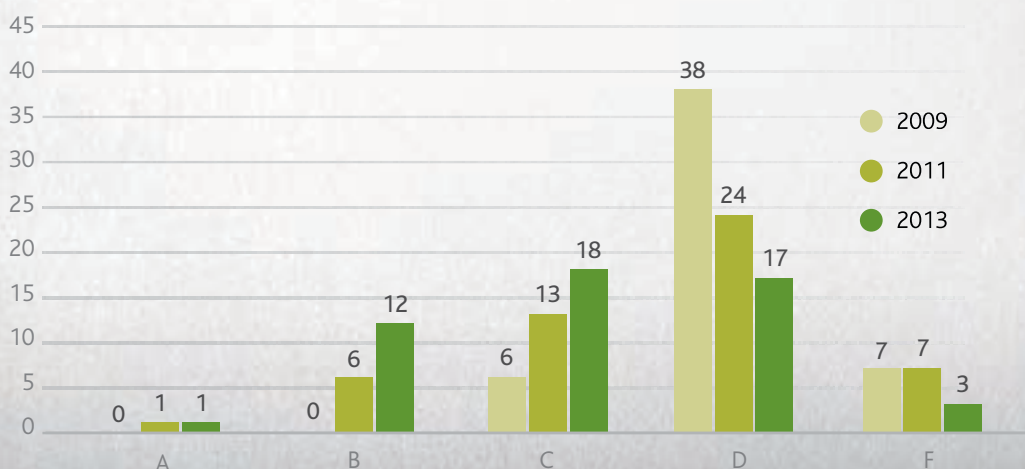
The change in how teachers are evaluated has been nothing short of a seismic shift in state teacher policy over the last five years. Just a few years ago, in 2009, a mere four states required teachers to be evaluated, in part, on evidence that their students were learning. At that time not a single state in the nation tied evidence of teacher effectiveness to decisions of consequence such as tenure or licensure advancement.

Local Control Is No Longer an Excuse for State Inaction

This is “a local control state and the state cannot insist that districts perform evaluations in a prescribed manner.”

— *Past response to Yearbook evaluation goals from one of the top-performing states in 2013*

Figure F
Area 3 State Grade Trends 2009-2013

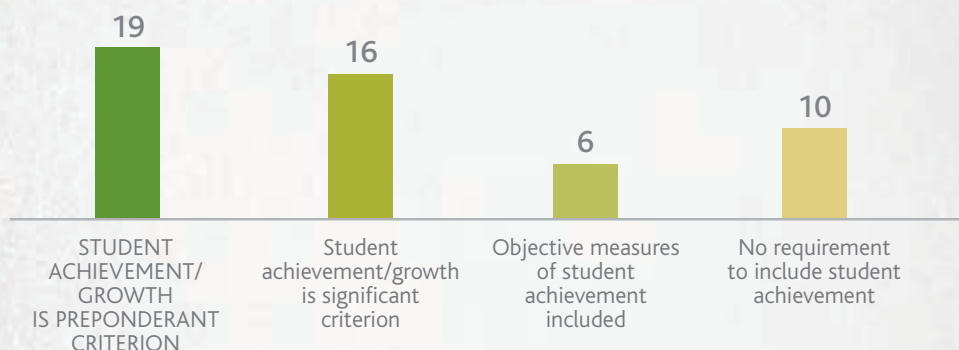


Key Findings for Areas with Significant Progress

Today, it is fair to describe the teacher evaluation landscape as totally transformed – at least in terms of policy, if not necessarily yet in practice. States have made huge strides in designing (and some have begun to implement) evaluations of classroom teachers that are informed by more rigorous observations of instruction and results for students:

Figure G

State requirements for including student achievement in teacher evaluations



- **Annual evaluations for all teachers.** In 2009, only **15** states required annual evaluations for all teachers, with some states permitting teachers to go five years or more between evaluations. In 2013, **28** states require, without exception, annual evaluations of all teachers.
- **Significant or preponderant use of student growth data in teacher evaluations.** In just the last year (since fall 2012) about **a third of all states** had adopted evaluation policies requiring teacher evaluations to include objective measures of student achievement as a significant or preponderant criterion in teacher evaluations. **Thirty-five** states now require that student achievement be a significant or the most significant factor in teacher evaluations.
- **Tying teacher performance to tenure and other personnel policies.** High-quality and ambitious evaluations of teacher effectiveness hold promise for making tenure a meaningful designation provided to teachers who have demonstrated their instructional skills and results with students. In 2009, not a single state in the

nation awarded tenure based on any objective evidence of teacher effectiveness; in 2013, **20** states now require that student performance is factored into the decision to grant teachers tenure.

However, significant teacher effectiveness policy gaps remain that require state attention:

- **Evaluations with no reference to teacher effectiveness.** To date, **10** states – **Alabama, California, Idaho, Iowa, Montana, Nebraska, New Hampshire, North Dakota, Texas** and **Vermont** – still have no formal policy requiring that teachers be evaluated taking some objective measures of student achievement into account. Some of these states have federal waivers promising action on this front, but there is no evidence of activity beyond these vague commitments.
- **Data system capacity.** Every state in the nation except for **Colorado, Maine, Oklahoma, Pennsylvania** and **South Dakota** has a longitudinal

Key Findings for Areas with Significant Progress

data system in place with the capacity to provide evidence of teacher effectiveness. But only **13** states have taken the next meaningful steps to maximize system potential by developing critical data system nuts and bolts, such as an adequate teacher of record definition, a strong teacher verification process and an ability to connect students to more than one teacher.

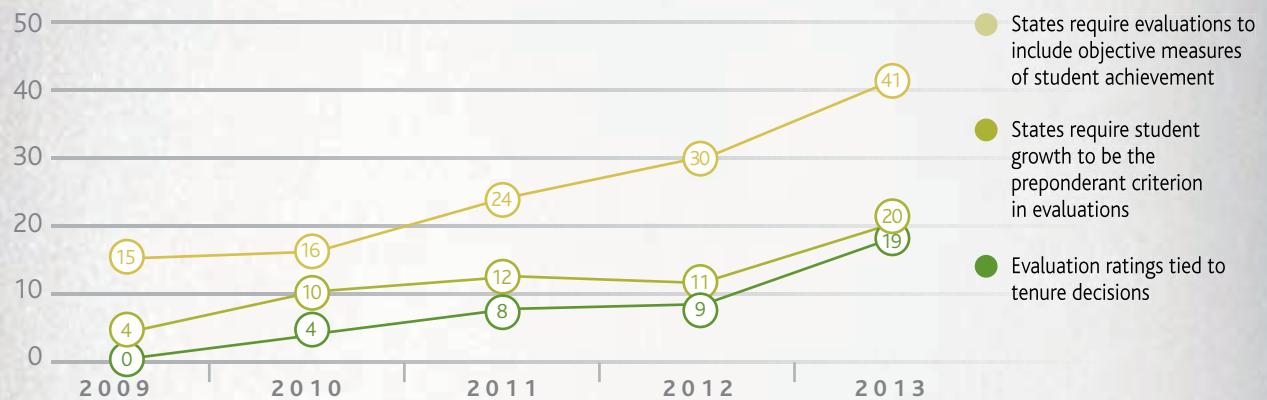
- **Evaluator training.** While **34** states require teacher evaluators to be trained, only **13** have a process in place to certify trainers.
- **Automatic tenure.** **Thirty-one** states still make tenure decisions virtually automatically with no evidence that teachers are effective in the classroom. And only **six** states – **Delaware**,

Georgia, Louisiana, Pennsylvania, Rhode Island and **Tennessee** – require that objective evidence of teacher effectiveness be considered in licensure advancement.

- **Public reporting of teacher effectiveness.** Despite the fact that the capacity of most state data systems has improved greatly over time, there is still a dearth of data collected and reported – particularly at the school level – that sheds light on the distribution of teacher talent and can help inform policies for ensuring that students most in need of effective teachers have access to them. Just **nine** states publish school-level data about teacher performance.

Figure H

Teacher Effectiveness State Policy Trends: 2009 - 2013



Notwithstanding the dramatic improvements, NCTQ is still only cautiously optimistic about the prospects for evaluations of effectiveness across the states. Many states adopted plans for new teacher evaluation systems based on student achievement and growth in response to the Obama administration's Race to the Top program requirements and the conditions laid out by the U.S. Department of Education for state waivers of the No Child Left Behind federal education law. More than a few states have made promises and set timelines that stretch well beyond the program or waiver period or the current administration, for that matter. It remains to be seen whether and how these systems will be implemented.

Area 5: Exiting Ineffective Teachers

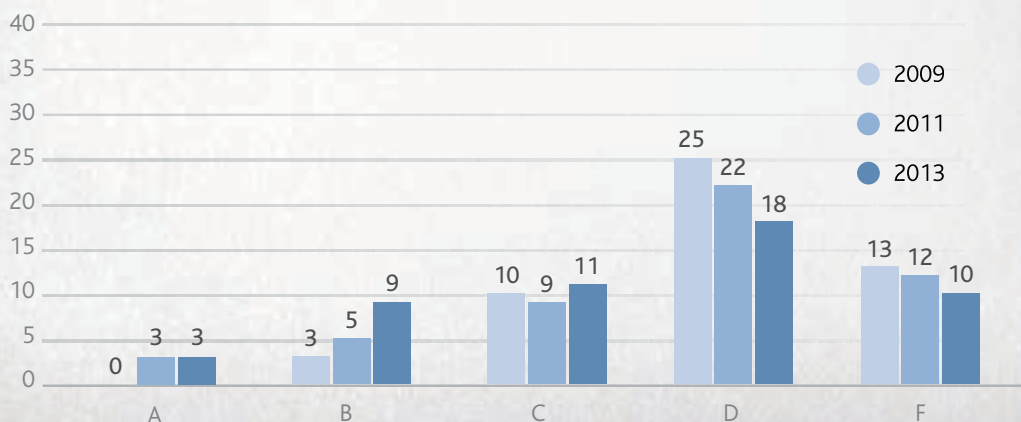
If teacher evaluations are going to have any real meaning, they must be used to make decisions of consequence, and student needs should be paramount. High-quality evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and practice. They also provide important information on teachers who are persistently low performing. While there is a long way to go (this *Yearbook* area saw states' lowest overall average grade of D+), some states have taken early leads on using effectiveness data to make dismissal and layoff decisions when necessary.

- In 2013, **three** states – **Colorado, Illinois** and **Oklahoma** – each earned an A for their policies regarding ineffective teachers.
- **Ten** states – **California, Kansas, Maryland, Minnesota, Montana, Nebraska, North Carolina, Oregon, South Dakota** and **Vermont** – received F grades for their inaction on state policy in this area.

- The states with the biggest grade improvements for exiting ineffective teachers since the 2011 *Yearbook* are **Georgia, Maine, Massachusetts, New Jersey** and **Tennessee**.

Figure I

Area 5 State Grade Trends 2009-2013



Key Findings for Areas with Significant Progress

Evaluations of effectiveness can help identify the most talented teachers, but they also point to those teachers who may not be suited for the job. Just five years ago, in 2009, virtually no state had a clear policy in place specifying that teachers could be dismissed for ineffectiveness. Today, the majority of states have such policies in place:

■ **Dismissing ineffective teachers.**

Twenty-nine states now articulate that classroom ineffectiveness is grounds for dismissal. In states such as **Florida** and **Oklahoma**, for example, teachers are eligible for dismissal after two annual ratings of unsatisfactory performance on their evaluations.

■ **Factoring performance into layoffs.**

Today, **18** states are using performance information (rather than time on the job alone) to make better staffing decisions if layoffs become necessary.

States have come a long way in establishing grounds for dismissing teachers for poor classroom performance. Still, states could do a lot more to limit student exposure to teachers who are consistently unable to move students forward academically:

■ **Emergency certification.** Only **7** states really prohibit emergency licenses – **Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico** and **South Carolina**. And too many states (**22**) allow new teachers three years or more or do not specify how long a teacher can practice in the classroom without passing all required licensing tests. Ensuring that all teachers meet basic requirements is a critical first policy step in weeding out ineffective teachers.

■ **Too many appeals.** The vast majority of states (**38**) allow dismissed teachers multiple appeals. While a teacher who is terminated for poor performance should have an opportunity to appeal, the process needs to be expedient and fair to all parties.

■ **Last in, first out policy.** As states become better able to identify ineffective teachers, they need to do more to prevent districts from overemphasizing seniority in layoff decisions. In 2013, **22** states mandate that seniority cannot be a factor or cannot be the only factor in making layoff decisions.

Area 4: Retaining Effective Teachers

When it comes to policies regarding recruiting and retaining the best and brightest teachers, the following seems to be true: 1) Few states compensate effective teachers for their accomplishments with

students, 2) Many states burden teachers with unnecessary coursework or advanced degree requirements that have little or no impact on teacher

effectiveness, and 3) Not enough states tailor professional development and support to teacher performance results:

6 states now require that teacher performance factor into salary for all teachers.

- **Florida** and **Louisiana** earned the highest grade (B+) for compensation and retention policies.
- The **District of Columbia**, **New Hampshire** and **Vermont** received Fs.
- The states with the largest grade improvements for retaining effective teachers are **Arkansas**, **Connecticut**, **Hawaii**, **Louisiana**, **Mississippi**, **Missouri**, **New York** and **Virginia**.

State policies for retaining effective teachers are hit or miss at best:

- ***Effective induction programs.*** About half (**26**) of the states have policies that articulate the elements of effective induction, including mentoring of all new teachers by trained, compensated and carefully selected mentor teachers.
- ***Providing feedback and professional development tied to evaluation results.*** If states take advantage of richer data on student learning and classroom observation provided by teacher evaluations, they'd also be better able to design and/or assign teachers to professional development experiences tailored to specific needs. The majority of states are moving in the right direction on this issue. Still, only **31** states require teachers to receive feedback on their evaluations, and only **21** require that evaluation findings inform professional development for all teachers.

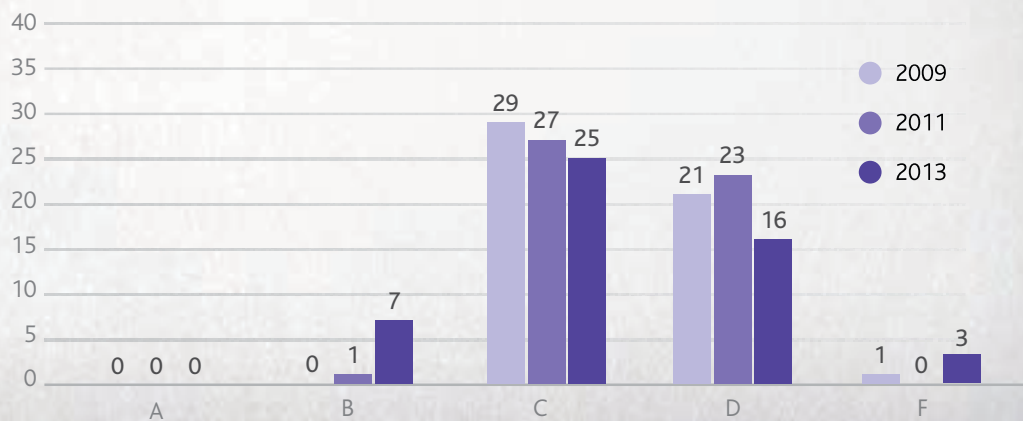
Key Findings for Areas without Significant Progress

If they truly value keeping talented teachers in the profession, states ought to reconsider licensing and compensation policies that emphasize degrees earned over classroom effectiveness. While states do not necessarily control pay scales (nor do we recommend that they should), they do have the capacity to shape how teacher pay is determined in districts:

■ **Requiring unnecessary degrees.** Ten states still require, or set as an option, that teachers obtain master's degrees to receive a professional license. Twelve states require advanced degrees for optional advanced licenses. Both practices fly in the face of the evidence proving that advanced degrees have little or no impact on student achievement.

- **Wasted seat time.** Forty-two states demand generic coursework or credit hours without any focus as a requirement for teachers to renew their licenses, resulting in a significant waste of teachers' time.
- **Pay for hard-to-staff assignments.** The majority of states (27) do not support differential pay for teachers willing to teach in high-need schools or shortage subject areas.
- **Teacher compensation based on effectiveness.** Only three states – Florida, Indiana and Utah – require that performance count more than advanced degrees in determining teacher pay. Only six states – Florida, Hawaii, Indiana, Louisiana, Michigan and Utah – require that teacher performance be factored into salary decisions for all teachers. The majority of states (26) still have no support for performance pay or bonuses.

Figure J
Area 4 State Grade Trends 2009-2013



Area 2: Expanding the Teacher Pool

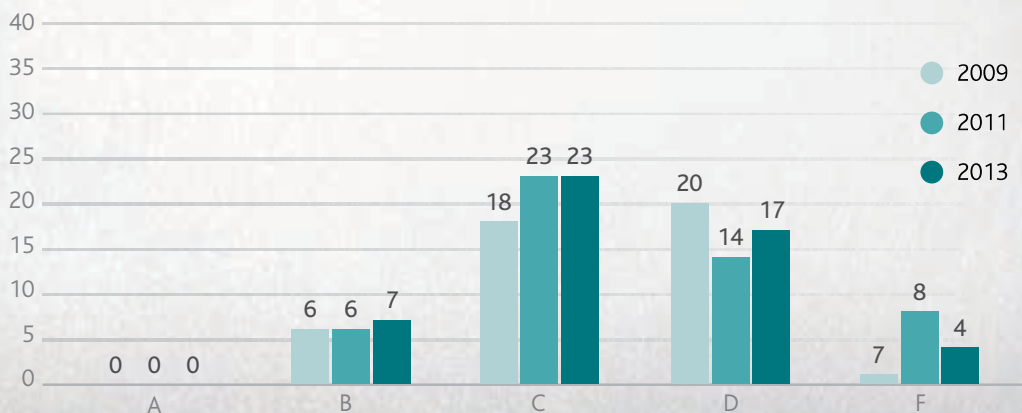
Alternate route policy continues to be a weak link in state efforts to recruit effective teachers, and the *Yearbook* has seen very little progress in this area. States tend to be weak in two very different ways. Some states argue for almost complete deregulation, and the other camp effectively regulates alternate routes out of existence. In between these extremes, states have the opportunity to develop rigorous yet flexible pathways into the profession:

- The highest grade for policies that expand the teacher pipeline was a B, given to **Arkansas, Florida, Georgia** and **Ohio**.
- **Hawaii, Montana, North Dakota** and **Vermont** received a grade of F.

States have made little or no improvement since the *Yearbook* began tracking their alternate routes and other policies that can help expand the teacher pipeline:

- Only **four** states – **Connecticut, Florida, New Jersey** and **Rhode Island** – offer genuine options where all alternate routes offered are efficient, flexible, and allow for broad usage and a diversity of providers.
- The majority of states have barriers that make it harder for teaching candidates to enter the profession prepared through alternate routes. Just four states – **Alabama, Georgia, Texas** and **West Virginia** – treat out-of-state teachers looking for work in their state the same whether the teacher was prepared in a traditional program or an alternate route.

Figure K
Area 2 State Grade Trends 2009-2013



Conclusion

States stand at a crossroads in teacher policy. Many have made dramatic and positive strides in the teacher effectiveness policies they've outlined for their preparation institutions, school districts and teachers. But the actual on-the-ground implementation of state policies for teacher effectiveness, along with the simultaneous implementation of the Common Core State Standards and the upcoming transition to new college- and career-ready assessments, have almost every state in flux. For example, now that implementation of new evaluation systems has begun, some teacher leaders who had professed support for

teacher effectiveness are calling for value-added data on student achievement to be removed from teacher evaluations.

In this environment, state policymakers are to be commended for taking the reins and embracing their responsibilities for directing the future of teacher policy in their states.

The potential for a real change of culture in education is underway if reform-minded states stay the course and continue down the path to teacher effectiveness. The impact of teacher evaluation systems that truly measure teacher effectiveness would be profound. If done well, and if policymakers act on the results, it could change much of what is now standard practice in the teaching profession by setting the foundation for better targeted policies for struggling teachers, higher standards for teacher

preparation programs and fair but rigorous policies for replacing persistently ineffective teachers. Compensating teachers based on effectiveness could help attract and retain the best teachers in the profession. Systems that cultivate effectiveness would also be crucial to other reform efforts, from implementing the Common Core and promoting educational equity to turning around low-performing schools.

Looking forward, states must plan ahead for the ways to use the potentially rich data they are beginning to collect on teaching and learning to improve the profession for teachers and results for students. While it is critically important that teacher evaluations define "effectiveness" in terms of helping students achieve academically, the true objective of improving teacher evaluations is to improve teacher practice in ways that will help schools realize demonstrably better results for students.

The potential for a real change of culture in education is underway if reform-minded states stay the course and continue down the path to teacher effectiveness.

| Goal | ★ Best Practice State | ● State Meets Goal |
|--|--|---|
| AREA 1: Delivering Well Prepared Teachers | | |
| 1-A: Admission into Teacher Preparation | Delaware Rhode Island | Texas |
| 1-B: Elementary Teacher Preparation | Indiana | Connecticut, New Hampshire |
| 1-C: Elementary Teacher Preparation in Reading Instruction | Connecticut Massachusetts | Alabama, California, Florida, Indiana, Minnesota, New Hampshire, New York, Ohio, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin |
| 1-D: Elementary Teacher Preparation in Mathematics | NONE | Arkansas, Florida, Indiana, Kentucky, New York, North Carolina, Texas, Virginia |
| 1-E: Middle School Teacher Preparation | Georgia, Mississippi New Jersey, South Carolina | Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Indiana, Iowa, Kansas, Kentucky, Louisiana, Missouri, Ohio, Pennsylvania, Rhode Island, Texas, Vermont, Virginia, West Virginia |
| 1-F: Secondary Teacher Preparation | Georgia, Indiana, Tennessee | Minnesota, South Dakota |
| 1-G: Secondary Teacher Preparation in Science | Missouri | Florida, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, Rhode Island, Tennessee, Virginia, West Virginia |
| 1-H: Special Education Teacher Preparation | NONE | NONE |
| 1-I: Assessing Professional Knowledge | NONE | Alabama, Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Washington, West Virginia |
| 1-J: Student Teaching | Florida, Rhode Island, Tennessee | Massachusetts |
| 1-K: Teacher Preparation Program Accountability | NONE | Louisiana |

Goal



Best Practice State



State Meets Goal

AREA 2: Expanding The Pool of Teachers

2-A: Alternate Route Eligibility

District of Columbia,
Michigan

Minnesota

2-B: Alternate Route
Preparation

Delaware, New Jersey

Arkansas, Georgia

2-C: Alternate Route
Usage and Providers

NONE

Arizona, California, Colorado, Connecticut,
District of Columbia, Florida, Georgia, Illinois,
Indiana, Kentucky, Louisiana, Maryland,
Massachusetts, Michigan, New Hampshire,
New York, North Carolina, Ohio, Rhode Island,
Tennessee, Texas, Virginia, Washington2-D: Part-Time
Teaching Licenses

Georgia

Arkansas, Florida

2-E: Licensure Reciprocity

Alabama, Texas

North Carolina, Ohio, Rhode Island

AREA 3: Identifying Effective Teachers

3-A: State Data Systems

Hawaii, New York

NONE

3-B: Evaluation of Effectiveness

NONE

Alaska, Colorado, Connecticut, Delaware,
Florida, Georgia, Hawaii, Louisiana,
Michigan, Mississippi, Nevada, New Mexico,
North Carolina, Ohio, Oklahoma, Pennsylvania,
Rhode Island, Tennessee, Wisconsin

3-C: Frequency of Evaluations

NONE

Alabama, Delaware, Hawaii, Idaho, Mississippi,
Nevada, New Jersey, North Dakota, Oklahoma,
Rhode Island, Tennessee, Washington

3-D: Tenure

Connecticut, Michigan

Colorado, Florida, Louisiana

3-E: Licensure Advancement

Rhode Island

Louisiana, Tennessee

3-F: Equitable Distribution

NONE

Arkansas, Illinois, Indiana, Louisiana,
Massachusetts, Missouri, New York,
North Carolina, Pennsylvania

| Goal | ★ Best Practice State | ● State Meets Goal |
|------|-----------------------|--------------------|
|------|-----------------------|--------------------|

AREA 4: Retaining Effective Teachers

| | | |
|---|---------------------------|--|
| 4-A: Induction | South Carolina | Alabama, Arkansas, Hawaii, Illinois, Kentucky, Massachusetts, Missouri, New Jersey, North Carolina, Virginia |
| 4-B: Professional Development | Louisiana, North Carolina | Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Maine, Michigan, Mississippi, New Jersey, Rhode Island, South Carolina, Virginia, West Virginia |
| 4-C: Pay Scales | Florida, Indiana | Utah |
| 4-D: Compensation for Prior Work Experience | North Carolina | California |
| 4-E: Differential Pay | Georgia | Arkansas, California, Florida, Kentucky, Louisiana, Nevada, New York, Ohio, Oklahoma, Tennessee, Virginia |
| 4-F: Performance Pay | Florida, Indiana | Arizona, Arkansas, Georgia, Hawaii, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, New York, Ohio, Oklahoma, South Carolina, Tennessee, Utah |

AREA 5: Exiting Ineffective Teachers

| | | |
|-------------------------------------|---|---|
| 5-A: Extended Emergency Licenses | Colorado, Illinois, Mississippi, New Jersey | Nevada, New Mexico, South Carolina |
| 5-B: Dismissal for Poor Performance | Florida, Oklahoma | Indiana |
| 5-C: Reductions in Force | Colorado, Florida, Indiana | Georgia, Illinois, Louisiana, Maine, Michigan, Missouri, Oklahoma, Tennessee, Texas, Utah, Virginia |

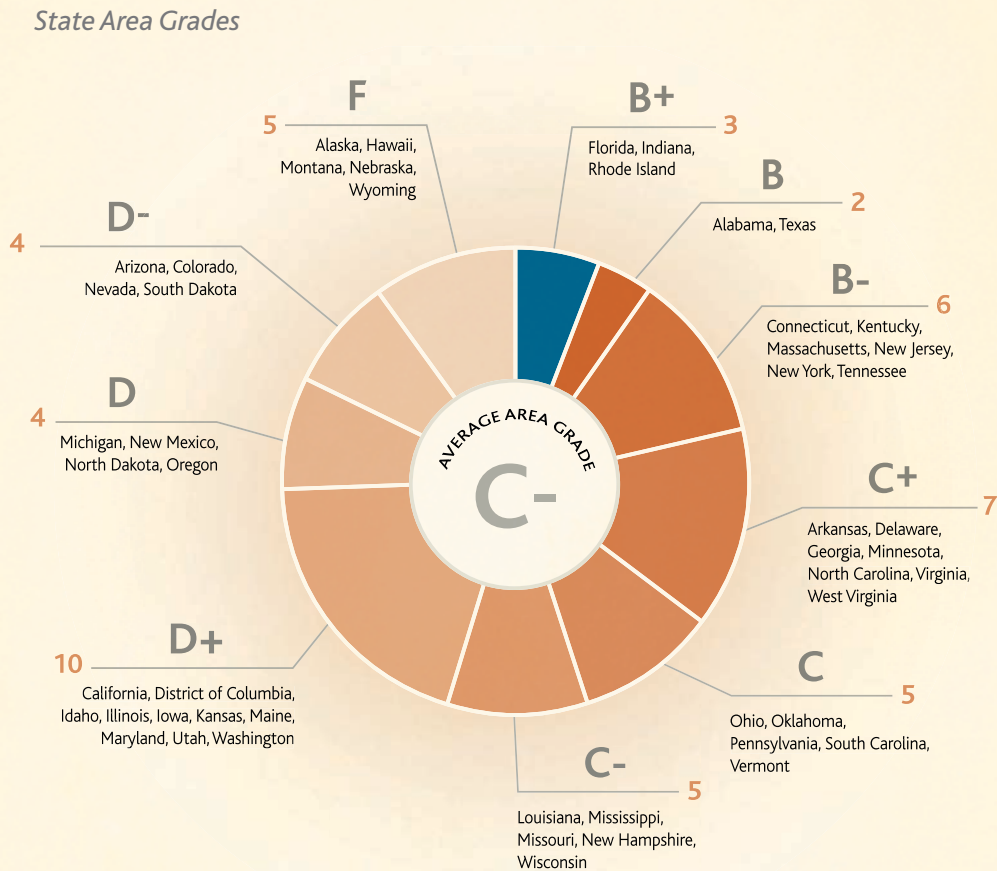
Figure M

Summary Grade Chart
2013 State Teacher
Policy Yearbook

| | Overall State Grade 2013 | Delivering Well Prepared Teachers | Expanding The Pool of Teachers | Identifying Effective Teachers | Retaining Effective Teachers | Exiting Ineffective Teachers |
|----------------------|-----------------------------|---|--------------------------------------|--------------------------------------|------------------------------------|------------------------------------|
| Alabama | C- | B | C | D | D- | D |
| Alaska | D | F | D | D+ | D | D- |
| Arizona | C- | D- | C- | C | C | D+ |
| Arkansas | B- | C+ | B | C- | B- | C- |
| California | D+ | D+ | C- | D- | C+ | F |
| Colorado | C+ | D- | D+ | B- | C | A |
| Connecticut | B- | B- | C+ | B | C | C- |
| Delaware | C+ | C+ | C+ | B | C | D |
| District of Columbia | D+ | D+ | C | D | F | D |
| Florida | B+ | B+ | B | B+ | B+ | B- |
| Georgia | B- | C+ | B | C+ | C | B+ |
| Hawaii | D+ | F | F | B | C+ | D |
| Idaho | D+ | D+ | D | C- | D- | D |
| Illinois | C+ | D+ | C- | C+ | C- | A |
| Indiana | B- | B+ | C- | C | C- | B |
| Iowa | D | D+ | D+ | D- | D | D |
| Kansas | D | D+ | D- | D+ | D | F |
| Kentucky | C | B- | C | C- | C | D |
| Louisiana | B | C- | C+ | A- | B+ | C |
| Maine | C- | D+ | C- | D- | C+ | C |
| Maryland | D+ | D+ | C- | C- | C- | F |
| Massachusetts | B- | B- | C+ | C- | C+ | B |
| Michigan | B- | D | B- | B | B- | C+ |
| Minnesota | C- | C+ | C | C- | D+ | F |
| Mississippi | C | C- | C+ | C- | C | D+ |
| Missouri | C- | C- | D+ | D+ | C | D+ |
| Montana | F | F | F | F | D- | F |
| Nebraska | D- | F | D- | D | D+ | F |
| Nevada | C- | D- | D | B- | D+ | B |
| New Hampshire | D | C- | D | D- | F | D |
| New Jersey | B- | B- | B- | B- | C | C |
| New Mexico | D+ | D | D- | C- | C- | C |
| New York | B- | B- | C+ | B- | C+ | C- |
| North Carolina | C | C+ | D+ | B- | B- | F |
| North Dakota | D | D | F | D | D | D |
| Ohio | B- | C | B | C | C+ | B- |
| Oklahoma | B- | C | C+ | C+ | C+ | A |
| Oregon | D | D | D- | D | C- | F |
| Pennsylvania | C- | C | C- | C | D+ | D- |
| Rhode Island | B | B+ | B- | B+ | C- | B |
| South Carolina | C- | C | C | D+ | C+ | D+ |
| South Dakota | D- | D- | D+ | F | D- | F |
| Tennessee | B | B- | C+ | B+ | C+ | B- |
| Texas | C- | B | C+ | D- | D+ | D+ |
| Utah | C | D+ | D+ | D+ | B- | B- |
| Vermont | D- | C | F | F | F | F |
| Virginia | C+ | C+ | C- | C- | B | C |
| Washington | C- | D+ | C+ | C- | C- | C- |
| West Virginia | C- | C+ | D+ | D+ | D+ | C- |
| Wisconsin | D+ | C- | D- | C- | D | D- |
| Wyoming | D | F | D- | D+ | D | D+ |

Area 1 Summary

How States are Faring on Delivering Well-Prepared Teachers



Topics Included In This Area

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

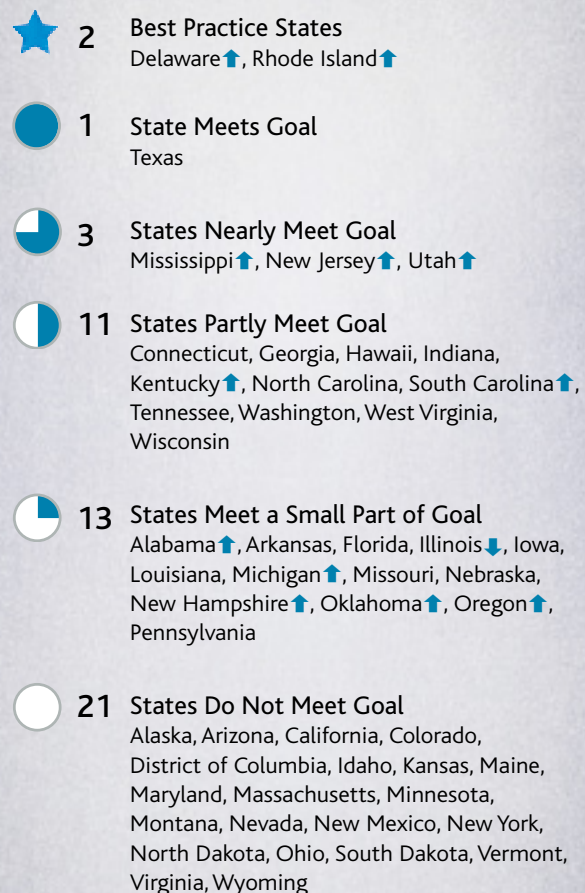
Findings

Through an exhaustive and unprecedented examination of teacher preparation programs, NCTQ's *Teacher Prep Review* finds an industry of mediocrity, churning out first-year teachers with classroom management skills and content knowledge inadequate to thrive in classrooms with ever-increasing ethnic and socioeconomic student diversity. One important way states can raise the bar for teacher preparation programs is to set more ambitious admission requirements for new elementary, secondary and special education teachers, and for 2013, 12 states have made progress on this goal.

The most important criterion for admissions is evidence of a strong academic background, and states should require programs to select candidates from the top half of the college-going population. One way to demonstrate academic profi-

Figure 1

How States are Faring in Admission Requirements



Progress on this Goal Since 2011:

↑ : 12 ↔ : 38 ↓ : 1

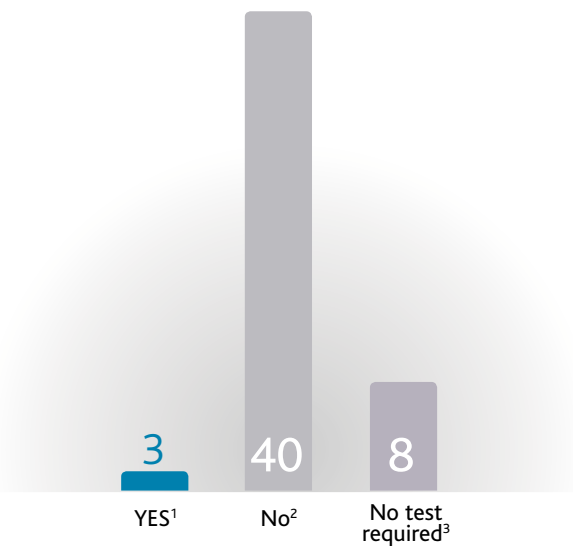
Findings (cont.)

ciency is through grade point average, but only seven states currently require prospective teachers to have at least a 3.0 GPA. Or states can require that programs only admit candidates who score in the top 50th percentile on a test of academic proficiency normed to the general college-going population. Unfortunately, in 2013, only Delaware, Rhode Island and Texas require such a test for admission to their teacher preparation programs.

Twenty-six states use basic skills tests normed only to the population of prospective teachers for admissions; and another 14 states use these tests—which typically assess middle school level skills—at the completion of teacher preparation to confer teaching licenses. Another eight states do not require basic skills testing at all.

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

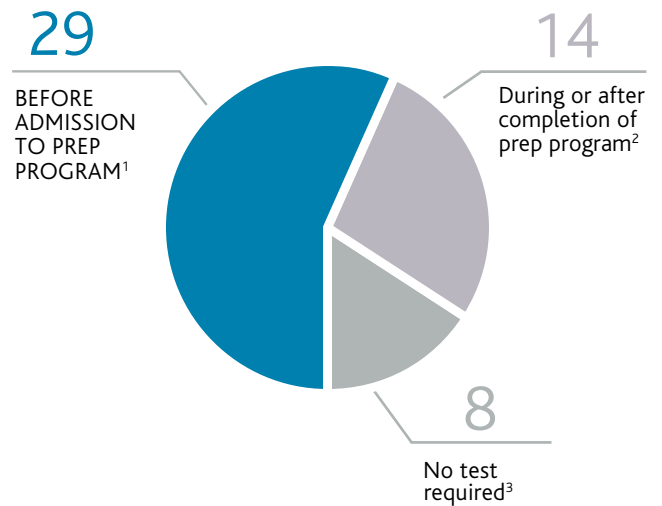
3. Arizona, Colorado, Idaho, Kansas, Montana, Ohio, South Dakota, Wyoming

★ 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 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

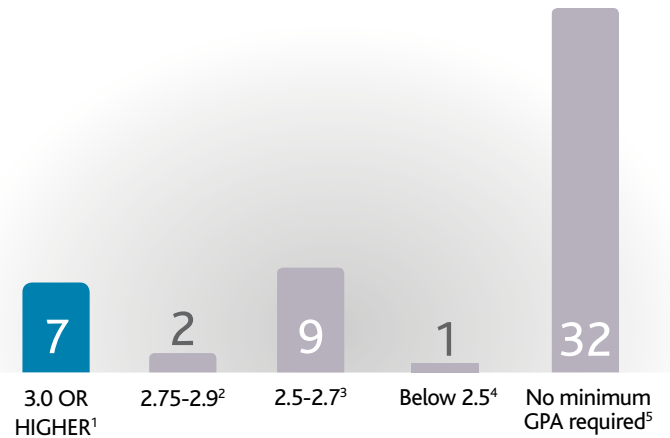
Figure 4

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 |
|----------------------|--|---|---|-------------------------------------|
| 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"/> |
| Georgia | <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"/> ¹ | <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"/> |
| | 3 | 26 | 14 | 8 |

Figure 5

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



- Strong Practice:** Delaware, Mississippi⁶, New Jersey⁶, Oklahoma⁷, Pennsylvania⁸, Rhode Island⁹, Utah
- Kentucky, Texas
- Alabama, Arkansas, Connecticut³, Florida, Georgia, Michigan, South Carolina, South Dakota, Wisconsin¹⁰
- Louisiana
- 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
- The 3.0 GPA requirement is a cohort average; individual candidates must have a 2.75 GPA.
- Candidates in Oklahoma also have the option of gaining admission by passing a basic skills test.
- Students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.
- Connecticut requires a B- grade point average for all undergraduate courses.
- The GPA admission requirement is 2.5 for undergraduate and 2.75 for graduate programs.

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

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.

Findings

Teacher preparation requirements must reflect an appreciation of the need for elementary teacher candidates to be broadly educated and proficient in the academic content they will eventually deliver in the classroom, a need only heightened by the adoption of the Common Core State Standards in most states. While 24 states made progress on this goal in 2013, NCTQ still finds that licensing requirements

Figure 6

How States are Faring in Elementary Teacher Preparation



Progress on this Goal Since 2011:

↑ : 24 ↔ : 27 ↓ : 0

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"/> ¹ |
| 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"/> |
| Georgia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> ² | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
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| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
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| 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"/> |
| | 19 | 9 | 19 | 4 |

Findings (cont.)

in only 19 states demand that elementary teachers demonstrate content knowledge by obtaining passing scores on academic tests in each core subject (rather than obtaining a general or composite score that may mask weaknesses in certain subjects or requiring no tests at all). Only seven states require elementary school teacher candidates to have a major, minor or concentration in a core academic area.

New for the 2013 *Yearbook*, NCTQ also examined state policy regarding early childhood licenses that allow teachers to teach in elementary grades – typically through grade 3. Of the 38 states with such a license, only six require early childhood teachers to demonstrate content knowledge in each subject they will teach, a significant loophole in state efforts to ensure that all teachers in the elementary grades have sufficiently mastered the academic content they will teach.

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 ¹ |
|----------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 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"/> |
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| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> ² | <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"/> |
| | 6 | 12 | 16 | 4 | 13 |

 **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. 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 9/10

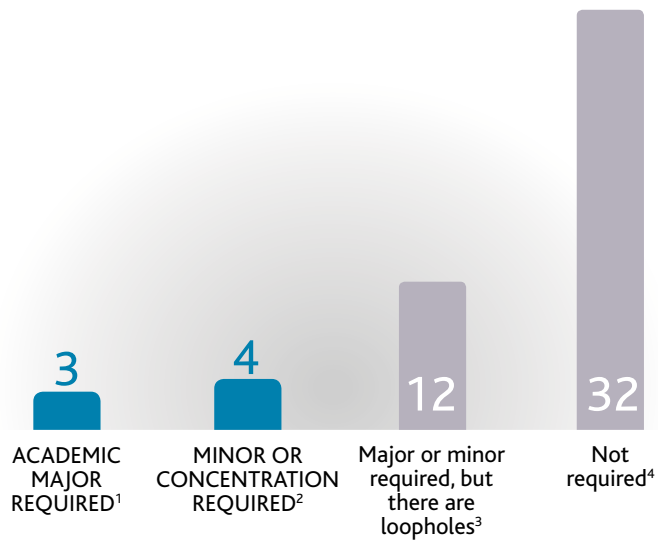
Do states expect elementary teachers to have in-depth knowledge of core content?

| | ENGLISH | | | | SCIENCE | | | | SOCIAL STUDIES | | | | | | FINE ARTS | | | |
|----------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | American Literature | World/British Literature | Writing/Grammar/Composition | Children's Literature | Chemistry | Physics | General Physical Science | Earth Science | Biology/Life Science | American History I | American History II | American Government | World History (Ancient) | World History (Modern) | World History (Non-Western) | Geography | Art History | Music |
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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"/> |
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| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <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"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 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.

Findings

With compelling evidence about the most effective ways to teach reading, states have made important progress to ensure that elementary teachers know the firmly established science of reading instruction. But the “reading wars” are far from over. Just half (25) of the states require teacher preparation programs to address all five of the essential instructional components (phonemic awareness, phonics, fluency, vocabulary and comprehension), either through coursework requirements or standards that programs must meet.

In 2009, NCTQ identified only five states that used an appropriate, rigorous test to ensure that teachers are well prepared to teach reading. Today, 17 states administer a test of the knowledge of effective reading instruction to new elementary



teachers. While this still means that most states neglect this critical topic, significant progress has been made. However, only 13 states administer such a test to teachers with an early childhood license that allows them to teach in the elementary grades, a worrisome loophole as knowledge of effective reading instruction is at least as important for teachers of early grades, if not more so.

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"/> ¹ | <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"/> |
| Georgia | <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"/> ² | <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"/> |
| | 25 | 26 | 17 | 16 | 18 |

★ **EXAMPLES OF BEST PRACTICE**

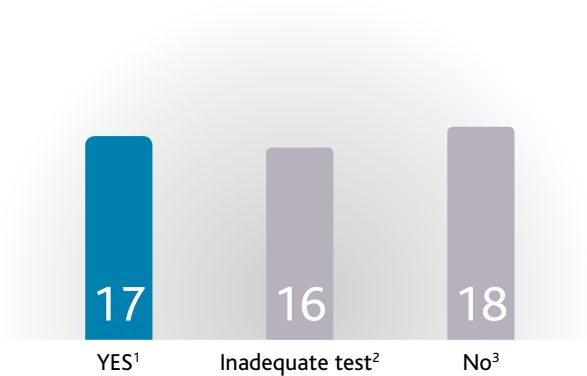
Fifteen states meet this goal by requiring that all candidates licensed to teach the elementary grades pass comprehensive assessments that specifically test the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews 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

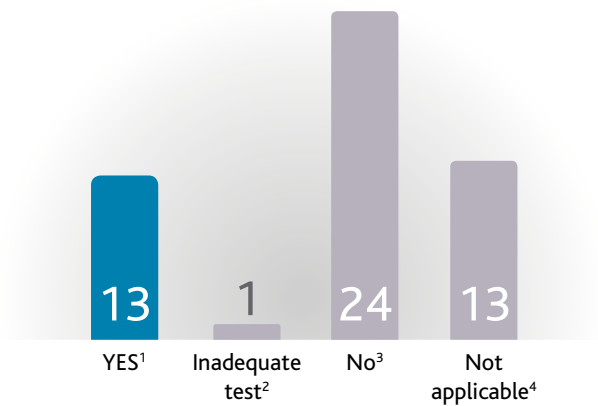
Do states measure new elementary teachers' knowledge of the science of reading?



1. **Strong Practice:** Alabama⁴, California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New Mexico, New York, North Carolina⁵, 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:** Alabama⁵, 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.

Findings

Elementary teacher candidates need to acquire a deep conceptual knowledge of the mathematics that they will teach. Their training should focus on the critical areas of numbers and operations; algebra; geometry and measurement; and, to a lesser degree, data analysis and probability. States have made strides in this area over the years that the *Yearbook* has tracked state policy, but there is still a long way to go.

In 2009, only Massachusetts required a rigorous test to assess elementary teachers' mathematics knowledge. In 2013, 23 states now have such tests, in large part because many states have adopted multisubject tests that provides a specific

Figure 16

How States are Faring in Teacher Preparation in Mathematics



Progress on this Goal Since 2011:

↑ : 20 ↔ : 30 ↓ : 1

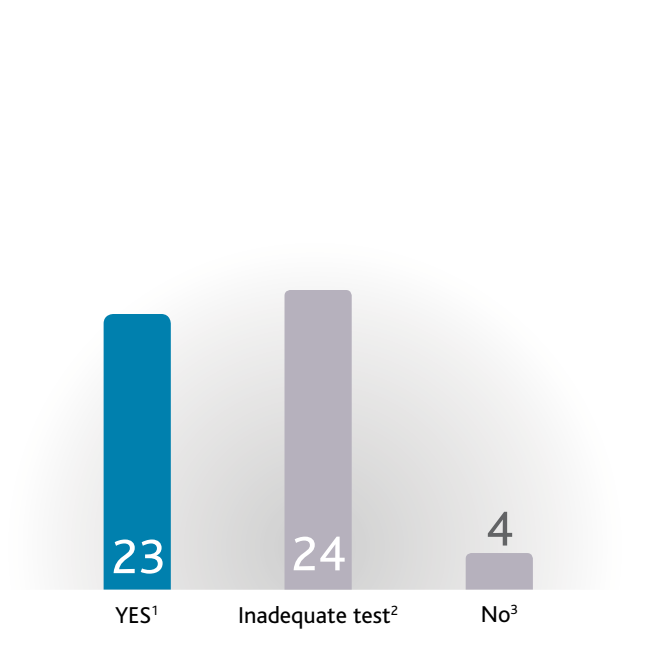
mathematics subscore. But most states have an important loophole when it comes to early childhood teachers who are licensed to teach in elementary grades: They do not require those teachers to demonstrate an adequate knowledge of mathematics. Only four states—Florida, Indiana, New York and Virginia – do have this requirement.

★ 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

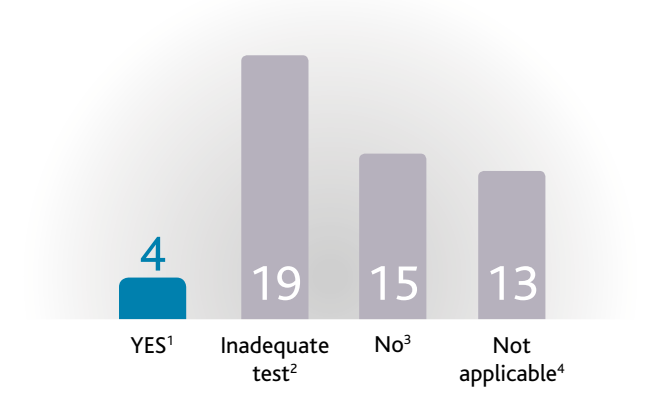
Do states measure new elementary teachers' knowledge of math?



- 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, Texas⁴, 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
- Alaska⁵, Hawaii, Montana, Ohio⁶
- 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.

Findings

States must take care to ensure adequate preparation for middle school teachers so that they are prepared to teach appropriate grade level content – distinct from the requirements of elementary educators. However, an alarming 15 states still offer a generalist K-8 license, and five more offer it in some circumstances. Individuals with this license are fully certified to teach grades 7 and 8, although their preparation is no different from that of a teacher certified to teach grades 1 and 2. Only about half the states (26) require middle school teachers to pass an appropriate content test for every core subject they will be licensed to teach.

Figure 19

How States are Faring in Middle School Teacher Preparation



Progress on this Goal Since 2011:

↑: 5 ↔: 45 ↓: 1

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 | □ | □ | ■ ¹ |
| Arkansas | ■ | □ | □ |
| California | □ | ■ ² | □ |
| Colorado | ■ | □ | □ |
| Connecticut | ■ | □ | □ |
| Delaware | ■ | □ | □ |
| District of Columbia | ■ | □ | □ |
| Florida | ■ | □ | □ |
| Georgia | ■ | □ | □ |
| Hawaii | ■ | □ | □ |
| Idaho | □ | □ | ■ |
| Illinois | □ | □ | ■ |
| Indiana | ■ | □ | □ |
| Iowa | ■ | □ | □ |
| Kansas | ■ | □ | □ |
| Kentucky | ■ | □ | □ |
| Louisiana | ■ | □ | □ |
| Maine | □ | □ | ■ |
| Maryland | ■ | □ | □ |
| Massachusetts | ■ | □ | □ |
| Michigan | □ | ■ | □ |
| Minnesota | □ | ■ | □ |
| Mississippi | ■ | □ | □ |
| Missouri | ■ | □ | □ |
| Montana | □ | □ | ■ |
| Nebraska | □ | ■ | □ |
| Nevada | □ | □ | ■ |
| New Hampshire | □ | □ | ■ |
| New Jersey | ■ | □ | □ |
| New Mexico | □ | □ | ■ |
| New York | ■ | □ | □ |
| North Carolina | ■ | □ | □ |
| North Dakota | □ | □ | ■ ¹ |
| Ohio | ■ | □ | □ |
| Oklahoma | □ | □ | ■ ³ |
| Oregon | □ | □ | ■ ⁴ |
| Pennsylvania | ■ | □ | □ |
| Rhode Island | ■ | □ | □ |
| South Carolina | ■ | □ | □ |
| South Dakota | □ | □ | ■ |
| Tennessee | ■ | □ | □ |
| Texas | ■ | □ | □ |
| Utah | □ | ■ | □ |
| Vermont | ■ | □ | □ |
| Virginia | ■ | □ | □ |
| Washington | □ | □ | ■ |
| West Virginia | ■ | □ | □ |
| Wisconsin | □ | □ | ■ ¹ |
| Wyoming | ■ | □ | □ |
| | 31 | 5 | 15 |

★ 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"/> ¹ |
| 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"/> ² |
| 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"/> |
| Georgia | <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"/> ³ | <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"/> ⁴ | <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"/> ⁵ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> ⁶ | <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"/> ⁷ | <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"/> |
| | 26 | 3 | 16 | 6 |

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.

Findings

Unlike elementary school teachers, who need to be broadly educated in the several core content areas they will deliver in the classroom, secondary-level teachers are generally specialists—that is, they teach specific subjects in departmentalized school settings. NCTQ added this goal in 2011 to examine more closely the extent to which states are ensuring that high school teachers are required to demonstrate content knowledge in the specific courses they are eligible to teach.

While most states (42) generally require secondary teachers to pass a content test in their licensure area, only four states – Indiana, Minnesota, Missouri and Tennessee – require secondary-level teachers to pass a content test in every core subject area they intend to teach with no significant loopholes in either general science (see Goal 1-G) or general social studies. Forty-five states offer a broad-field social studies certification—which may span history, geography, political science and even psychology – that allows teachers to teach courses in any of these disciplines without demonstrating content knowledge in any specific area



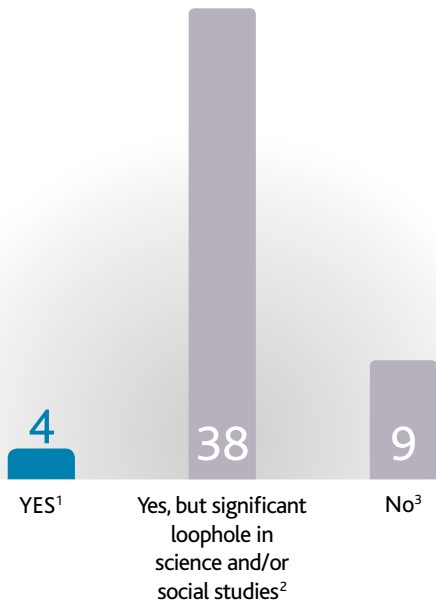
through a content assessment. In many states a teacher with a psychology or anthropology major could be licensed to teach American history having passed a general social studies test, even though he or she answered many—maybe even all—of the history questions incorrectly.

★ 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 Carolina⁴, 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, Arizona⁵, California, Colorado, Hawaii, Montana, New Hampshire⁵, Washington, Wyoming⁶

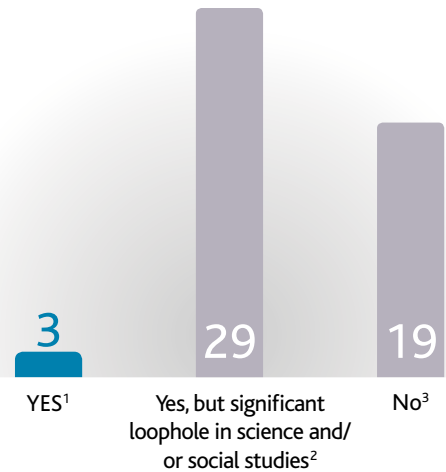
4. Teachers may also have until second year to pass tests, if they attempt to pass them during their first year.

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?



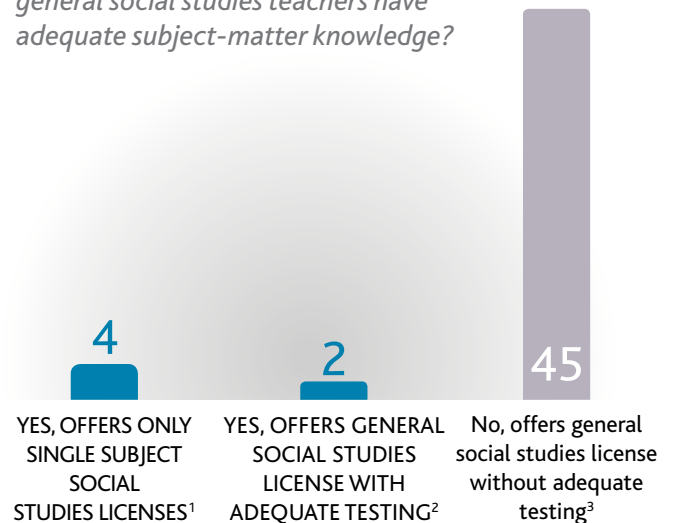
1. **Strong Practice:** Indiana, Minnesota, Tennessee

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:** Minnesota⁴, 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, Oklahoma⁵, 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.)

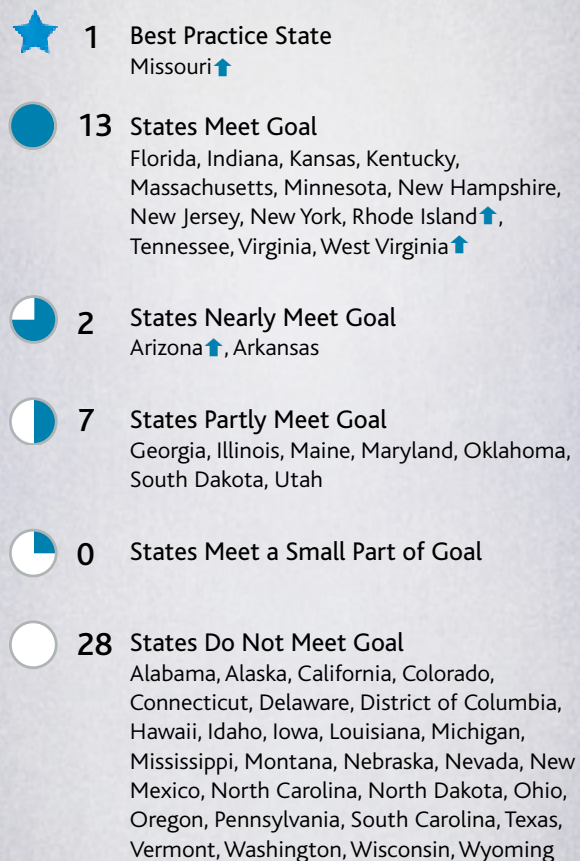
1. The state should require secondary science teachers to pass a subject-matter test in each science discipline they are licensed to teach.
2. If a general science or combination science certification is offered, the state should require teachers to pass a subject-matter test in each science discipline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

Findings

It may be a sign of just how troubled science education in the United States is that so many states consider it reasonable not to require specialized knowledge to teach the various science fields. In 2011, NCTQ added this goal specifically to examine whether states ensure that science teachers know all the subject matter they are licensed to teach. In 2013, just 15 states verify that teachers have adequate content knowledge in every science discipline they are authorized to teach by testing each subject. Most states (35) still cling to a loose definition of science teacher, allowing "all-purpose science teachers" that can teach subjects such as biology or chemistry on a generalist or a combined subject science license without adequate subject-matter testing for each specific subject.

Figure 26

How States are Faring in Preparation to Teach Science



Progress on this Goal Since 2011:

↑ : 4 ↔ : 47 ↓ : 0

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"/> ¹ | <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"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| 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"/> ¹ | <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"/> ¹ | <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"/> |
| | 10 | 5 | 1 | 35 |

★ 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.

Findings

States' requirements for the preparation of special education teachers continue to be a chronically neglected and dysfunctional area of teacher policy in the United States. The majority of states (28) still allow teachers to earn a generic special education license to teach special education students in any grade, K-12. And most states set an exceedingly low bar for the content knowledge that special education teachers must have. Only 14 states require elementary special education candidates to demonstrate content knowledge on a subject-matter test – just as would be expected of any other elementary school teacher. Only New York requires secondary-level special education teachers to pass a test in every subject they are licensed to teach.

Figure 28

How States are Faring in Preparation to Teach Social Studies



Progress on this Goal Since 2011:

↑ : 9 ↔ : 39 ↓ : 3

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 | ■ | □ | □ |
| 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 | ■ ¹ | □ | □ |
| New Mexico | □ | □ | ■ |
| New York | ■ | □ | □ |
| North Carolina | □ | □ | ■ |
| North Dakota | □ | □ | ■ |
| Ohio | □ | □ | ■ |
| Oklahoma | □ | □ | ■ |
| Oregon | ■ | □ | □ |
| Pennsylvania | ■ | □ | □ |
| Rhode Island | ■ | □ | □ |
| South Carolina | □ | □ | ■ |
| South Dakota | □ | ■ | □ |
| Tennessee | ■ | □ | □ |
| Texas | ■ | □ | □ |
| Utah | □ | □ | ■ |
| Vermont | ■ | □ | □ |
| Virginia | □ | □ | ■ |
| Washington | □ | □ | ■ |
| West Virginia | ■ | □ | □ |
| Wisconsin | ■ | □ | □ |
| Wyoming | □ | ■ | □ |
| | 16 | 7 | 28 |

★ **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 ¹ , Rhode Island, Texas, West Virginia ² , 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 ³ |
| Test in at least one subject required for secondary special education license | Louisiana, New Jersey, Pennsylvania ¹ , Rhode Island, West Virginia ² |
| 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.

Findings

States should assess new teachers' pedagogical knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards. In 2013, 29 states require all new teachers to pass a pedagogy test to attain licensure, four of which now require performance assessments. Although teachers' pedagogical skills may be best assessed through a performance measure, states should proceed with caution implementing performance assessments until additional data are available on how the edTPA (or any similar measure a state may adopt) compares to other teacher tests, as well as whether its scores are predictive of student achievement.

Figure 31

How States are Faring in Special Education Teacher Preparation



Progress on this Goal Since 2011:

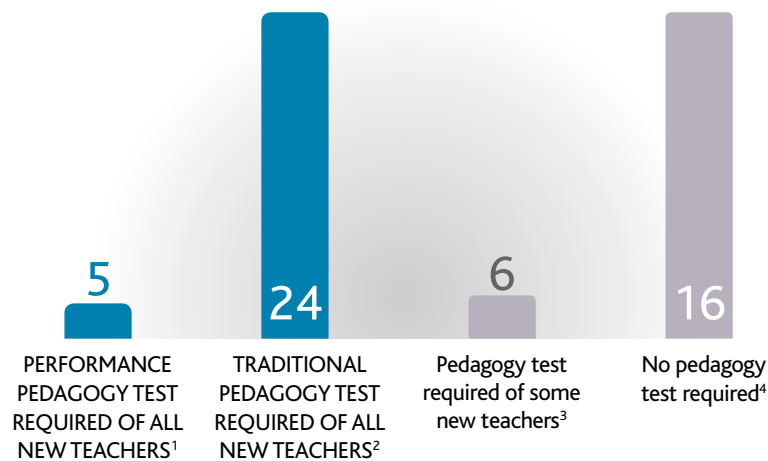
↑ : 7 ↔ : 43 ↓ : 1

★ 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, Illinois⁵, New York, Tennessee⁶, Washington

2. **Strong Practice:** Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, North Carolina⁷, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia

3. Connecticut, Maryland, Missouri, Pennsylvania, Utah⁸, 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.

Findings

Across the nation some 1,400 higher education institutions work with many thousands of school districts to place, mentor and supervise teacher candidates in what is popularly known as “student teaching.” Surveys of new teachers suggest that student teaching is the most important part of their training experience. Because of the importance of the student teaching experience, NCTQ added a new goal in 2011 to look at states’ minimum requirements for the length of time for student teaching and whether the cooperating or mentoring teacher a student teacher is assigned is selected based on some measure of his or her effectiveness. In 2013, 32 states require an adequate 10-week minimum for student teaching. However, a significantly smaller number of states require that student teachers be placed in classrooms taught by teachers who are themselves effective. Just five states require that the cooperating/mentor classroom teacher is effective in the classroom, a disappointing number given how many states now have evaluation systems designed to measure teacher effectiveness (see Goal 3-B).

Figure 33

How States are Faring in Student Teaching



Progress on this Goal Since 2011:

↑ : 8 ↔ : 42 ↓ : 1

Figure 34

Do states ensure a high-quality student teaching experience?

| | 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"/> |
| Georgia | <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"/> ¹ |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5 | 32 |



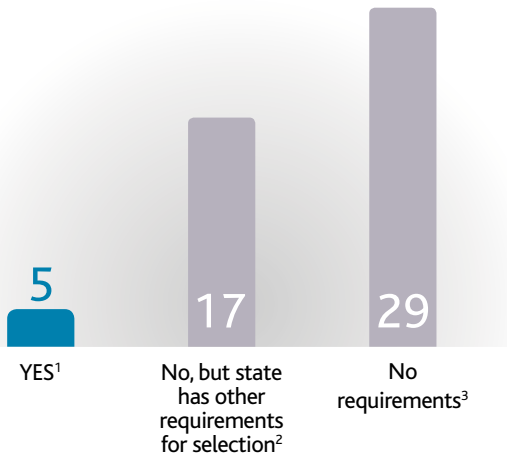
EXAMPLES OF BEST PRACTICE

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

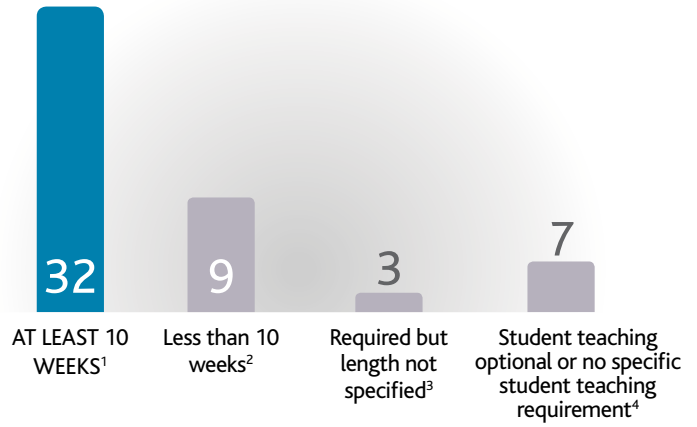
Is the selection of the cooperating teacher based on some measure of effectiveness?



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 Virginia⁵, 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.

Findings

The ultimate goal of teacher preparation programs should be to produce teachers who successfully educate their students. While this goal may have been hard to assess a few years ago, that is no longer the case. Redesigned evaluations of teacher effectiveness in the majority of states offer an opportunity on this front by allowing

Figure 37

How States are Faring in Teacher Preparation Program Accountability



Progress on this Goal Since 2011:

↑ : 13 ↔ : 38 ↓ : 0

Figure 38

Do states hold teacher preparation programs accountable?

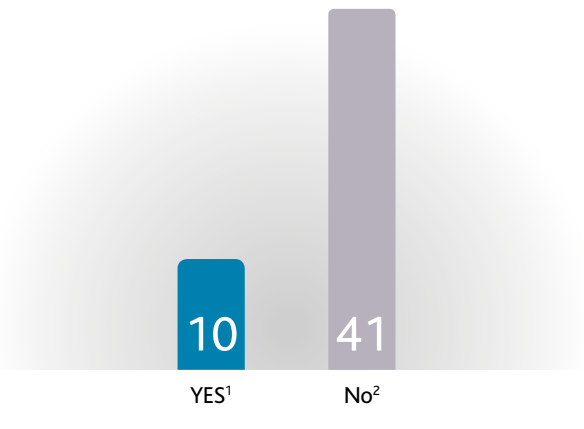
| | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE |
|-----------------------------|---|---------------------------------------|------------------------------------|
| Alabama | ■ | ■ ¹ | ■ |
| Alaska | □ | □ | □ |
| Arizona | ■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

Findings (cont.)

states to collect meaningful objective data on the performance of program graduates. NCTQ has long argued that states have weak processes for approving both traditional teacher preparation programs and alternate routes. To date, few states connect their process of approving teacher preparation programs to measurable outcome data about programs' graduates. While an increasing number of states (36 in 2013, up from 25 in 2011) collect some meaningful objective data on teacher preparation programs that reflect program effectiveness, only 19 states make such data publicly available, and only four states use the data to set minimum standards for program performance. Just 10 states connect the performance of students to their teachers and the institutions where their teachers were trained. Furthermore, 13 states abdicate their critical role in approving teacher preparation programs by requiring national accreditation only.

Figure 39

Do states connect student achievement data to teacher preparation programs?



- Strong Practice:** Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas
- Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia², Hawaii², Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland³, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York², North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
- 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.

★ 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 40

Which states collect meaningful data?

STUDENT LEARNING GAINS

Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas

EVALUATION RESULTS FOR PROGRAM GRADUATES

Alabama, Arizona, Florida, Illinois, Massachusetts, North Carolina, South Carolina, Tennessee, Texas

AVERAGE RAW SCORES ON LICENSING TESTS

Alabama, Indiana, Kentucky, Louisiana, Michigan, New Jersey, Ohio, Tennessee, Texas, Washington, West Virginia

SATISFACTION RATINGS FROM SCHOOLS

Alabama, Arizona, Florida, Iowa, Kentucky, Maryland¹, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia

TEACHER RETENTION RATES

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"/> ¹ | <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"/> |
| Georgia | <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"/> ¹ | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| 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"/> ¹ | <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"/> |
| | 7 | 31 | 13 |

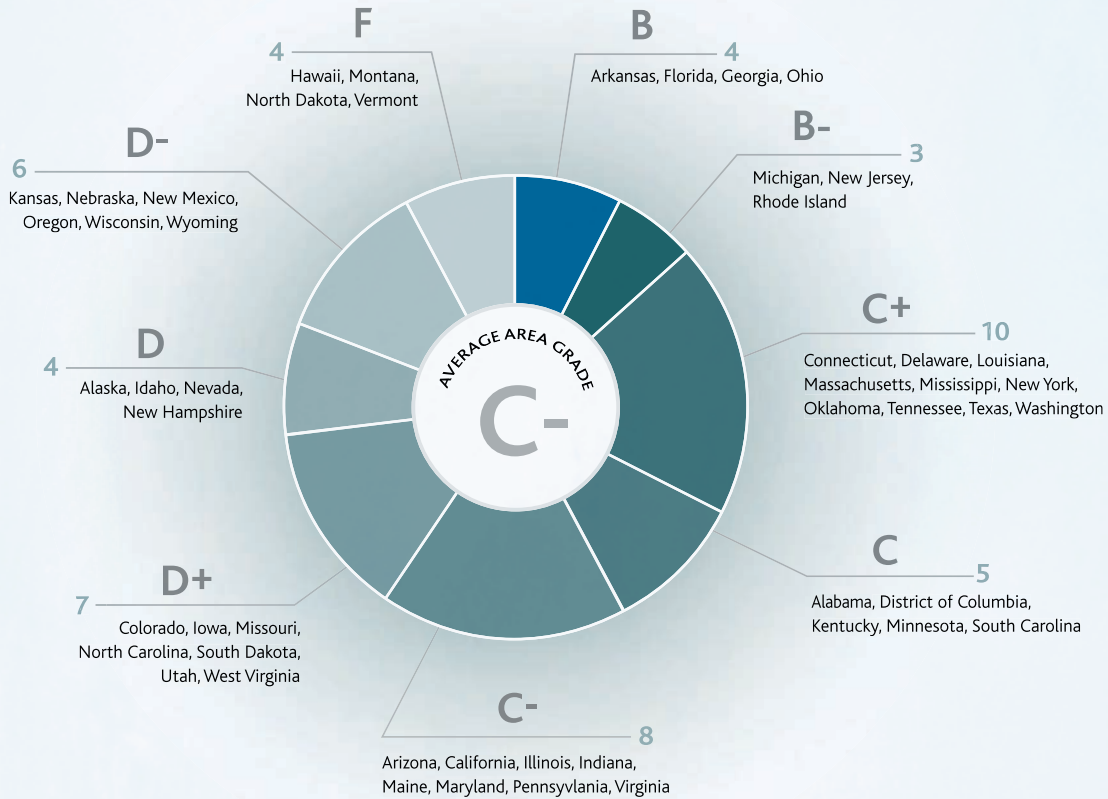
1. National accreditation can be substituted for state approval.

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.

Findings

The concept behind the alternate route in teaching is that the nontraditional candidate should be able to demonstrate strong subject-area knowledge and above-average academic background in exchange for flexibility in meeting traditional teacher preparation coursework and major requirements. In fact, the standards for admission into alternate routes should exceed what is required for entry into traditional teacher education programs, including at least a 3.0 GPA. In 2013, many states still fail to effectively screen candidates seeking admission to their alternate routes or to provide adequate flexibility for how the admissions requirements they do have can be met. Only six states set rigorous academic standards for all alternate route

Figure 42

How States are Faring in Alternate Route Eligibility



Progress on this Goal Since 2011:

↑ : 2 ↔ : 49 ↓ : 0

programs. Not quite half the states (20) require all alternate route candidates to pass a subject-matter test. Only 23 states have admissions criteria that are flexible to the needs and backgrounds of nontraditional candidates, who may have deep subject-area knowledge in a content area (and can demonstrate it) without an undergraduate major in the subject.

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 | □ | □ | □ |

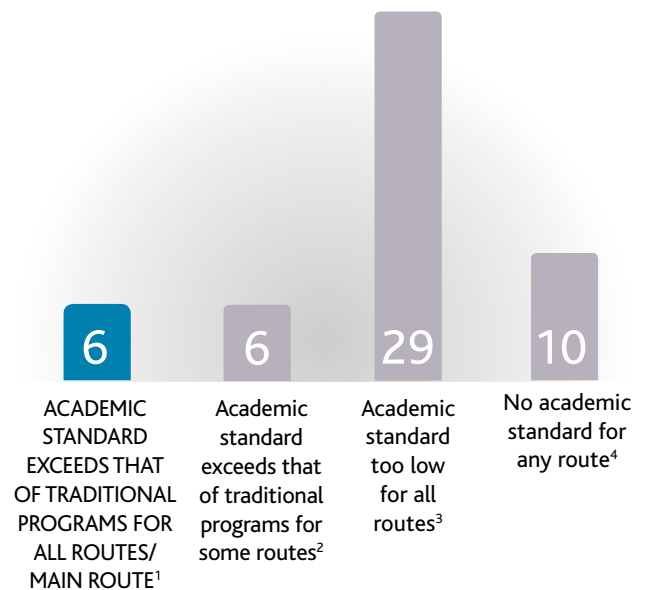
■ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ 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

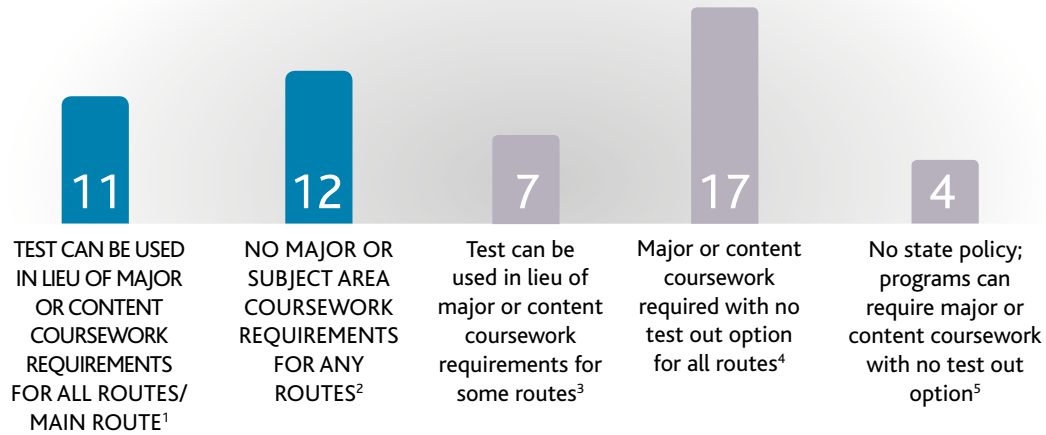
Do states require alternate routes to be selective?



- Strong Practice:** Connecticut, District of Columbia, Michigan, Minnesota, New Jersey, Rhode Island
- Alabama, Illinois⁵, Indiana, Kentucky⁶, 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

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 | ■ | ■ | ★ | ◐ | □ |
| 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

Findings

Alternate route teachers need manageable and relevant preparation requirements, intensive mentoring, and, ideally, practice teaching before they enter the classroom. Unfortunately, most states do not do enough to ensure that their alternate routes provide training and mentoring focused on the immediate needs of new teachers. Only 11 states appropriately limit the amount of coursework that can be required of alternate route teachers for all routes available in the state. Sixteen states require that all alternate route teachers have an opportunity to practice teach. Recognizing that practice teaching may not be feasible for all alternate route candidates, the need for mentoring and induction is especially critical; however, only 11 states require all alternate route programs to provide intensive mentoring, and states are typically vague about the extent and nature of the support provided.

★ 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.

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).

Findings

Many states limit the usage and providers of their alternate routes, preventing these routes from providing a true alternative pathway into the teaching profession. Only 23 states allow broad usage of their alternate routes across subjects, grades and geographic areas and permit a diversity of providers beyond institutions of higher education.

Figure 48

How States are Faring in Alternate Route Usage and Providers



Progress on this Goal Since 2011:

↑ : 1 ↔ : 47 ↓ : 3

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 | ★ | ★ |
| 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 | ☐ | ☐ |

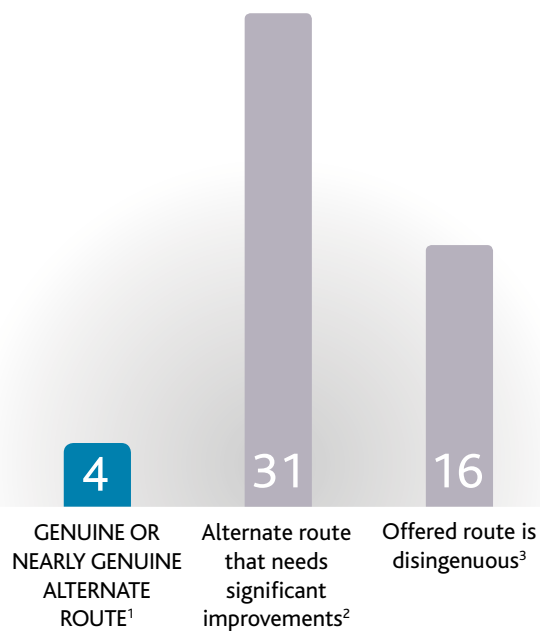
☐ For some alternate routes ☐ For most or most widely used alternate routes ★ For all alternate routes

★ EXAMPLES OF BEST PRACTICE

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 | ☐ | ★ | ★ | ☐ | ☐ | ★ | ☑ | ☐ | ★ | ★ |
| 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

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.)

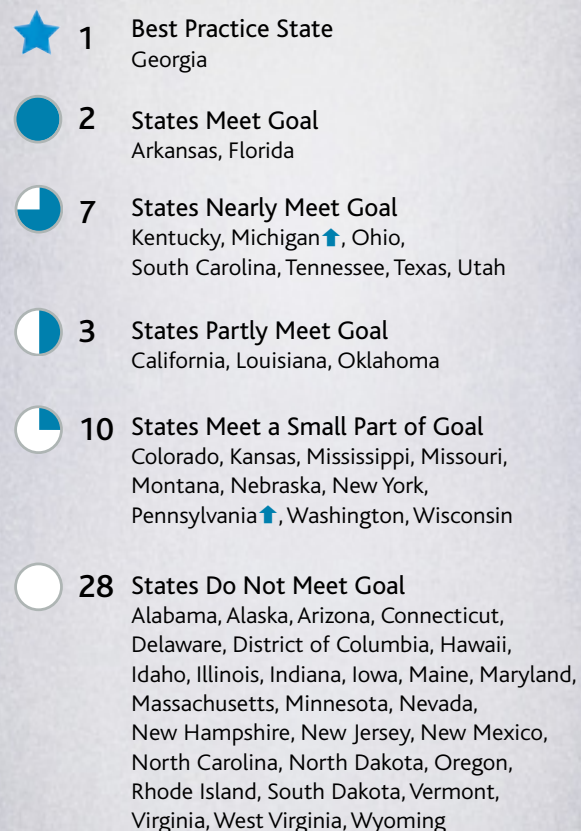
1. Either through a discrete license or by waiving most licensure requirements, the state should license individuals with content expertise as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license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

Findings

Growing largely out of an interest in finding creative solutions to the critical need for science, technology, engineering and mathematics (STEM) teachers, NCTQ added this goal in 2011 to examine whether state licensing requirements include licenses with minimal requirements that would allow content experts to teach part time. Such licenses could allow competent professionals from outside education to be hired as part-time instructors to teach specific, high-need courses such as chemistry or calculus, as long as the instructor demonstrates content knowledge on a rigorous test. Just 10 states clearly offer such a part-time license.

Figure 52

How States are Faring in Part Time Teaching Licenses



Progress on this Goal Since 2011:

↑ : 2 ↔ : 49 ↓ : 0

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"/> |
| Georgia | <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"/> |
| | 10 | 12 | 29 |

★ **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.

Findings

Despite the increasing mobility of the workforce, most states make it unnecessarily difficult for licensed teachers moving from one state to another to obtain an equivalent teaching license and/or fail to provide safeguards to teacher quality by ensuring that incoming teachers meet state testing requirements. Only six states currently provide license reciprocity with no strings attached.

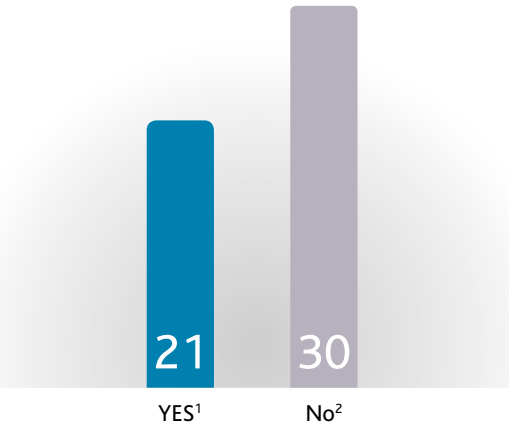
The other states have restrictive policies, which may require licensed out-of-state teachers to complete additional coursework or to have taught a certain number of years within a recent time period—even though the teacher has already completed a traditional teacher preparation program. Some states have even more restrictive policies regarding out-of-state teachers prepared in an alternate route. Six states place additional require-



ments on such teachers, while 41 states have policies with the potential to create obstacles for fully licensed alternate route teachers. Unfortunately, many states appear perfectly willing to waive passage of state licensure tests, which provide a mechanism to ensure that teachers meet a particular state's expectations. While an improvement since 2011 (when 15 states required passage of state licensing tests), the 2013 *Yearbook* still finds only 21 states requiring all out-of-state teachers seeking licensure to pass their licensing tests or provide evidence that they meet the required score in another state.

Figure 55

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



- Strong Practice:** Alabama, Alaska³, Idaho, Illinois, Indiana, Iowa, Maine⁴, Massachusetts³, Minnesota, New York⁵, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas³, Utah, Washington⁶, Wisconsin
- Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana⁷, 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 RECIPROCALITY 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"/> ¹ | <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"/> ¹ | <input checked="" type="checkbox"/> ² |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <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"/> ¹ | <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"/> ³ | <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"/> ¹ | <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"/> ¹ | <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"/> ¹ | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> ⁴ | <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"/> ³ | <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 | □ | □ | ■ |
| Georgia | ■ | □ | □ |
| Hawaii | □ | □ | ■ |
| Idaho | □ | □ | ■ |
| Illinois | □ | □ | ■ |
| Indiana | □ | □ | ■ |
| Iowa | □ | ■ | □ |
| Kansas | □ | ■ | □ |
| Kentucky | □ | □ | ■ |
| Louisiana | □ | □ | ■ |
| Maine | □ | □ | ■ |
| Maryland | □ | □ | ■ |
| Massachusetts | □ | □ | ■ |
| Michigan | □ | □ | ■ |
| Minnesota | □ | □ | ■ |
| Mississippi | □ | □ | ■ |
| Missouri | □ | □ | ■ |
| Montana | □ | □ | ■ |
| Nebraska | □ | □ | ■ |
| Nevada | □ | □ | ■ |
| New Hampshire | □ | □ | ■ |
| New Jersey | □ | □ | ■ |
| New Mexico | □ | □ | ■ |
| New York | □ | ■ | □ |
| North Carolina | □ | □ | ■ |
| North Dakota | □ | □ | ■ |
| Ohio | □ | □ | ■ |
| Oklahoma | □ | □ | ■ |
| Oregon | □ | □ | ■ |
| Pennsylvania | □ | □ | ■ |
| Rhode Island | □ | □ | ■ |
| South Carolina | □ | □ | ■ |
| South Dakota | □ | □ | ■ |
| Tennessee | □ | □ | ■ |
| Texas | ■ | □ | □ |
| Utah | □ | □ | ■ |
| Vermont | □ | □ | ■ |
| Virginia | □ | □ | ■ |
| Washington | □ | ■ | □ |
| West Virginia | ■ | □ | □ |
| Wisconsin | □ | □ | ■ |
| Wyoming | □ | ■ | □ |
| | 4 | 6 | 41 |

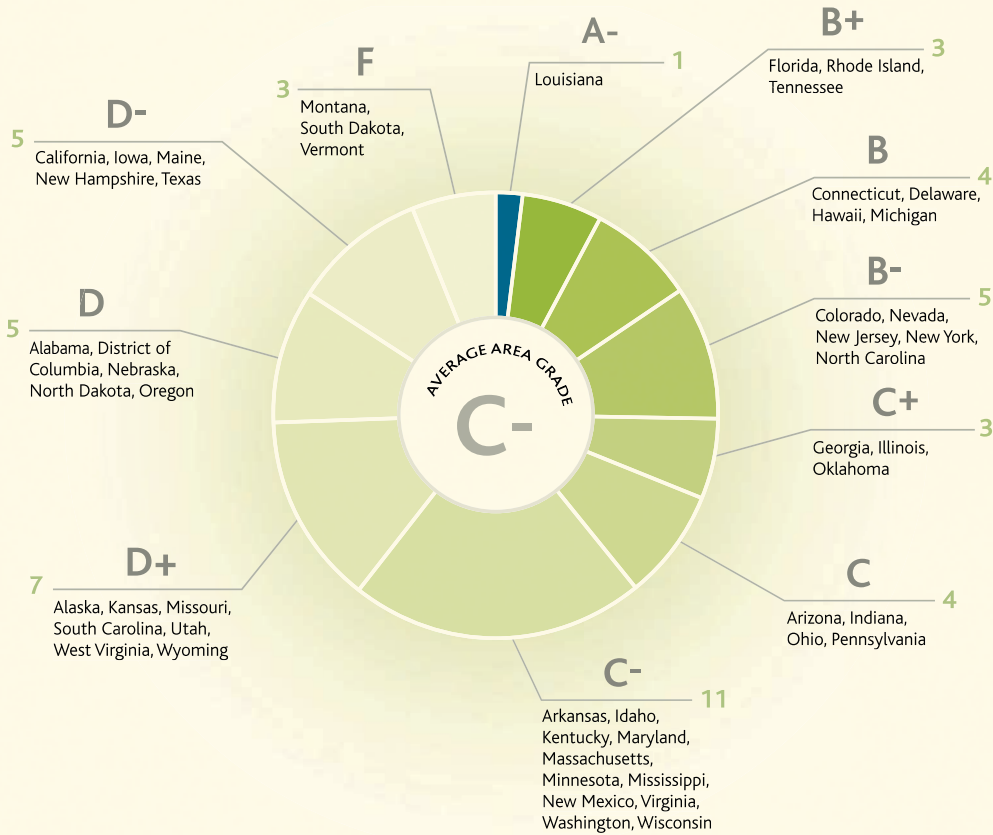
★ EXAMPLES OF BEST PRACTICE

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.

Findings

Most states have made significant strides in building state education data systems capable of assessing teachers' impact on student learning over the course of a school year. According to the Data Quality Campaign, nearly all states (46) have developed unique student identifiers that con-

Figure 58

How States are Faring in State Data Systems



Progress on this Goal Since 2011:

↑ : 13 ↔ : 36 ↓ : 2

Findings (cont.)

nect student data across key databases, unique teacher identifiers that can be matched with individual student records and an assessment system that can match individual student records over time. Therefore, NCTQ has raised the bar on this goal. To ensure that data provided through the state data system is actionable and reliable, states must have a clear definition of “teacher of record” and require its consistent use statewide. States and districts also must have in place a process for roster verification and the ability to match more than one teacher to a student. In 2013, 13 states have each of these elements in place. This goal also considers whether states collect and publish information on “teacher production” – information on the pool of teachers in each state, including shortage and surplus areas – that can better inform teacher policy. Today just six states collect and publish such information.

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?



1. **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

2. 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"/> |
| Georgia | <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.

Findings

NCTQ has long been an advocate for the idea that “effective” teaching must be rooted in academic results for students. Whatever else they accomplish in the classroom, effective teachers must improve student achievement. Although this seems like common sense, until recently it has been an exceptional way of thinking about teacher quality, totally out of step with teacher policy across the states.

Spurred in part by competition for Race to the Top funds and, more recently, federal waivers of No Child Left Behind, this year 22 states have made strides tying teacher evaluations to evidence of student learning and identifying teachers as effective based primarily on their impact on student performance. In 2009, 35 of the 50 states and the District of Columbia did not,



even by the kindest of definitions, require teacher evaluations to include measures of student learning. Only four states could be said to use student achievement as the preponderant criterion in how teacher performance was assessed, again, using a loose and generous interpretation. This year, 19 states require that student achievement is the preponderant criterion – that is, using student growth and/or value-added data as the most critical part of the performance measure. An additional 16 states require

Findings (cont.)

that teacher evaluations be significantly informed by student achievement and/or growth data. Six others require some objective evidence of student learning to be included in teacher evaluations, even if the state does not specify how that information should be factored into teacher ratings. In 2013, only 10 states – Alabama, California, Idaho, Iowa, Montana, Nebraska, New Hampshire, North Dakota, Texas and Vermont – have no formal policy requiring that teacher evaluations take some objective measures of student achievement into account in evaluating teacher effectiveness.

In the court of public opinion, there prevails a sense that high-stakes decisions about teachers are being made in haste based on single standardized test scores. This perception is wrong. Multiple measures have become an important feature of teacher evaluation systems across the United States. Nearly all states require classroom observations, and 15 states require multiple observation for all teachers (See Goal 3-C). Surveys have emerged as an important source of data and feedback on teacher performance. Eighteen states explicitly require or allow survey data to be a factor in teacher evaluations. This includes student, peer and parent surveys.

States still need to be attentive to the training needed to conduct a high-quality evaluation of teacher effectiveness. While 34 states require evaluator training, only 13 require that evaluators are trained and only three require that evaluators must be effective teachers.

States also have made strides in redesigning teacher evaluations so that rating categories allow for better differentiation among various levels of teacher performance. In the past, evaluations typically rated teachers as satisfactory or unsatisfactory, providing little information to guide practice or use evaluation results for decisions of consequence, such as for professional development, compensation or dismissal. Up from 17 states in the 2011 *Yearbook*, 43 states now require that teacher evaluation ratings include more than two categories, allowing for more differentiation than simply effective or not effective.

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 63

Do states consider classroom effectiveness as part of teacher evaluations?

| | REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS PREPONDÉRANT 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"/> ¹ |
| 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"/> |
| Georgia | <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"/> ¹ |
| 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"/> ¹ |
| 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"/> ¹ |
| 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"/> ² | <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 |

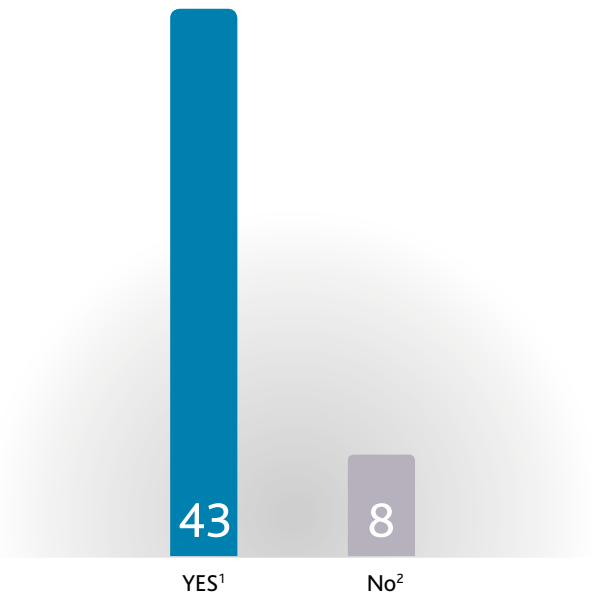
Figure 64

Is survey data used as part of teacher evaluations?

| | Student surveys | Parent surveys | Peer 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 ¹ | <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"/> ² | <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"/> ² | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut ³ | <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"/> ² | <input checked="" type="checkbox"/> ² | <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"/> |
| Georgia | <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 ¹ | <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"/> ² | <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"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <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"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <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"/> |
| | 14 | 11 | 6 | 2 | 33 |

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

- Input from students, teachers and peers is required, but there is no explicit indication that this must come from surveys.
- Explicitly allowed but not required.
- 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"/> |
| Georgia | <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"/> ¹ |
| 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"/> |
| | 9 | 12 | 30 |

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"/> |
| Georgia | <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"/> ¹ | <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"/> ² | <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"/> ² | <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"/> ² | <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"/> |
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| 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"/> |
| | 4 | 34 | 3 | 13 |

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.

Findings

If teacher effectiveness evaluations aim to help all teachers improve, then all teachers need regular feedback on performance every year, and new teachers even more urgently need early and frequent feedback. In 2009, NCTQ identified a mere 15 states that required all teachers to be evaluated every year; in 2013, 28 states require annual evaluations for all teachers, and 44 require annual evaluations for all new, probationary teachers.

The need to closely monitor the performance of new teachers is especially critical. It is important that new teachers have their first evaluation during the first half of the school year, so that they can receive feedback and support early on, especially if there is any indication of an unsatisfactory performance. In that way, the teacher and school or district leadership can implement a plan for improvement, rather than potentially allowing a struggling new teacher to remain without support. Unfortunately, only 18 states require that new teachers are evaluated early in the school year.

Figure 68

How States are Faring in Frequency of Evaluations

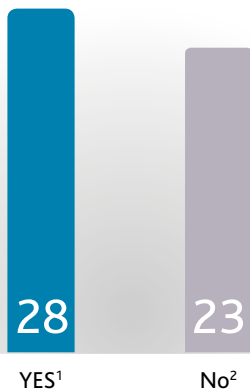


Progress on this Goal Since 2011:

↑ : 11 ↔ : 38 ↓ : 2

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, Maryland³, 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.

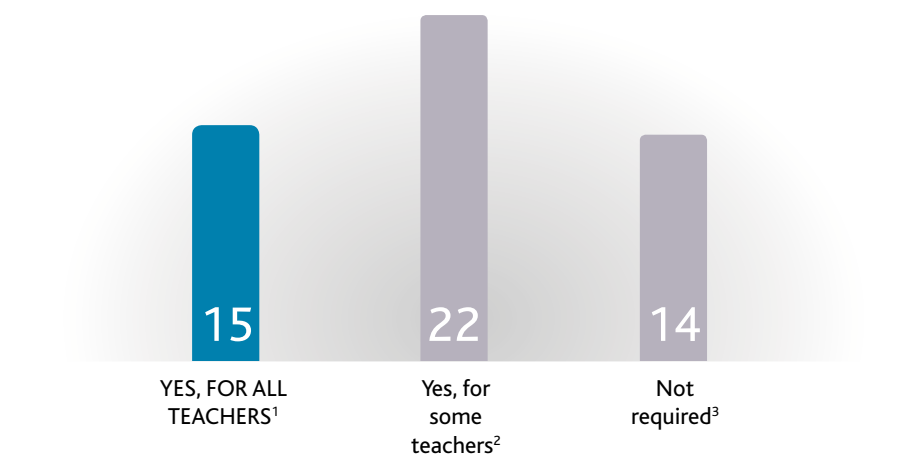
Figure 70

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 | ■ | ■ |
| 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 | ■ | ■ |
| | 28 | 44 |

Figure 71

Do states require multiple classroom observations?



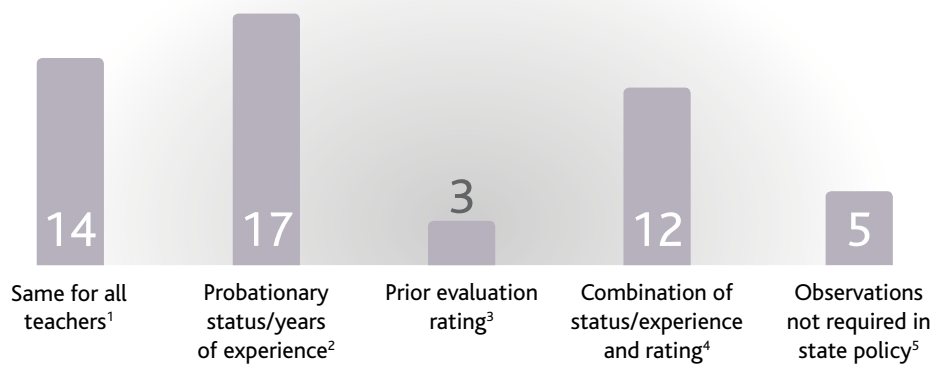
1. **Strong Practice:** Alabama, Arkansas, Connecticut, Georgia, Hawaii, Idaho, Indiana, Mississippi, New Jersey, New Mexico, New York, North Carolina, Rhode Island, Tennessee, Washington

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 Columbia⁶, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Mississippi, Missouri, New Jersey, New Mexico, New York, Rhode Island

2. Alaska, Arkansas⁷, California⁷, Colorado, Florida, Kansas⁷, Minnesota⁷, Nebraska, North Carolina, Oklahoma⁷, Oregon, Pennsylvania⁷, South Carolina, South Dakota⁷, Utah⁷, Washington, West Virginia⁸

3. Louisiana, Michigan, Ohio

4. Arizona⁹, Connecticut, Delaware, Illinois, Kentucky, Maryland, Massachusetts⁷, Nevada, Tennessee, Texas⁷, Virginia⁷, Wisconsin⁷

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.

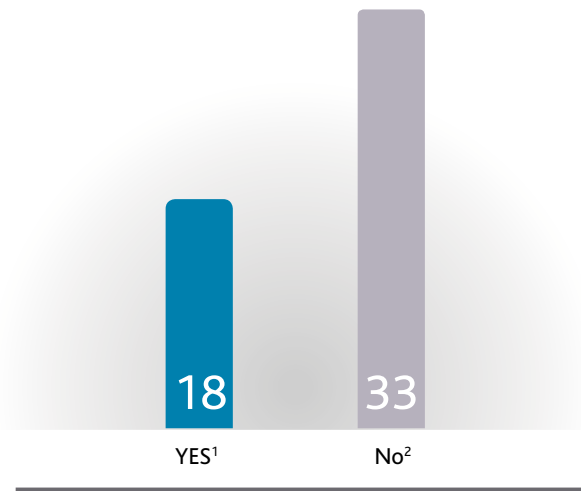
9. Second observation may be waived for tenured teachers with high performance on first observation.

★ **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 Dakota³, 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, Virginia⁴, 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.

Findings

Teacher evaluations that truly measure effectiveness—and identify classroom ineffectiveness—ought to be used to determine teacher tenure, making it a significant milestone in a teacher's career. Tenure decisions also should be made after districts have had adequate time (four-five years) to evaluate teacher performance. For too long, and in too many states, teachers have been awarded tenure virtually automatically, based on number of years of experience only. But high-quality and ambitious evaluations of teacher effectiveness could make tenure a meaningful designation for teachers who have demonstrated that their instructional skills have produced good academic results for their students.

In 2013, 37 states still make tenure decisions in three or fewer years, and 31 states grant tenure virtually automatically. But states are on the move in this policy area. Eleven states are making tenure a significant and consequential milestone in a teacher's career by declaring teacher effectiveness in the classroom, rather than years of experience, the preponderant criterion in tenure decisions. This

Figure 74

How States are Faring in Tenure



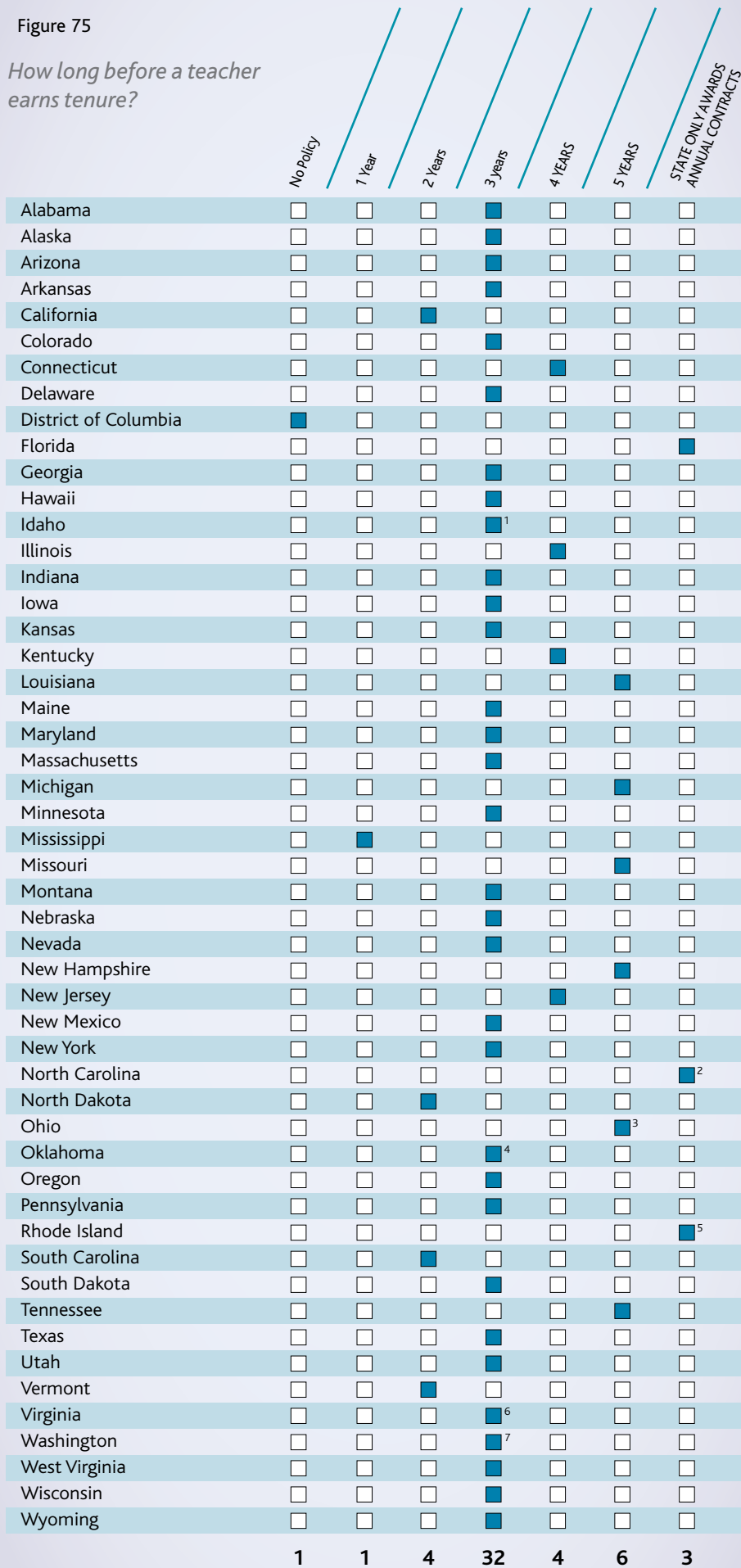
Progress on this Goal Since 2011:

↑ : 7 ↔ : 44 ↓ : 0

represents major progress since 2009 when not a single state awarded tenure based primarily on teacher effectiveness. In defense of the status quo, states often claim that awarding tenure is a local decision over which they have no authority, but progress on this goal suggests that states can act to improve tenure policy.

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"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <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"/> |
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| 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"/> ² | <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"/> ³ | <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"/> |
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| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> |
| | 11 | 9 | 31 |

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.

Findings

There are two points in most teachers' careers at which they are no longer considered probationary. One is tenure, which involves a change from probationary to non-probationary employment status, and the other involves moving from probationary to professional licensure status, which refers only to the right to practice in a particular state. In nearly all states, the conferral of tenure and the conferral of professional licenses are separate and unrelated.

Similar to tenure decisions, in most states (32) evidence of teacher effectiveness is not a factor considered in decisions to confer professional licenses. Only six states require evidence of teacher effectiveness. Instead of assessing teacher performance, many states demand that new teachers fulfill requirements to receive their professional licenses that do little or nothing to advance teacher effectiveness. And despite extensive research showing that master's degrees do not have any significant correlation to classroom performance, seven states require a master's degree or its equivalent in coursework for professional licensure; another three encourage it as an option. An additional 12

Figure 77

How States are Faring in Licensure Advancement



Progress on this Goal Since 2011:

↑ : 4 ↔ : 46 ↓ : 1

states require master's degrees to obtain optional advanced professional licenses. Furthermore, 42 states require teachers to complete general, nonspecific coursework before conferring or renewing teacher licenses. While targeted requirements may potentially expand teacher knowledge and improve practice, the general requirements found in these states merely call for teachers to complete a certain amount of seat time.

Figure 78

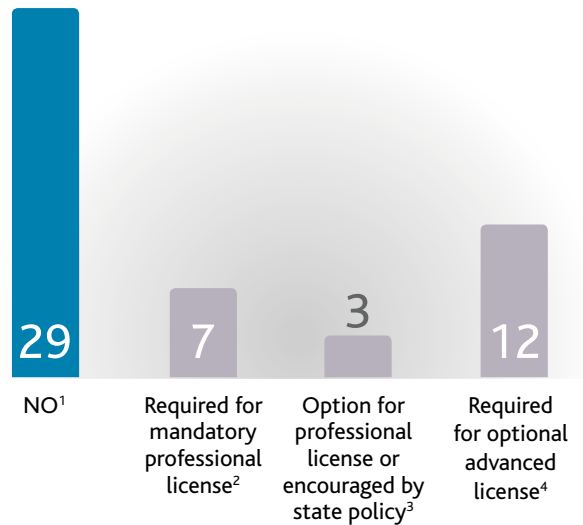
Do states require teachers to show evidence of effectiveness before conferring professional licensure?

| | 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"/> |
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| 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"/> |
| Georgia | <input checked="" type="checkbox"/> ¹ | <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"/> ² | <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"/> |
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| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> |
| | 6 | 4 | 9 | 32 |

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

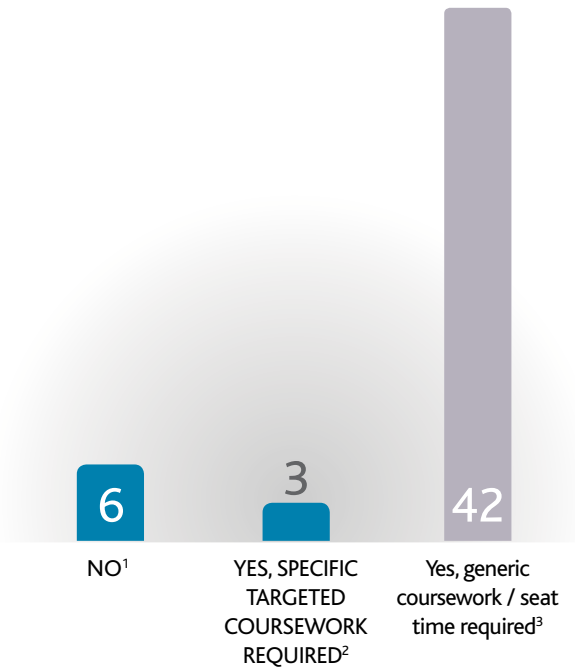
Do states require teachers to earn advanced degrees before conferring professional licensure?



- 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

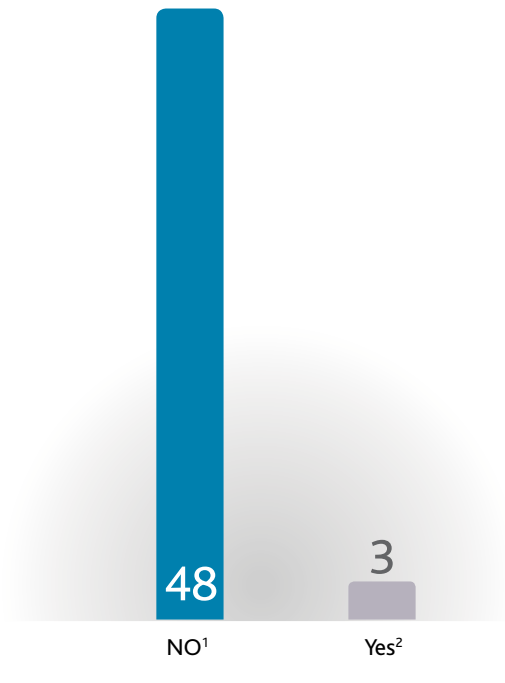
Do states require teachers to take additional coursework before conferring or renewing professional licenses?



- 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 Carolina⁴, 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?



★ 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.

1. **Strong Practice:** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut³, 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.

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.

Findings

Despite the fact that the capacity of most state data systems has improved greatly over time, there is still a dearth of data collected and reported—particularly at the school level—that shed light on the distribution of teacher talent and can help

(continued on p. 91)

Figure 82

How States are Faring in Equitable Distribution



Progress on this Goal Since 2011:

↑ : 11 ↔ : 40 ↓ : 0

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"/> |
| Georgia | <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 |

Findings (cont.)

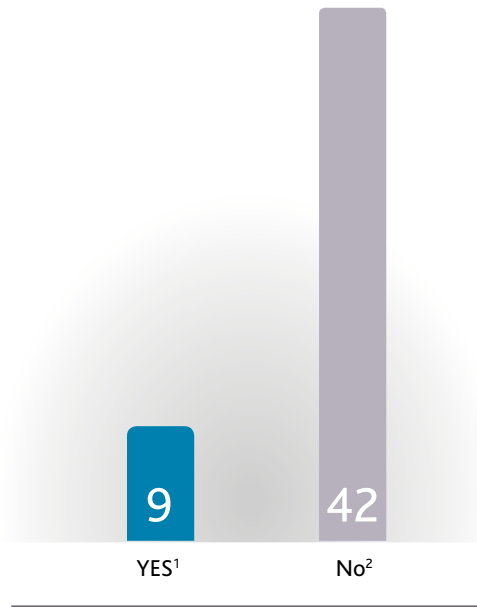
inform policies for ensuring that students most in need of effective teachers have access to them. While state capacity to address inequities may be limited, states could do much more to bring needed transparency to this issue by means of good reporting. Yet in 2013, only nine states report performance data from teacher evaluations at the school level, and few states report other data that reflect teacher quality and effectiveness. Only five states report the annual turnover rate of teachers by school, a critical indicator of stability, and only four states report on teacher absenteeism, a key indicator of leadership quality and staff morale. It is important to note that while reporting on teacher effectiveness data by state, district and school level is essential, this is not a recommendation for publishing individual teacher evaluation ratings. When it comes to accountability for ineffective teachers, public shaming of individuals is both ineffective and inappropriate.

★ 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:** Arkansas³, Illinois, Indiana, Louisiana, Massachusetts⁴, Missouri, New York, North Carolina, Pennsylvania

2. Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida⁵, 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, Utah⁵, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

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

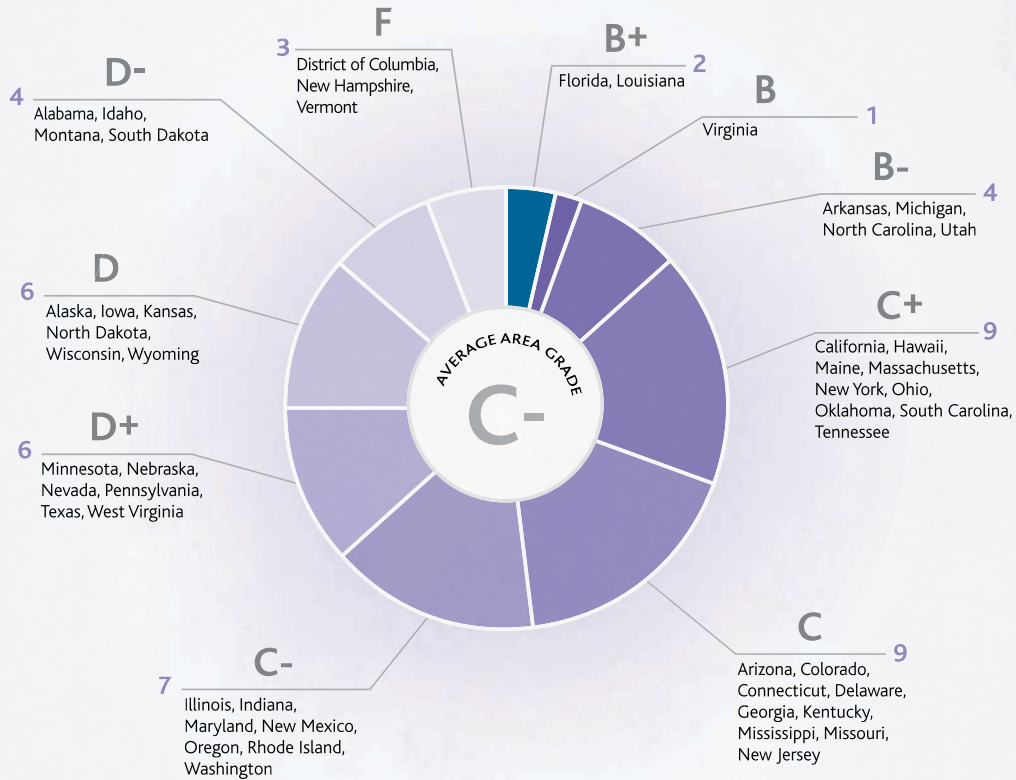
4. Massachusetts' evaluation system is not based primarily on evidence of teacher effectiveness.

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.)

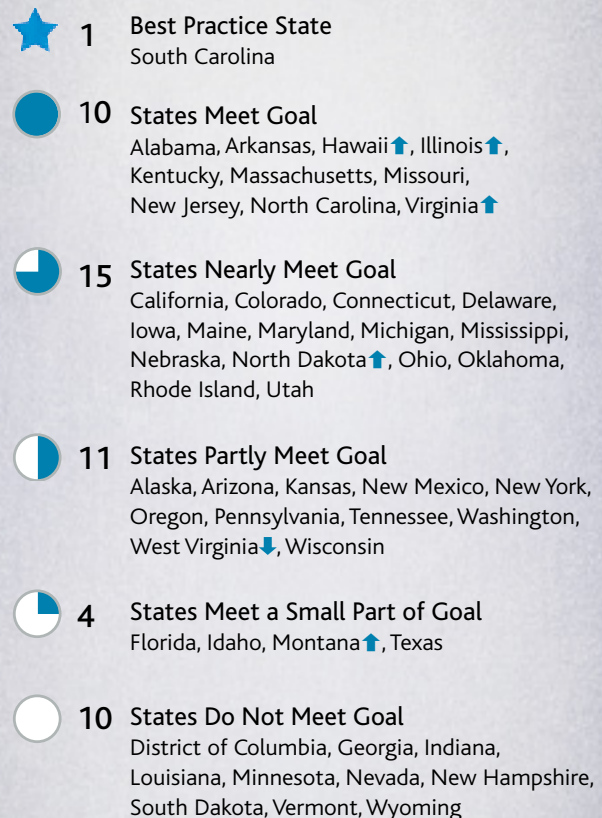
1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained,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

Findings

Teachers make an estimated 1,200 instructional decisions each day, which helps explain why mentoring and induction are critical to the success of new teachers, especially teachers beginning their careers in high-need schools. In 2013, 31 states require mentoring for all new teachers. Twenty-two require mentoring of sufficient frequency and duration to be considered meaningful support for new teachers. Twenty-four states require careful selection of mentors, but just nine states require that new teachers are mentored starting the first critical weeks of the school year.

Figure 85

How States are Faring in Induction



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

Figure 86

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

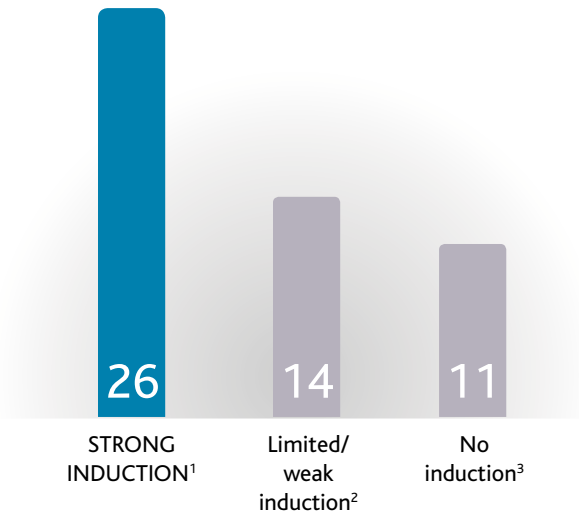
| | MENTORING FOR ALL NEW TEACHERS | MENTORING OF SUFFICIENT FREQUENCY AND DURATION | MENTORING PROVIDED AT BEGINNING OF SCHOOL YEAR | CAREFUL SELECTION OF MENTORS | MENTORS MUST BE TRAINED | MENTORS / PROGRAMS MUST BE EVALUATED | MENTORS ARE COMPENSATED | USE OF A VARIETY OF EFFECTIVE INDUCTION STRATEGIES |
|----------------------|--------------------------------|--|--|------------------------------|-------------------------|--------------------------------------|-------------------------|--|
| Alabama | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Alaska | □ | □ | □ | □ | □ | □ | □ | □ |
| Arizona | □ | □ | □ | □ | □ | □ | □ | □ |
| Arkansas | ■ | ■ | ■ | ■ | ■ | □ | ■ | ■ |
| California | ■ | □ | ■ | ■ | ■ | ■ | □ | □ |
| Colorado | ■ | □ | □ | ■ | ■ | ■ | □ | ■ |
| Connecticut | ■ | ■ | □ | □ | ■ | □ | □ | ■ |
| Delaware | ■ | □ | □ | □ | ■ | □ | ■ | ■ |
| District of Columbia | □ | □ | □ | □ | □ | □ | □ | □ |
| Florida | □ | □ | □ | □ | □ | □ | □ | □ |
| 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 | □ | □ | □ | □ | □ | □ | □ | □ |
| | 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.

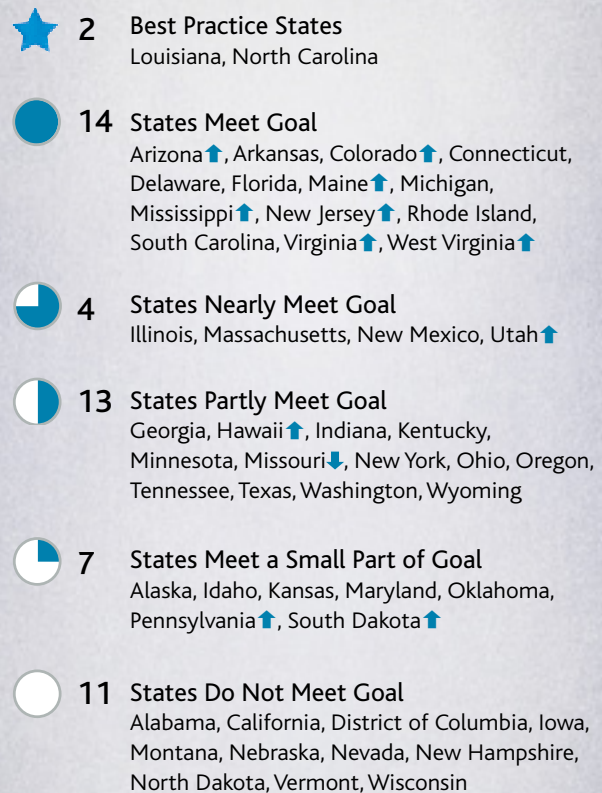
Findings

Although many states are still in the early stages of rethinking and implementing new teacher evaluation policies, it is not too early for states to be building the policy framework for how they will use evaluation data in meaningful ways. Overhauling evaluation systems is expensive and time-consuming work; not using the results in meaningful ways is counterproductive and wasteful. States should use effectiveness data to shape professional development, which has so often been criticized as lacking in clear focus and purpose and disconnected from the specific needs of teachers.

Two important aspects of driving improvement in teacher effectiveness are: 1) designing evaluation systems that provide teachers with regular, actionable feedback for their own growth and 2) developing and using results and findings to design professional development opportunities for teachers based on their identified strengths and weaknesses. Thirty-one states require that teachers receive feedback – either written or in person from evaluators – on their evaluation results. Nine states go no further than to require that teachers receive copies of their evaluation results. Eleven states have no policy or an unclear policy about what should be done with teacher evaluations, which is telling evi-

Figure 88

How States are Faring in Professional Development



Progress on this Goal Since 2011:

↑ : 11 ↔ : 39 ↓ : 1

dence of how little relevance the teacher evaluation process has in some states and districts. Twenty-one states require that the results of teacher evaluations be used to inform and shape professional development. Ten more states specify a connection between evaluation findings and professional development but unfortunately only in cases where teachers receive poor evaluations. This is a missed opportunity to help good teachers become great ones. In addition, just 29 states require an improvement plan for teachers with poor evaluation ratings.

★ **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

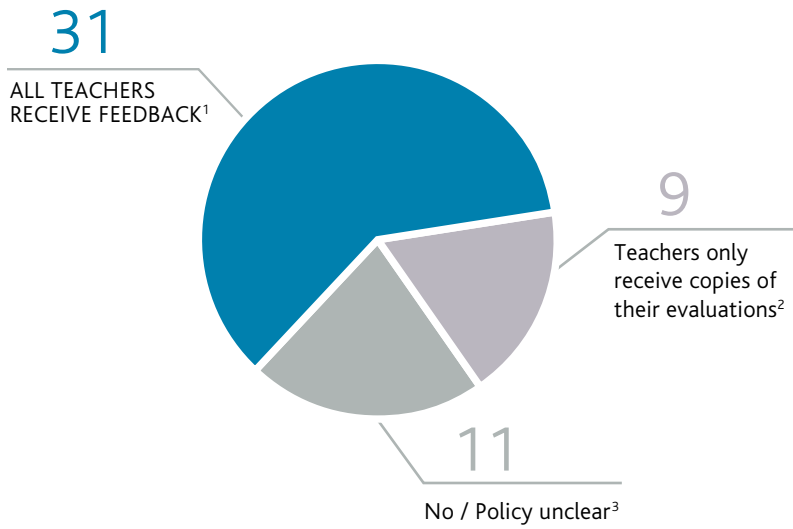
Do states ensure that evaluations are used to help teachers improve?

| | 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"/> ¹ |
| 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"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Mississippi | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> ² |
| 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 ³ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 31 | 21 | 29 |

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

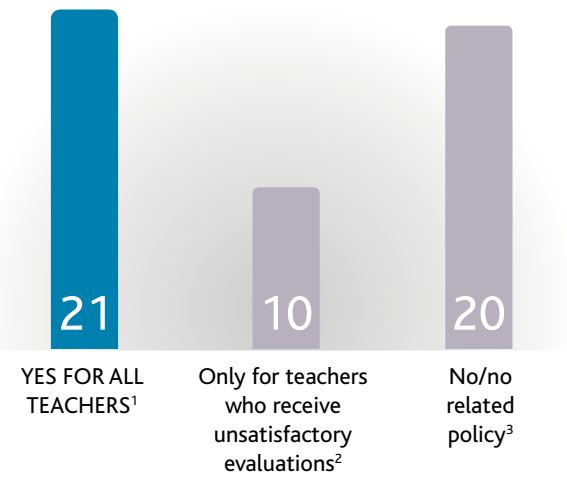
Do teachers receive feedback on their evaluations?



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, Wisconsin⁴
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, Wisconsin⁴
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.

Findings

Most teachers are paid according to salary schedules that tie compensation only to years of experience and advanced degrees. Unfortunately, this salary structure does nothing to promote the retention of effective teachers, especially those early in their careers. Furthermore, research is clear that a teacher's education level beyond a bachelor's degree bears little or no relationship to teacher quality or academic results. When established at the state level, salary structures that tie compensation only to years of experience and advanced degrees leave districts with no flexibility to meet local needs.

In 15 states, salary schedules are established at the state level, preventing local districts from determining teacher compensation packages that best meet local needs. Fifteen states require districts to pay higher salaries to teachers with advanced



degrees, despite the extensive research showing that advanced degrees do not have an impact on teacher effectiveness. Just three states – Florida, Indiana, and in 2015-2016, Utah – require that performance count more than advanced degrees in determining pay.



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"/> ¹ | <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"/> |
| Georgia | <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"/> |
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| 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"/> |
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| 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"/> ² | <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"/> |
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| 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"/> |
| | 27 | 9 | 15 |

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"/> |
| Georgia | <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"/> |
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| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> ¹ | <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"/> ² | <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"/> ³ | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> ⁴ | <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"/> |
| | 3 | 1 | 32 | 15 |

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.)

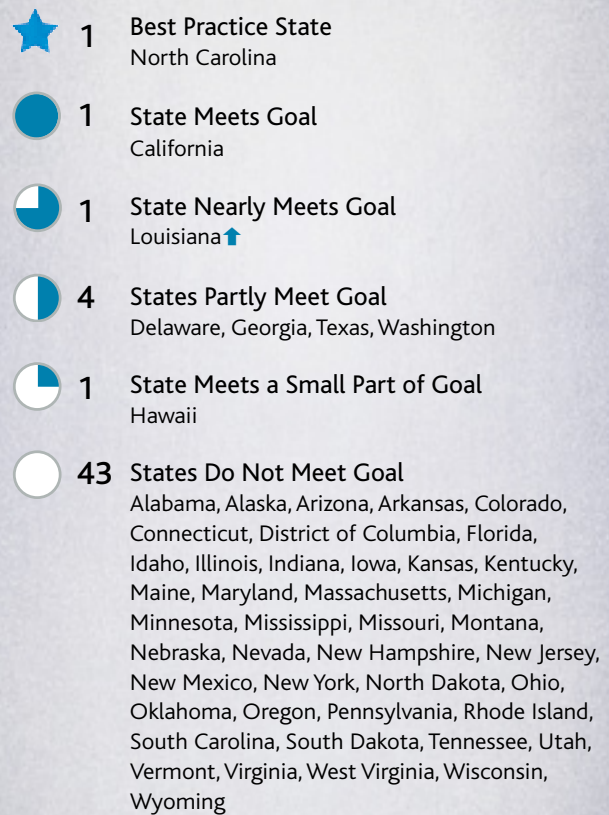
1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

Findings

Very few states recognize compensation for teachers with relevant prior work experience as an important recruitment and retention strategy, and there has been little state progress toward meeting this goal since 2009. New teachers are not necessarily new to the workforce. Increasing numbers of career changers are entering the teaching profession. Many of these teachers have relevant prior work experience, particularly in areas such as math and science, where chronic shortages make these candidates even more desirable. Yet most salary schedules fail to compensate new teachers for such work experience, setting their salaries instead at the same level as other first-year teachers'. In 2013, seven states, up one from just six states since 2009, direct local districts to compensate teachers for related prior work experience.

Figure 95

How States are Faring in Compensation for Prior Work Experience



Progress on this Goal Since 2011:

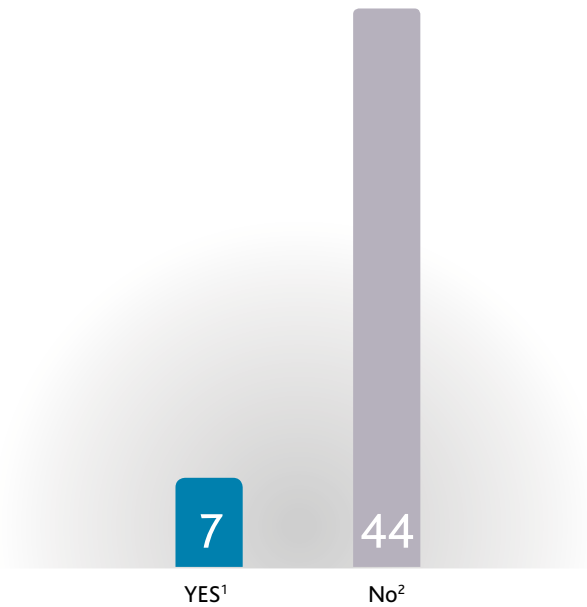
↑ : 1 ↔ : 50 ↓ : 0

★ **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, Hawaii³, 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.)

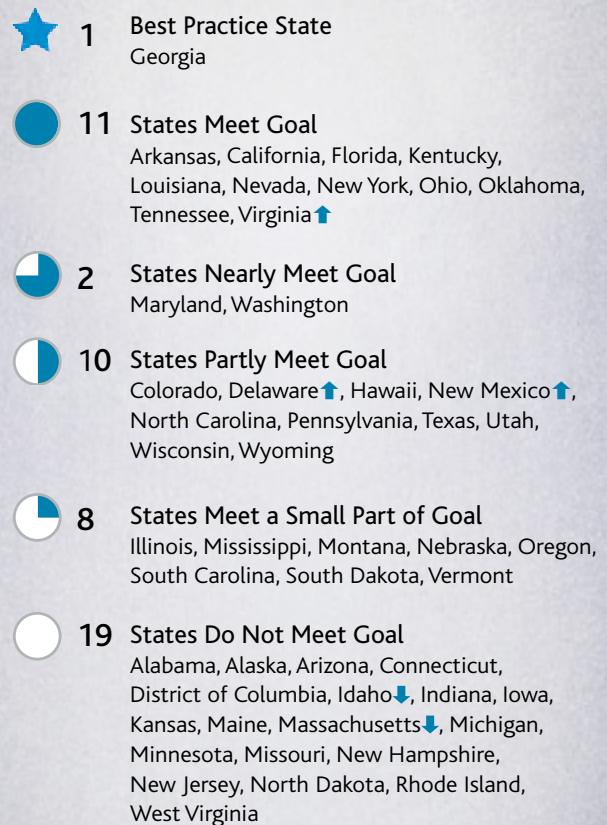
1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

Findings

Thirteen states provide support for differential pay for teachers who teach in high-needs schools and shortage subject areas; another 11 states support differential pay for either high-need schools or shortage subject areas. Other states support incentives besides differential pay, including loan forgiveness, mortgage assistance, and tuition reimbursement and scholarships. Yet these incentives may be of limited appeal, as a teacher may not be at a point in his or her career where they are meaningful. Even the bonuses and stipends most often associated with differential pay may be viewed by teachers as unreliable "winning the lottery" approaches if not clearly embedded in established pay structures.

Figure 97

How States are Faring in Differential Pay



Progress on this Goal Since 2011:

↑ : 3 ↔ : 46 ↓ : 2

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"/> |
| Georgia | <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"/> |
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| 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"/> ¹ | <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"/> |
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| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> ² |
| 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"/> |
| | 22 | 7 | 15 | 11 | 20 |

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.

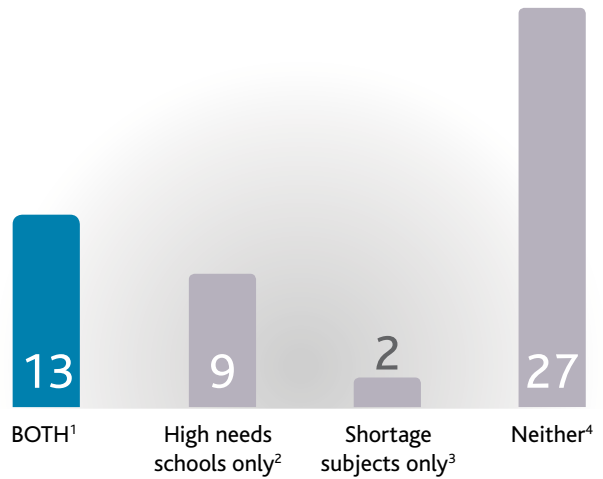
2. South Dakota offers scholarships to teachers in high-need schools.

★ **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.

Findings

The policy implications of an evaluation system that truly measures teacher effectiveness are profound. If done well, and if decision makers act on the results, the consequences could change much of what is now standard practice in the teaching profession. Compensating teachers based on effectiveness could help attract top talent to and retain the most effective teachers in the profession. In most other professions, performance matters, and good performance is rightfully rewarded with promotions and salary increases. But not in teaching.

A significant number of states have launched performance pay initiatives, which provide opportunities to reward teachers who consistently achieve positive results from their students, and there has been noteworthy progress in the states on this issue. Unfortunately, not all states with performance pay have programs that recognize its appropriate uses and limitations. Twenty-five states (up from 19 in 2009) support some sort of performance pay. Of these, just six – Florida, Hawaii, Indiana, Louisiana, Michigan and Utah – factor performance pay into the salary schedule for all teachers; two others (Nebraska and South Carolina) plan to make performance bonuses available to teachers statewide.

Figure 100

How States are Faring in Performance Pay



Progress on this Goal Since 2011:

↑ : 6 ↔ : 42 ↓ : 3

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"/> |
| Georgia | <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"/> |
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| 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"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> |
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| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> |
| | 6 | 2 | 8 | 9 | 26 |

 **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.

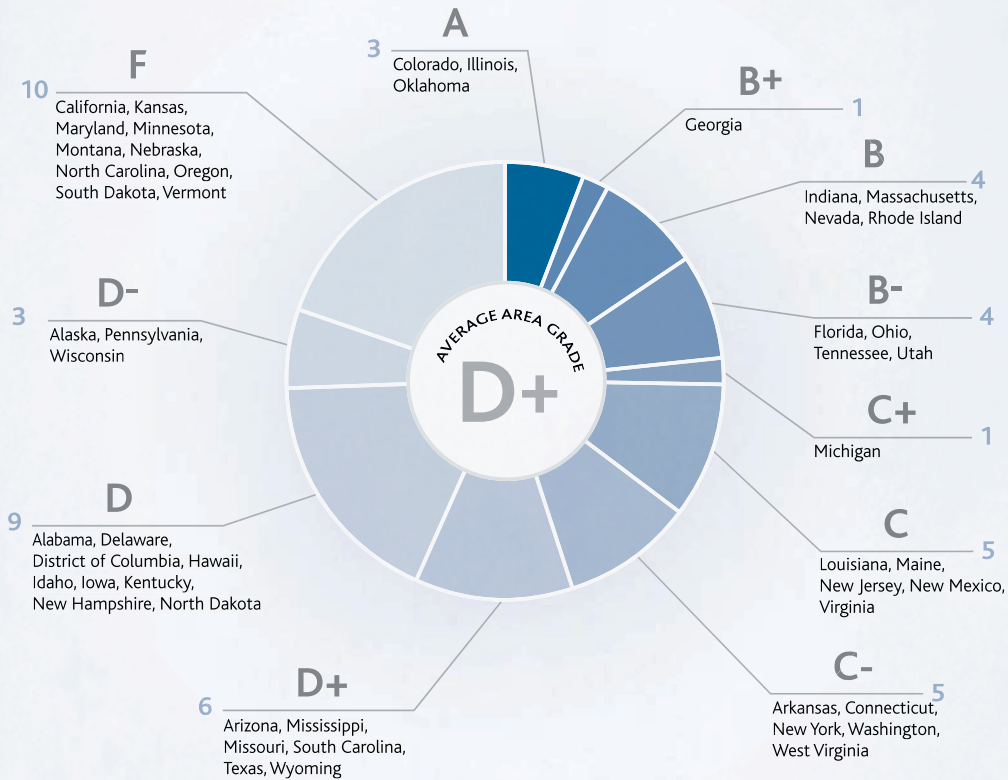
1. Nebraska's initiative does not go into effect until 2016.

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.)

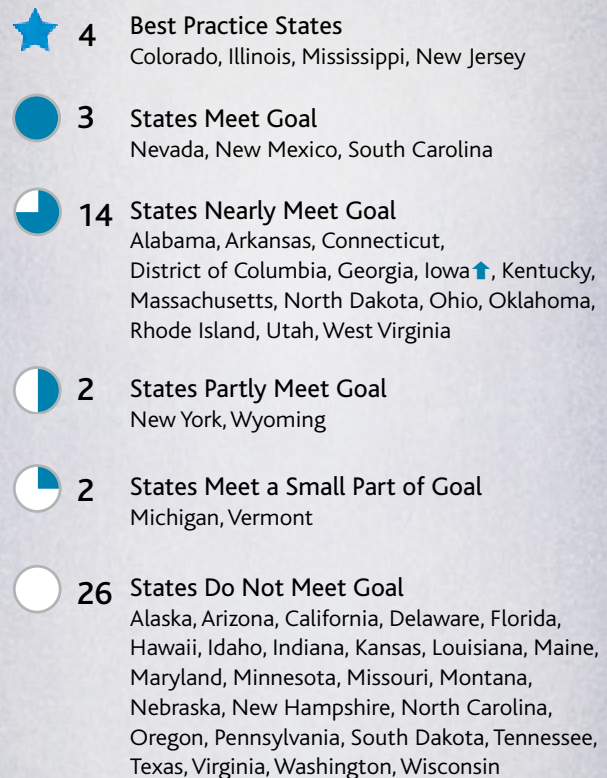
1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the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

Findings

Most states place students at risk by allowing teachers in classrooms who have not passed all required subject-matter licensure tests. Licensure tests are meant to ensure that a person meets the minimal qualifications to be a teacher. Yet only seven states insist that teachers pass all tests prior to beginning to teach. Twenty-two states give teachers one or two years to pass licensure tests, and 22 others give teachers three or more years, or don't specify a time period at all, to meet these requirements. It is understandable that states may, under limited circumstances, need to fill a small number of classroom positions with individuals who do not hold full teaching credentials. Fourteen states, however, issue either renewable or multi-year emergency licenses, meaning that teachers who have not met all minimum requirements are allowed to remain in classrooms for extended—and perhaps indefinite—periods of time.

Figure 102

How States are Faring in Licensure Loopholes

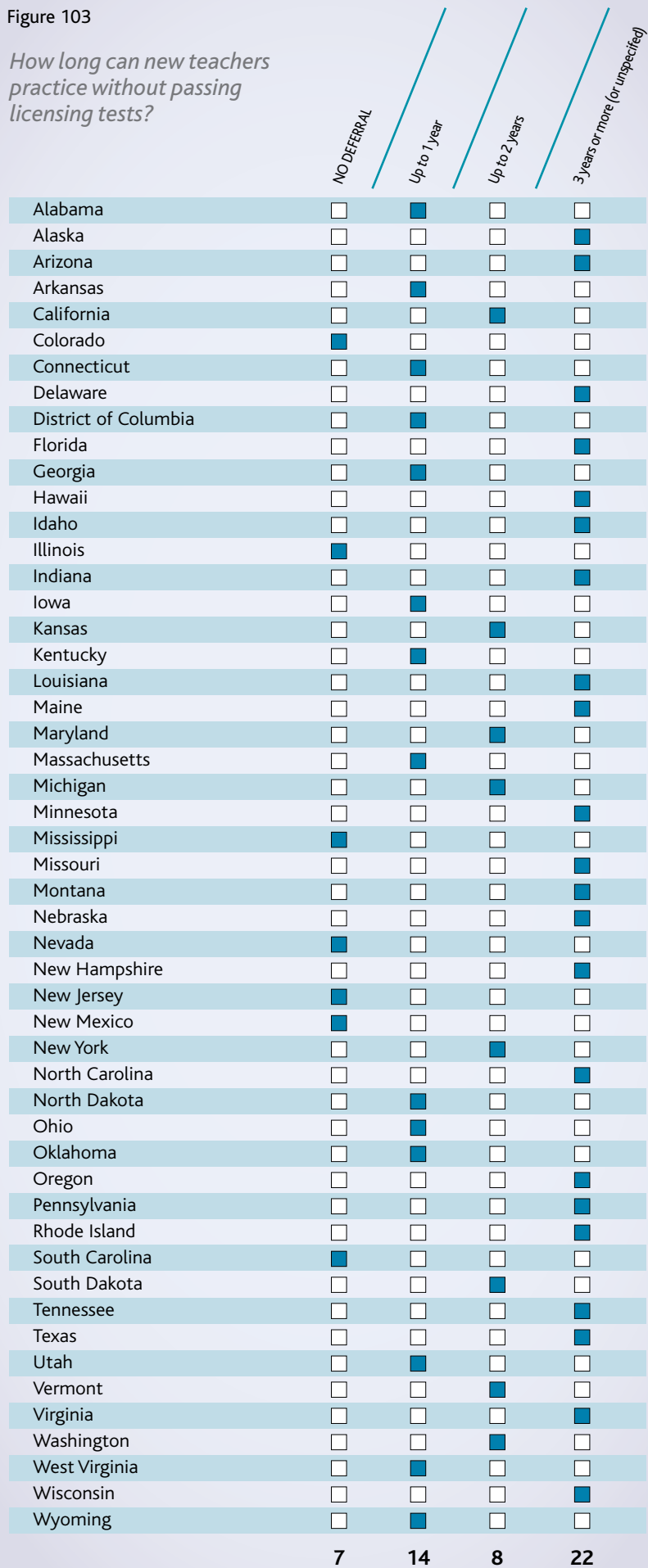


Progress on this Goal Since 2011:

↑ : 1 ↔ : 50 ↓ : 0

Figure 103

How long can new teachers practice without passing licensing tests?

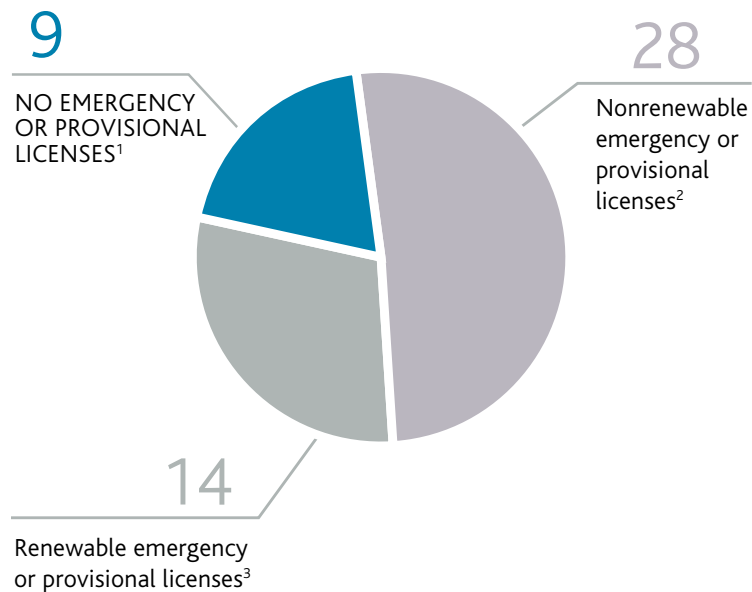


★ **EXAMPLES OF BEST PRACTICE**

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:** Alaska⁴, Colorado, Illinois, Mississippi, Montana⁵, 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 Dakota⁶, Ohio⁶, Oklahoma, Oregon, Rhode Island⁶, 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.

Findings

Evaluation of teacher effectiveness is still very much an emerging field, and many states are in the early stages of rethinking and implementing new teacher policies. Yet it is critical that, right from the start, states articulate how they plan to use the new evaluation systems, including holding teachers accountable for their performance. While it is one of the most controversial policy goals attached to teacher evaluations, if evaluations of teacher effectiveness help states, districts and schools identify their most talented teachers — those who help students gain the most academic ground — such evaluations also will reveal which teachers are ineffective. Twenty-nine states now specifically articulate that ineffectiveness is grounds for a teacher to be dismissed. Sixteen states have made progress on this goal for 2013.

Figure 105

How States are Faring in Dismissal for Poor Performance



Progress on this Goal Since 2011:

↑ : 16 ↔ : 35 ↓ : 0

However, states could do more to streamline the dismissal process. State laws typically do not distinguish between the due process rights that accompany dismissal for performance issues and dismissal for criminal and moral violations--offenses that also frequently result in license revocation. While teachers should have an opportunity to appeal, multiple levels of appeal drain resources from school districts and create a disincentive for districts to attempt to dismiss poor performers. Today 38 states allow multiple dismissal appeals.

★ 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

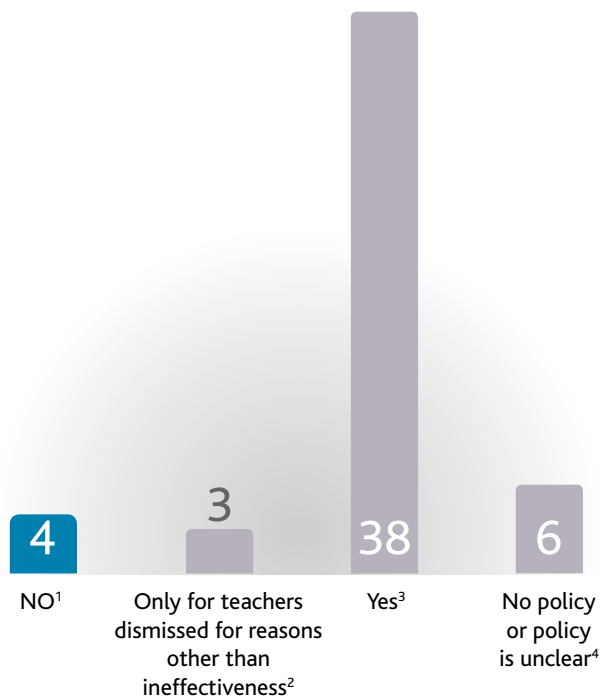
Do states articulate that ineffectiveness is grounds for dismissal?

| | YES, THROUGH DISMISSAL AND/OR EVALUATION POLICY | |
|----------------------|---|--|
| | Yes | 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"/> |
| Georgia | <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"/> |
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| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| 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"/> |
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| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> |
| | 29 | 22 |

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, Nevada⁵, 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.

Findings

Student needs should be paramount when considering how best to handle employment decisions. Given what is at stake—that student progress depends a great deal on the quality of teachers to which they are assigned and on states' ability to assess student outcomes by teacher—teacher performance should be a factor in the event a district needs to reduce staff through a layoff. Today, only 18 states require performance to be considered in making layoff decisions. Twenty-two states, however, prevent seniority from being the sole factor determining which teachers are laid off when reductions in force become necessary.

Figure 108

How States are Faring in Reductions in Force



Progress on this Goal Since 2011:

↑ : 7 ↔ : 44 ↓ : 0

Figure 109

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



- Strong Practice:** Colorado, Florida, Georgia, Illinois, Indiana, Louisiana, Maine, Massachusetts³, Michigan, Missouri, Ohio³, 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"?

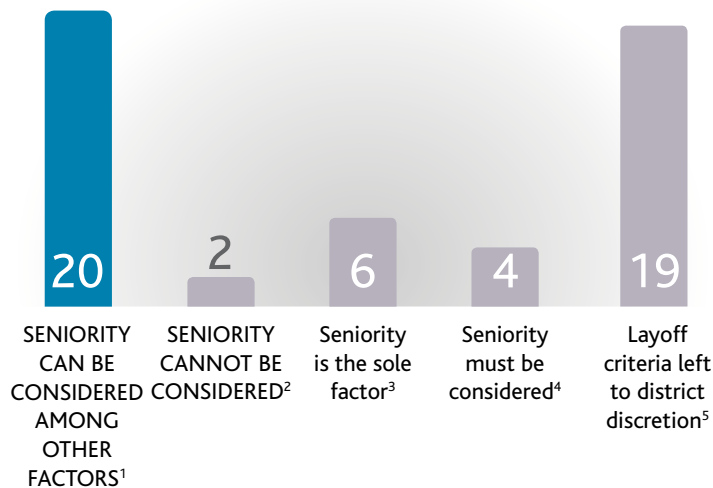
| | PERFORMANCE MUST BE CONSIDERED | SENIORITY CANNOT BE THE ONLY FACTOR |
|----------------------|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| 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"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> |
| 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"/> |
| | 18 | 22 |

★ **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, Massachusetts⁶, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas, Virginia, Washington

2. **Strong Practice:** Louisiana, Utah

3. Hawaii, Minnesota, New York, Pennsylvania, West Virginia, Wisconsin⁷

4. California, Kentucky, New Jersey, Oregon

5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Iowa, Kansas, Maryland, Mississippi, Montana, Nebraska⁶, 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.

State Summaries: Introduction

The following pages summarize each state's progress in meeting the *Yearbook* goals. An overall grade is provided for each state, as well as a grade for each of the five areas: Delivering Well Prepared Teachers, Expanding the Teaching Pool, Identifying Effective Teachers, Retaining Effective Teachers and Exiting Ineffective Teachers.

For more information about each state's performance, please see its individual state report, available at: www.nctq.org/statepolicy.

Area 1: Delivering Well-Prepared Teachers

B

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- The state does not offer a K-12 special education certification.
- A pedagogy test is required for all teachers as a condition of licensure.
- Although student achievement data are not connected to teacher preparation programs, some objective data and transparent criteria are used to measure performance and to confer program approval.

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.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- 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

C

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

Policy Strengths

- Out-of-state teachers are only required to meet the state's testing requirements to be licensed.

Policy Weaknesses

- Admission criteria for all alternate routes to certification are not sufficiently selective.
- More could be done to ensure that alternate route programs meet the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

Area 3: Identifying Effective Teachers

D

| | | | |
|-----------------------------|--|------------------------|--|
| State Data Systems | | Tenure | |
| Evaluation of Effectiveness | | Licensure Advancement | |
| Frequency of Evaluations | | Equitable Distribution | |

Policy Strengths

- All teachers must be evaluated annually.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, the state has not taken other meaningful steps to maximize the system's potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D-

| | | | |
|--------------------------|--|--|--|
| Induction | | Compensation for Prior Work Experience | |
| Professional Development | | Differential Pay | |
| Pay Scales | | Performance Pay | |

Policy Strengths

- All new teachers receive mentoring.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D

| | | | |
|--------------------------------|--|---------------------|--|
| Extended Emergency Licenses | | Reductions in Force | |
| Dismissal for Poor Performance | | | |

Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

F

| | | | |
|--|----------------------------------|--|-----------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input type="radio"/> |
| Teacher Preparation in Mathematics | <input checked="" type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test, and preparation programs are not required to address this critical area.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Secondary teachers are not required to pass a content test as a condition of initial licensure, and some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- A pedagogy test is not required as a condition of licensure.
- There are no specific requirements for student teaching.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D

| | | | |
|-------------------------------------|----------------------------------|-----------------------------|----------------------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input checked="" type="radio"/> | Licensure Reciprocity | <input checked="" type="radio"/> |
| Alternate Route Usage and Providers | <input type="radio"/> | | |

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective and do not provide flexibility for nontraditional candidates.
- More could be done to ensure that alternate route programs provide efficient preparation.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

D+

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D-

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance














Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D-

| | | | |
|--|---|--|---|
| 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






- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a 1-8 generalist license.
- Not all secondary teachers must pass a content test to teach a core subject area, and some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C-

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

Policy Strengths

- Admission requirements for the alternate route to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- 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

C

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



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.

- Although objective evidence of student learning is not the preponderant criterion of teacher evaluations, it is a significant component, and the state has articulated other important evaluation requirements.

- All teachers must be evaluated annually.

Policy Weaknesses

- Tenure decisions are connected to evidence of teacher effectiveness, but this evidence is not the preponderant criterion.
- Licensure advancement and renewal are not based on teacher effectiveness.

- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive performance pay.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.

- The state does not support additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.

Area 5: Exiting Ineffective Teachers

D+

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Weaknesses

- Teachers can teach for one year on emergency certificates, which can be reissued three times.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.

- Performance is not considered in determining which teacher to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C+

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- All new teachers must pass a pedagogy test.

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.
- Although preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge of effective reading instruction.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

B

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

Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- Alternate route preparation is efficient and relevant and geared to the immediate needs of new teachers.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

Policy Weaknesses

- Although there is a diversity of providers of alternate route programs, there are restrictions on their usage.
- 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

C-

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.

- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- Although objective evidence of student learning is a significant component of teacher evaluations, it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.

- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4: Retaining Effective Teachers

B-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.

- The state does not support additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

C-

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.

Policy Weaknesses

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

- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|----------------------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input checked="" type="radio"/> | Assessing Professional Knowledge | <input checked="" type="radio"/> |
| Teacher Preparation in Mathematics | <input type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

Policy Strengths

- Although there is room for improvement in ensuring adequate content knowledge of its elementary teacher candidates, candidates must pass each of three subtests to pass the state’s subject-matter test.
- Elementary teacher candidates must pass a science of reading test, and preparation programs are required to address this critical topic.
- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- The state’s elementary content test does not have an individually scored mathematics subtest.
- Middle school teachers are not sufficiently prepared to teach appropriate grade-level content.
- Secondary teachers are not required to pass a subject-matter test.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The state’s teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C-

| | | | |
|-------------------------------------|----------------------------------|-----------------------------|-----------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input type="radio"/> |
| Alternate Route Usage and Providers | <input checked="" type="radio"/> | | |

Policy Strengths

- There are no restrictions on alternate route usage or providers.

Policy Weaknesses


- Admission criteria for alternate routes to certification are not sufficiently selective.
- Alternate route programs could do more to provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is limited.
- 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

D-

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C+

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers in some schools can receive performance pay.
- Teachers can receive additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- While there is a minimum state salary, districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D-

| | | | |
|--|--|--|--|
| 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

- The state is on the right track in addressing preparation program accountability by connecting student achievement data to teacher preparation programs.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- 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 a test to ensure knowledge of effective reading instruction.
- Middle school teacher candidates are not required to pass a subject-matter test.
- Secondary teachers are not required to pass a subject-matter test.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.

Area 2: Expanding the Pool of Teachers

D+

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

Policy Strengths

- There are no restrictions on alternate route usage or providers.

Policy Weaknesses


- Admission criteria for alternate routes to certification are not sufficiently selective.
- Alternate route requirements could do more to meet the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach core subjects part time.
- 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

B-

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.

- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers can receive additional compensation for working in high-need schools.

Policy Weaknesses

- Although districts are given full authority for how teachers are paid, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- The state does not support performance pay or additional compensation for relevant prior work experience or working in shortage subject areas.

Area 5: Exiting Ineffective Teachers

A

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.
- Ineffective classroom performance is grounds for dismissal.

- 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.

Area 1: Delivering Well-Prepared Teachers

B-

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

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.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Only elementary teachers are required to pass a pedagogy test as a condition of licensure.
- The state does not explicitly require that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C+

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

Policy Strengths

- Admission criteria for the alternate route to certification are selective.
- Alternate route preparation is efficient, relevant and includes a practice-teaching opportunity.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- 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

B

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



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.
- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- The state does not support performance pay or additional compensation for relevant prior work experience or working in high-need schools.

Area 5: Exiting Ineffective Teachers

C-

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths










- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

Policy Weaknesses

- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C+

| | | | |
|--|---|--|---|
| 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

- Teacher candidates are required to have a 3.0 GPA and achieve a minimum score on nationally normed test of academic proficiency prior to admission into the state’s teacher preparation programs.
- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- The state is on the right track in addressing program accountability by connecting student achievement data to teacher preparation programs.

Policy Weaknesses

- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- 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

C+

| | | | |
|-------------------------------------|---|-----------------------------|---|
| 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 to the immediate needs of new teachers.


Policy Weaknesses

- Admission criteria for the alternate routes to certification are not sufficiently selective.
- The state could do more to support the broad usage and diversity of providers of alternate route programs.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state’s testing requirements.

Area 3: Identifying Effective Teachers

B

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.
- Tenure decisions are connected to evidence of teacher effectiveness.
- Licensure advancement is based on teacher effectiveness.

Policy Weaknesses

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers can receive additional compensation for certain relevant prior work experience or for working in high-need schools.

Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for working in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|----------------------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input checked="" type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input checked="" type="radio"/> |
| Teacher Preparation in Mathematics | <input checked="" type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input checked="" type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input checked="" type="radio"/> | | |

Policy Strengths

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The District of Columbia offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C

| | | | |
|-------------------------------------|----------------------------------|-----------------------------|-----------------------|
| Alternate Route Eligibility | <input checked="" type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input checked="" type="radio"/> | Licensure Reciprocity | <input type="radio"/> |
| Alternate Route Usage and Providers | <input checked="" type="radio"/> | | |

Policy Strengths

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

Policy Weaknesses


- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The District of Columbia does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the District's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers


D

State Data Systems 

Tenure 

Evaluation of Effectiveness 

Licensure Advancement 

Frequency of Evaluations 

Equitable Distribution 

Policy Strengths

- The District of Columbia 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.

Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

F

Induction 

Compensation for Prior Work Experience 

Professional Development 

Differential Pay 

Pay Scales 

Performance Pay 

Policy Strengths

- Local school districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- There is no state-level support for performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D

Extended Emergency Licenses 

Reductions in Force 

Dismissal for Poor Performance 

Policy Strengths

- The District of Columbia has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

B+

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- Secondary teachers must pass a content test to teach a core subject area, although some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- All new teachers must pass a pedagogy test.
- Requirements support a high-quality student teaching experience.
- 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.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.

Area 2: Expanding the Pool of Teachers

B

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

Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- 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


- More could be done to ensure that alternate route programs meet the immediate needs of new teachers.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers

B+

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.
- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

B+

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 who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given authority to develop salary schedules, which must be primarily based on teacher effectiveness.
- Teachers can receive performance pay and additional compensation for working in high-need schools or shortage subject areas.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state does not support additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

B-

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- Ineffective classroom performance is grounds for dismissal, and the state only allows teachers who are dismissed to have one opportunity to appeal.
- 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

- Teachers can teach for up to three years before having to pass required subject-matter tests.

Area 1: Delivering Well-Prepared Teachers

C+

| | | | |
|--|--|--|--|
| 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

B

| | | | |
|-------------------------------------|--|-----------------------------|--|
| 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

C+

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

C

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.
- Teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.

Area 5: Exiting Ineffective Teachers

B+

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.

Area 1: Delivering Well-Prepared Teachers

F

| | | | |
|--|----------------------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input checked="" type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input type="radio"/> |
| Teacher Preparation in Mathematics | <input type="radio"/> | Student Teaching | <input checked="" type="radio"/> |
| Middle School Teacher Preparation | <input type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

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.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teacher candidates are not required to pass a content test.
- Secondary teacher candidates are not required to pass a content test.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- 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.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

F

| | | | |
|-------------------------------------|----------------------------------|-----------------------------|----------------------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input checked="" type="radio"/> |
| Alternate Route Usage and Providers | <input checked="" type="radio"/> | | |

Policy Weaknesses

- There are no admission requirements or program guidelines outlined for alternate routes to certification.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- 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

B

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Strengths

- The state has established a data system with the capacity to provide evidence of teacher effectiveness and has taken 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.
- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C+

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers can receive performance pay or additional compensation for working in high-need schools.

Policy Weaknesses

- The state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.
- The state does not support additional compensation for relevant prior work experience or teaching in shortage subject areas.
- performance evaluation rating of effective or higher will be eligible for a pay increase as of the 2015-2016 school year.

Area 5: Exiting Ineffective Teachers

D

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths












- Ineffective classroom performance is grounds for dismissal.

Policy Weaknesses

- Teachers can teach for up to four years before having to pass required subject-matter tests.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|---|--|---|
| 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






- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Although preparation programs are required to address the science of reading, candidates are not required to pass an adequate test to ensure knowledge.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification.
- New teachers are not required to pass a pedagogy test.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D

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

Policy Weaknesses


- Admission criteria for alternate routes to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

C-

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.

- All teachers must be evaluated annually.

Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.

- Although districts have the authority to establish pay scales, the state mandates an experience and education index based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.

- A last hired, first fired layoff policy is prohibited during reductions in force; however, performance is not considered in determining which teacher to lay off.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|--|--|--|
| 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

- All new teachers must pass a pedagogy test.
- Although the state does not articulate an adequate duration for student teaching, it does ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge, and preparation programs are not required to address the area.
- Middle school teachers are allowed to teach on a K-9 generalist license.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C-

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

Policy Strengths

- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

C+

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.

- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- Although objective evidence of student learning is a significant component of teacher evaluations, it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Annual evaluations for all teachers are not required.

- Tenure decisions are connected to evidence of teacher effectiveness, but this evidence is not the preponderant criterion.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4: Retaining Effective Teachers

C-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, although the state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.

- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.

Policy Weaknesses

- Although districts have the authority to establish pay scales, minimum salaries must be based on years of experience and advanced degrees.

- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

A

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.
- Ineffective classroom performance is grounds for dismissal.

- 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.

Area 1: Delivering Well-Prepared Teachers

B+

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge, and teacher preparation programs are required to address the area.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- All secondary teachers must pass an appropriate content test.
- All new teachers are required to pass a pedagogy test.

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.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C-

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

Policy Strengths

- There are no restrictions on alternate route usage or providers.
- Out-of-state teachers are required to meet the state's testing requirement to be licensed.

Policy Weaknesses

- Admission requirements for the alternate route to certification lack flexibility for nontraditional candidates.
- Alternate route preparation is not efficient or geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

Area 3: Identifying Effective Teachers

C

State Data Systems 

Tenure 

Evaluation of Effectiveness 

Licensure Advancement 

Frequency of Evaluations 

Equitable Distribution 

Policy Strengths

- All teachers must be evaluated annually.
- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is a significant component of teacher evaluations, but it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Tenure decisions are connected to evidence of teacher effectiveness, but this evidence is not the preponderant criterion.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4: Retaining Effective Teachers

C-

Induction 

Compensation for Prior Work Experience 

Professional Development 

Differential Pay 

Pay Scales 

Performance Pay 

Policy Strengths

- Teachers receive feedback from their evaluations.
- Teachers can receive performance pay.
- Districts have the authority to develop salary scales on a variety of factors, which must include performance and limits the extent that experience and advanced degrees can count.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

B

Extended Emergency Licenses 

Reductions in Force 

Dismissal for Poor Performance 

Policy Strengths

- Ineffective classroom performance is grounds for dismissal.
- 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

- Teachers can teach for up to three years before having to pass required subject-matter tests.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|--|--|--|
| 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.
- The state does not offer a K-12 special education certification.
- All new teachers are required to pass a pedagogy test.

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.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D+

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

Policy Weaknesses

- Admission requirements for the alternate route are not sufficiently selective.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Usage and providers of the alternate route are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

D-







| | | | |
|-----------------------------|---|------------------------|---|
| State Data Systems |  | Tenure |  |
| Evaluation of Effectiveness |  | Licensure Advancement |  |
| Frequency of Evaluations |  | Equitable Distribution |  |

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D

| | | | |
|--------------------------|---|--|---|
| Induction |  | Compensation for Prior Work Experience |  |
| Professional Development |  | Differential Pay |  |
| Pay Scales |  | Performance Pay |  |

Policy Strengths




- All new teachers receive mentoring.
- Districts are given authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D

| | | | |
|--------------------------------|---|---------------------|---|
| Extended Emergency Licenses |  | Reductions in Force |  |
| Dismissal for Poor Performance |  | | |

Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|--|--|--|
| 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.
- All new teachers are required to pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D-

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


Policy Weaknesses


- Admission criteria for alternate routes to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage and providers of the alternate route are restricted.
- The state offers a license with minimal requirements that could allow content experts to teach part time, but its intent is not clear.
- 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

D+

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.

Policy Weaknesses

- Although objective evidence of student learning is a significant component of teacher evaluations, it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.


Area 4: Retaining Effective Teachers

D

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Teachers receive feedback from their evaluations, although the state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.
- Teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

B-

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- Secondary teachers must pass a content test to teach a core subject area, although some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- All new teachers are required to pass a pedagogy test.

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 science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C

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

Policy Strengths

- 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 alternate routes to certification are not consistently selective or flexible for nontraditional candidates.
- More could be done to ensure that alternate route programs meet the immediate needs of new teachers.
- 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

C-

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



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.

Policy Weaknesses

- Although objective evidence of student learning is a significant component of teacher evaluations, it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

Policy Weaknesses

- Teachers receive feedback from their evaluations, although the state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.
- Teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- Districts must adopt a salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

D

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C-

| | | | |
|--|--|--|--|
| 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.
- The state does not offer a K-12 special education certification.
- All new teachers are required to pass a pedagogy test.
- The approval process for teacher preparation programs holds them accountable for the quality of the teachers they produce, most notably by connecting student achievement data to 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 a test to ensure knowledge of effective reading instruction.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.

Area 2: Expanding the Pool of Teachers

C+

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

Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state offers a license with minimal requirements that allows content experts to teach part time, but its use is limited.
- 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

A-

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are based on teacher effectiveness.
- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.

Area 4: Retaining Effective Teachers

B+

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts have the authority to develop salary scales on a variety of factors, including teacher performance.
- Teachers can receive performance pay as well as additional compensation for 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.

Area 5: Exiting Ineffective Teachers

C

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths

- 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

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although Louisiana articulates that ineffectiveness is grounds for dismissal, the state does not ensure an expedient dismissal and appeals process.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- All new teachers are required to pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- Although the state does not offer a K-12 special education certification, it also does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C-

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

Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.

Policy Weaknesses

- Alternate route requirements could do more to meet the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's basic skills and pedagogy testing requirements, and there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

D-

| | | | |
|-----------------------------|--|------------------------|--|
| State Data Systems | | Tenure | |
| Evaluation of Effectiveness | | Licensure Advancement | |
| Frequency of Evaluations | | Equitable Distribution | |

Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C+

| | | | |
|--------------------------|--|--|--|
| Induction | | Compensation for Prior Work Experience | |
| Professional Development | | Differential Pay | |
| Pay Scales | | Performance Pay | |

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- While districts are given authority for how teachers are paid, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers in some districts can receive performance pay.

Policy Weaknesses

- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

C

| | | | |
|--------------------------------|--|---------------------|--|
| Extended Emergency Licenses | | Reductions in Force | |
| Dismissal for Poor Performance | | | |

Policy Strengths

- 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

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|--|--|--|
| 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.
- Nearly all new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary 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 a test to ensure knowledge of effective reading instruction.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- Although the state does not offer a K-12 special education certification, it also does not require any content testing for special education teacher candidates.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C-

| | | | |
|-------------------------------------|--|-----------------------------|--|
| 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.

Policy Weaknesses


- Admission criteria for alternate routes to certification are not sufficiently selective or flexible for nontraditional candidates.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers

C-

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.
- Although objective evidence of student learning is not the preponderant criterion of teacher evaluations, it is a significant component, and the state has articulated other important evaluation requirements.

Policy Weaknesses

- Tenure decisions are not connected to evidence of teacher effectiveness.
- All teachers must be evaluated annually.
- Licensure advancement is based in part on teacher effectiveness, but licensure renewal is based on earning an advanced degree.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive additional compensation for working in high-need schools.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- Performance is not considered in determining which teachers to lay off during reductions in force.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

Area 1: Delivering Well-Prepared Teachers

B-

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- The state's elementary content test includes an independently scored mathematics subtest.
- The state does not offer a K-12 special education certification.
- Requirements for teacher preparation ensure a high-quality student teaching experience.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas.
- Although middle school teachers may not teach on a K-8 generalist license, not all candidates are required to pass a single-subject content test.
- Some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- A pedagogy test is not required as a condition of licensure.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C+

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

Policy Strengths

- Admission requirements for the alternate route to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

C-

| | | | |
|-----------------------------|--|------------------------|--|
| State Data Systems | | Tenure | |
| Evaluation of Effectiveness | | Licensure Advancement | |
| Frequency of Evaluations | | Equitable Distribution | |

Policy Strengths

- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Although tenure decisions are connected to evidence of teacher effectiveness, this evidence is not the preponderant criterion.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4: Retaining Effective Teachers

C+

| | | | |
|--------------------------|--|--|--|
| Induction | | Compensation for Prior Work Experience | |
| Professional Development | | Differential Pay | |
| Pay Scales | | Performance Pay | |

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers in some districts can receive performance pay.

Policy Weaknesses

- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

B

| | | | |
|--------------------------------|--|---------------------|--|
| Extended Emergency Licenses | | Reductions in Force | |
| Dismissal for Poor Performance | | | |

Policy Strengths

- The state has taken steps to ensure that licensure test 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.

Area 1: Delivering Well-Prepared Teachers

D

| | | | |
|--|--|--|--|
| 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 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 a test to ensure knowledge of effective reading instruction.
- Middle school teachers are allowed to teach on a K-8 generalist license in self-contained classrooms.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

B-

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

Policy Strengths

- Admission criteria for the alternate route to certification are selective and provide flexibility for nontraditional candidates.
- 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


- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- 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

B

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.
- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- Annual evaluations for all teachers are not required.
- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

B-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive performance pay.

Policy Weaknesses

- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

C+

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- 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

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.

Area 1: Delivering Well-Prepared Teachers

C+

| | | | |
|--|--|--|--|
| 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

- The state’s elementary subject-matter test is comprised of three subtests, and candidates must pass each subtest to pass the overall test.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction.
- The state’s elementary content test includes the equivalent of a stand-alone mathematics subtest.
- All secondary teacher candidates must pass a content test.
- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Middle school teachers are allowed to teach on a K-8 generalist license in self-contained classrooms.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C

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

Policy Strengths

- Admission criteria for the alternate route to certification are selective and provide flexibility for nontraditional candidates.
- There are no limits on the usage of the state’s alternate route.

Policy Weaknesses

- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state’s testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

C-

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is a significant component of teacher evaluations, but it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.


Area 4: Retaining Effective Teachers

D+

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- Professional development is aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience.
- Districts that participate in the state's performance pay program are required to prioritize performance in their salary schedules

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C-

| | | | |
|--|--|--|--|
| 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

- Teacher preparation programs are required to have a cohort GPA of 3.0 for admission.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- All new teachers must pass a pedagogy test.

Policy Weaknesses

- 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 a test to ensure knowledge of effective reading instruction.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C+

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

Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- Requirements for alternate route preparation are efficient, although more could be done to meet the immediate needs of new teachers.

Policy Weaknesses

- Usage and providers of alternate routes are restricted.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its usage and intent are unclear.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers

C-

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

- All teachers must be evaluated annually.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers can receive performance pay.

Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D+

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.

Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C-

| | | | |
|--|--|--|--|
| 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.
- All secondary teacher candidates must pass appropriate content tests as a condition of initial licensure.

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 a test to ensure knowledge of effective reading instruction.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Only elementary teachers are required to pass a pedagogy test.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D+

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

Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not efficient or geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its usage and intent are unclear.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers


D+

State Data Systems 

Tenure 

Evaluation of Effectiveness 

Licensure Advancement 

Frequency of Evaluations 

Equitable Distribution 

Policy Strengths

- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is a significant component of teacher evaluations, but it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4: Retaining Effective Teachers

C

Induction 

Compensation for Prior Work Experience 

Professional Development 

Differential Pay 

Pay Scales 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers in some districts can receive performance pay.
- Districts are given authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses


- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D+

Extended Emergency Licenses 

Reductions in Force 

Dismissal for Poor Performance 

Policy Strengths

- 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

- All teachers are not obligated to pass required subject-matter tests for initial licensure and can teach on temporary permits that can be renewed an unspecified number of times.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

Area 1: Delivering Well-Prepared Teachers

F

| | | | |
|--|----------------------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input type="radio"/> |
| Teacher Preparation in Mathematics | <input checked="" type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input type="radio"/> | Teacher Preparation Program Accountability | <input checked="" type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Secondary teacher candidates are not required to pass content tests.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

F

| | | | |
|-------------------------------------|----------------------------------|-----------------------------|----------------------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input checked="" type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input checked="" type="radio"/> |
| Alternate Route Usage and Providers | <input checked="" type="radio"/> | | |


Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Although there are no limits on the usage of the but route, providers are restricted.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is extremely limited.
- There are obstacles for out-of-state teachers that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

F

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- Although all new teachers can receive mentoring, there are few guidelines to ensure successful induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- The state does not have policy in place to ensure teachers' subject-matter knowledge before granting initial licensure
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

F

| | | | |
|--|--|--|--|
| 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 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.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a K-8 generalist license in self-contained classrooms.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- 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.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D-

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

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide preparation that is geared toward the immediate needs of new teachers.
- Usage and providers of the alternate route are restricted.
- The state does offer a license with minimal requirements that would allow content experts to teach part time, but its usage and intent are unclear.
- 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

D

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D+

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive performance pay starting in 2016.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Weaknesses

- Teachers can teach for one year on provisional certificates, which can be reissued an unspecified number of times.
- Ineffective classroom performance is not grounds for dismissal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D-

| | | | |
|--|-----------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input checked="" type="radio"/> |
| Teacher Preparation in Mathematics | <input type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

Policy Strengths

- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D

| | | | |
|-------------------------------------|-----------------------|-----------------------------|-----------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input type="radio"/> |
| Alternate Route Usage and Providers | <input type="radio"/> | | |

Policy Weaknesses


- Admission criteria for the alternate route to certification are not selective or flexible to the needs of nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Although there are no restrictions on providers, there are limits on the usage of alternate routes.
- A license with minimal requirements that would allow content experts to teach part time is not offered.
- 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

B-

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.

- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D+

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive additional pay for working in high-need schools or shortage subject areas, and performance pay will be available starting with the 2015-2016 school year.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

B

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- All teachers of core-subject areas must pass all required subject-matter tests as a condition of initial licensure.

- A last hired, first fired layoff policy is prohibited during reductions in force.

Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal.

Area 1: Delivering Well-Prepared Teachers

C-

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction.

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.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Not all secondary teachers are required to pass a content test.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D

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

Policy Strengths

- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective and lack of flexibility for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers

D-

| | | | |
|-----------------------------|--|------------------------|--|
| State Data Systems | | Tenure | |
| Evaluation of Effectiveness | | Licensure Advancement | |
| Frequency of Evaluations | | Equitable Distribution | |

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

F

| | | | |
|--------------------------|--|--|--|
| Induction | | Compensation for Prior Work Experience | |
| Professional Development | | Differential Pay | |
| Pay Scales | | Performance Pay | |

Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D

| | | | |
|--------------------------------|--|---------------------|--|
| Extended Emergency Licenses | | Reductions in Force | |
| Dismissal for Poor Performance | | | |

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- A last hired, first fired layoff policy is prohibited during reductions in force; however, performance is not considered in determining which teachers to lay off.

Area 1: Delivering Well-Prepared Teachers

B-

| | | | |
|--|--|--|--|
| 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

- Teacher preparation programs are required to have a cohort GPA of 3.0 for admission.
- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- Although the state offers a K-12 special education endorsement, it must be added to a general education license that restricts the grade level or subject matter that can be taught.

Policy Weaknesses

- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- 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.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

B-

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

Policy Strengths

- Admission criteria for the alternate route to certification are selective, although they lack flexibility for nontraditional candidates.
- Alternate route preparation is efficient and relevant and supports the immediate needs of new teachers.
- There are no limits on the usage of the alternate route, although there are some restrictions on providers.

Policy Weaknesses


- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers

B-

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Strengths

- Although objective evidence of student learning is not the preponderant criterion of teacher evaluations, it is a significant component, and the state has articulated other important evaluation requirements.
- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness, and the state's probationary period allows sufficient time to collect data that reflect teacher performance.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.


Policy Weaknesses

- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

C

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.

Policy Weaknesses

- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction.
- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D-

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

Policy Weaknesses

- There are no admission requirements outlined for alternate routes to certification.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Although there are no limits on the usage of alternate routes, there are restrictions on providers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- 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

C-

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Licensure advancement and renewal are not based on objective measures of teacher effectiveness.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C-

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Professional development is aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Some teachers can receive additional compensation for working in shortage subject areas and high need schools.

Policy Weaknesses

- The state does not support performance pay or additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

C

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths

- All teachers of core-subject areas must pass all required subject-matter tests as a condition of initial licensure.

Policy Weaknesses

- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

B-

| | | | |
|--|--|--|--|
| 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

- The state's elementary subject-matter test is comprised of three subtests, and candidates must pass each subtest to pass the overall test.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction.
- The state's elementary content test includes an independently scored mathematics subtest.
- Middle school teachers may not teach on a K-8 generalist license.
- The state does not offer a K-12 special education certification.
- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C+

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

Policy Strengths

- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Admission criteria for all alternate routes to certification are not sufficiently selective.
- More could be done to ensure that alternate route programs provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is extremely limited.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

B-

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Strengths

- The state has established a data system with the capacity to provide evidence of teacher effectiveness and has taken meaningful steps to maximize the system's efficiency and potential.
- Although objective evidence of student learning is not the preponderant criterion of teacher

evaluations, it is a significant component, and the state has articulated other important evaluation requirements.

- All teachers must be evaluated annually.
- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- Tenure decisions are connected to evidence of teacher effectiveness, but this evidence is not the preponderant criterion.

- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4: Retaining Effective Teachers

C+

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.

- Teachers can receive additional compensation for working in high-need schools or shortage subject areas, and teachers in some districts can receive performance pay.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.

- Districts are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

C-

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths

- Ineffective classroom performance is grounds for dismissal.

Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.

- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C+

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction.
- The state's elementary content test includes an independently scored mathematics subtest.
- All new teachers must pass a pedagogy test, although not as a condition of initial licensure.
- 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.
- Although middle school teachers may not teach on a K-8 generalist license, the state does not require candidates to pass content tests as a condition of initial licensure.
- Not all secondary teachers are required to pass content tests as a condition of initial licensure.
- The state offers a K-12 special education certification.
- 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

D+

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

Policy Strengths

- There are no restrictions on alternate route usage or providers.
- Out-of-state teachers are required to meet the state's testing requirement to be licensed.


Policy Weaknesses


- Admission criteria for the alternate route to certification are not sufficiently selective.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

Area 3: Identifying Effective Teachers

B-

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.
- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- Although extended contract decisions are connected to evaluation ratings, the state does not take into account student growth measures.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4: Retaining Effective Teachers

B-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees; however, teachers cannot receive additional compensation for advanced degrees earned after April 2014.
- Teachers can receive additional compensation for relevant prior work experience and for working in high-need schools.

Policy Weaknesses

- The state does not support performance pay or additional compensation for working in shortage subject areas.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D

| | | | |
|--|-----------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input checked="" type="radio"/> |
| Teacher Preparation in Mathematics | <input type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

Policy Strengths

- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a 1-8 generalist license.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

F

| | | | |
|-------------------------------------|-----------------------|-----------------------------|-----------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input type="radio"/> |
| Alternate Route Usage and Providers | <input type="radio"/> | | |

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

D

State Data Systems

Evaluation of Effectiveness

Frequency of Evaluations



Tenure

Licensure Advancement

Equitable Distribution



Policy Strengths

- All teachers must be evaluated annually.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D

Induction

Professional Development

Pay Scales



Compensation for Prior Work Experience

Differential Pay

Performance Pay



Policy Strengths

- All new teachers receive mentoring.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D

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.

Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C

| | | | |
|--|----------------------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input checked="" type="radio"/> | Assessing Professional Knowledge | <input checked="" type="radio"/> |
| Teacher Preparation in Mathematics | <input type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input checked="" type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

Policy Strengths

- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- All new teachers must pass a pedagogy test.
- The state is on the right track in addressing program accountability by connecting student achievement data to teacher preparation programs.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- 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 secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- 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

B

| | | | |
|-------------------------------------|----------------------------------|-----------------------------|----------------------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input checked="" type="radio"/> |
| Alternate Route Usage and Providers | <input checked="" type="radio"/> | | |

Policy Strengths

- Admission requirements for the alternate route to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- 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.
- Out-of-state teachers are required to meet the state's testing requirements to be licensed.

Policy Weaknesses

- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.

Area 3: Identifying Effective Teachers

C

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.

Policy Weaknesses

- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C+

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers can receive additional compensation for working in high-need schools or shortage subject areas, and teachers in some districts can receive performance pay.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

B-

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.

Area 1: Delivering Well-Prepared Teachers

C

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- All new teachers must pass a pedagogy test.

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.
- Middle school teachers are allowed to teach on a K-8 generalist license, with the exception of mathematics.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C+

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

Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- Out-of-state teachers are required to meet the state's testing requirement to be licensed.

Policy Weaknesses

- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Although there are no restrictions on providers, alternate route certification is limited to certain subjects and grades
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is limited.

Area 3: Identifying Effective Teachers


C+

State Data Systems 

Tenure 

Evaluation of Effectiveness 

Licensure Advancement 

Frequency of Evaluations 

Equitable Distribution 

Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4: Retaining Effective Teachers

C+

Induction 

Compensation for Prior Work Experience 

Professional Development 

Differential Pay 

Pay Scales 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.

Area 5: Exiting Ineffective Teachers

A

Extended Emergency Licenses 

Reductions in Force 

Dismissal for Poor Performance 

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.
- Ineffective classroom performance is grounds for dismissal, and teachers who are dismissed have only one opportunity to appeal.

Area 1: Delivering Well-Prepared Teachers

D

| | | | |
|--|--|--|--|
| 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 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.
- Elementary teacher candidates are not required to pass an adequate science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a 3-8 generalist license.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state does not require content testing for special education teacher candidates.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D-

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

Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- 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

D

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is a significant component of teacher evaluations, but it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers in some districts can receive performance pay.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state does not support additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.
- The state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C

| | | | |
|--|--|--|--|
| 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.
- The state does not offer a K-12 special education certification.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- 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 the state requires teacher preparation programs to address the science of reading, it does not require elementary teacher candidates to pass an adequate test to ensure knowledge of effective reading instruction.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- Only some new teachers are required to pass a pedagogy test.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C-

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

Policy Strengths

- There are no restrictions on providers, although some alternate routes do have limitations on usage.

Policy Weaknesses

- Admission criteria for alternate routes to certification are not consistently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state offers a license that allows content experts to teach part time, but only in support of a certified teacher.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

C

| | | | |
|-----------------------------|---|------------------------|---|
| State Data Systems |  | Tenure |  |
| Evaluation of Effectiveness |  | Licensure Advancement |  |
| Frequency of Evaluations |  | Equitable Distribution |  |

Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.
- Licensure advancement is based on teacher effectiveness.
- School-level teacher effectiveness data are publicly reported.

Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Tenure decisions are not connected to evidence of teacher effectiveness.

Area 4: Retaining Effective Teachers

D+

| | | | |
|--------------------------|--|--|--|
| Induction |  | Compensation for Prior Work Experience |  |
| Professional Development |  | Differential Pay |  |
| Pay Scales |  | Performance Pay |  |

Policy Strengths




- All new teachers receive mentoring.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive additional compensation for working in shortage subject areas.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience or working in high-need schools.

Area 5: Exiting Ineffective Teachers

D-












| | | | |
|--------------------------------|---|---------------------|---|
| Extended Emergency Licenses |  | Reductions in Force |  |
| Dismissal for Poor Performance |  | | |

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

B+

| | | | |
|--|---|--|---|
| 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



- Teacher preparation programs must ensure that their cohort GPA for students is 3.0 or higher and that the mean cohort scores on nationally normed tests of academic proficiency are in the top 50th percentile.
- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- The state does not offer a K-12 special education certification.
- All new teachers must pass a pedagogy test.
- Requirements for teacher preparation ensure a high-quality student teaching experience.
- The state is on the right track in addressing program accountability by connecting student achievement data to teacher preparation programs.

Policy Weaknesses

- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.

Area 2: Expanding the Pool of Teachers

B-

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

Policy Strengths

- Admission requirements for the alternate route to certification are selective and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.
- Out-of-state teachers are required to meet the state's testing requirement to be licensed.


Policy Weaknesses


- More could be done to ensure that alternate route programs meet the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

Area 3: Identifying Effective Teachers

B+

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.
- Tenure decisions are connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are based on teacher effectiveness.

Policy Weaknesses

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.

Policy Weaknesses

- Districts must develop salary schedules that recognize years of experience and training.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

B

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.
- Ineffective classroom performance is grounds for dismissal.
- 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.

Area 1: Delivering Well-Prepared Teachers

C

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- All new teachers must pass a pedagogy test.

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 science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C

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

Policy Strengths

- Although more could be done to meet the immediate needs of new teachers, requirements for alternate route preparation are appropriately efficient.
- There are no restrictions on usage, although alternate route providers are limited.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

Policy Weaknesses

- Admission requirements for the alternate route to certification are not sufficiently selective and lack flexibility for nontraditional candidates.
- 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

D+

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Although objective evidence of student learning is a significant component of teacher evaluations, it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- More school-level data could be reported to support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C+

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers can receive performance pay.

Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.

Area 5: Exiting Ineffective Teachers

D+

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths

- All teachers of core-subject areas must pass all required subject-matter tests as a condition of initial licensure.

Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

D-

| | | | |
|--|----------------------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input checked="" type="radio"/> |
| Teacher Preparation in Mathematics | <input type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input checked="" type="radio"/> | | |

Policy Strengths

- Although there is a loophole for some secondary science teachers, most secondary teachers must pass a content test to teach a core subject area.
- All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D+

| | | | |
|-------------------------------------|-----------------------|-----------------------------|-----------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input type="radio"/> |
| Alternate Route Usage and Providers | <input type="radio"/> | | |

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route requirements could do more to meet the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity

Area 3: Identifying Effective Teachers

F

State Data Systems

Evaluation of Effectiveness

Frequency of Evaluations



Tenure

Licensure Advancement

Equitable Distribution



Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Although objective evidence of student learning is a significant component of teacher evaluations, it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D-

Induction

Professional Development

Pay Scales



Compensation for Prior Work Experience

Differential Pay

Performance Pay



Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses

Dismissal for Poor Performance



Reductions in Force



Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

B-

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- All secondary teachers must pass a content test.
- All new teachers must pass a pedagogy test.
- Requirements for teacher preparation ensure a high-quality student teaching experience.
- 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 middle school teachers may not teach on a K-8 generalist license, they are not required to pass a single-subject content test.
- Content testing is not required for elementary or secondary special education candidates.

Area 2: Expanding the Pool of Teachers

C+

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

Policy Strengths

- 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


- Although they provide flexibility for nontraditional candidates, admission criteria for the alternate route to certification are not sufficiently selective.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Out-of-state teachers are not required to meet the state's testing requirements until renewal or advancement.

Area 3: Identifying Effective Teachers

B+

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.

- Tenure decisions are connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are based on teacher effectiveness.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C+

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

Policy Weaknesses

- Teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced

- degrees; however, districts must differentiate compensation based on a variety of factors.
- The state does not support additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

B-

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- Ineffective classroom performance is grounds for dismissal.

- 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

- Teachers can teach for up to two years before having to pass required subject-matter tests.

Area 1: Delivering Well-Prepared Teachers

B

| | | | |
|--|--|--|--|
| 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

- Teacher candidates are required to pass a test of academic proficiency normed to the general college-going population as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- The state does not offer a K-12 special education certification.
- All new teachers must pass a pedagogy test.
- The state is on the right track in addressing program accountability by connecting student achievement data to teacher preparation programs.

Policy Weaknesses

- Although the state requires teacher preparation programs to address the science of reading, it does not require elementary teacher candidates to pass an adequate test to ensure knowledge of effective reading instruction.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- 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

C+

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

Policy Strengths

- 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.
- Out-of-state teachers are only required to meet the state's testing requirements to be licensed.

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.

Area 3: Identifying Effective Teachers

D-

| | | | |
|-----------------------------|--|------------------------|--|
| State Data Systems | | Tenure | |
| Evaluation of Effectiveness | | Licensure Advancement | |
| Frequency of Evaluations | | 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.

Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D+

| | | | |
|--------------------------|--|--|--|
| Induction | | Compensation for Prior Work Experience | |
| Professional Development | | Differential Pay | |
| Pay Scales | | Performance Pay | |

Policy Strengths

- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- The state supports additional compensation for relevant prior work experience and teaching in high-need schools.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.
- Teacher compensation is determined by a minimum state salary schedule based on years of experience.
- The state does not support performance pay or additional compensation for teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D+

| | | | |
|--------------------------------|--|---------------------|--|
| Extended Emergency Licenses | | Reductions in Force | |
| Dismissal for Poor Performance | | | |

Policy Strengths

- 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

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|--|--|--|
| 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

- Teacher candidates are required to have a GPA of 3.0 or greater for admission into teacher preparation programs.
- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.

Policy Weaknesses

- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a 1-8 generalist license in self-contained classrooms.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Teachers are only required to pass a pedagogy test when advancing from a Level One license to a Level Two license.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D+

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

Policy Strengths

- The state offers a license with minimal requirements that would allow content experts to teach part time.
- Although there are no limits on the usage of alternate routes, there are some restrictions on providers.


Policy Weaknesses


- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

D+

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Strengths

- All teachers must be evaluated annually.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is a significant component of teacher evaluations, but it is not the preponderant criterion, and the state has failed to articulate other important evaluation requirements.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure renewal is not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

B-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- All new teachers receive mentoring.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts must align teacher compensation with evaluation results starting with the 2015-2016 school year.
- Teachers can receive performance pay as well as additional compensation for working in shortage subject areas.

Policy Weaknesses

- The state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.
- The state does not support additional compensation for relevant prior work experience or for working in high-need schools.

Area 5: Exiting Ineffective Teachers

B-

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- Most teachers must pass all required subject-matter tests as a condition of initial licensure; unfortunately, this does not apply to teachers licensed through alternate routes, who have 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

- Ineffective classroom performance is not grounds for dismissal.

Area 1: Delivering Well-Prepared Teachers

C

| | | | |
|--|-----------------------|--|-----------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input type="radio"/> |
| Teacher Preparation in Mathematics | <input type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

Policy Strengths

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Although preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge of effective reading instruction.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state does not require any content testing for special education teacher candidates.
- 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.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

F

| | | | |
|-------------------------------------|-----------------------|-----------------------------|-----------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input type="radio"/> |
| Alternate Route Usage and Providers | <input type="radio"/> | | |

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Alternate routes have no restriction on usage, but program providers are limited.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- 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

F

State Data Systems 

Evaluation of Effectiveness 

Frequency of Evaluations 

Tenure 

Licensure Advancement 

Equitable Distribution 

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

F

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

F

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C+

| | | | |
|--|----------------------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input checked="" type="radio"/> |
| Elementary Teacher Preparation | <input checked="" type="radio"/> | Special Education Teacher Preparation | <input checked="" type="radio"/> |
| Teacher Preparation in Reading Instruction | <input checked="" type="radio"/> | Assessing Professional Knowledge | <input type="radio"/> |
| Teacher Preparation in Mathematics | <input checked="" type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input checked="" type="radio"/> | Teacher Preparation Program Accountability | <input checked="" type="radio"/> |
| Secondary Teacher Preparation | <input checked="" type="radio"/> | | |

Policy Strengths

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

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.
- Although secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C-

| | | | |
|-------------------------------------|----------------------------------|-----------------------------|----------------------------------|
| Alternate Route Eligibility | <input checked="" type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input type="radio"/> | Licensure Reciprocity | <input checked="" type="radio"/> |
| Alternate Route Usage and Providers | <input checked="" type="radio"/> | | |

Policy Strengths

- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Admission requirements for alternate route to certification are not sufficiently selective.
- More could be done to ensure that alternate route programs meet the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- 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

C-

| | | | |
|-----------------------------|---|------------------------|---|
| State Data Systems |  | Tenure |  |
| Evaluation of Effectiveness |  | Licensure Advancement |  |
| Frequency of Evaluations |  | Equitable Distribution |  |

Policy Strengths



- Although objective evidence of student learning is not the preponderant criterion of teacher evaluations, it is a significant component, and the state has articulated other important evaluation requirements.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Annual evaluations for all teachers are not required.
- Tenure decisions are connected to evidence of teacher effectiveness, but this evidence is not the preponderant criterion.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

B

| | | | |
|--------------------------|--|--|--|
| Induction |  | Compensation for Prior Work Experience |  |
| Professional Development |  | Differential Pay |  |
| Pay Scales |  | Performance Pay |  |

Policy Strengths




- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive additional compensation for working in high-need schools or shortage subject areas, and teachers in some districts can receive performance pay.

Policy Weaknesses

- The state does not support additional compensation for relevant prior work experience

Area 5: Exiting Ineffective Teachers

C

| | | | |
|--------------------------------|---|---------------------|---|
| Extended Emergency Licenses |  | Reductions in Force |  |
| Dismissal for Poor Performance |  | | |

Policy Strengths

- 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

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.

Area 1: Delivering Well-Prepared Teachers

D+

| | | | |
|--|--|--|--|
| 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

- All new teachers must pass a pedagogy assessment.

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 a test to ensure knowledge of effective reading instruction.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Not all secondary teachers are required to pass a content test.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

C+

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

Policy Strengths

- Admission requirements for the alternate route to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses


- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its intent is unclear.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

C-

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.

- All teachers must be evaluated annually.

Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Although tenure decisions are connected to evidence of teacher effectiveness, this evidence is not the preponderant criterion.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

C-

Induction 

Professional Development 

Pay Scales 

Compensation for Prior Work Experience 

Differential Pay 

Performance Pay 

Policy Strengths

- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.

- Teachers can receive additional compensation for relevant prior work experience and working in high-need schools.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay.

Area 5: Exiting Ineffective Teachers

C-

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Strengths

- 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

- Teachers can teach for up to two years before having to pass required subject-matter tests.

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

Area 1: Delivering Well-Prepared Teachers

C+

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- Secondary teachers must pass a content test to teach a core subject area, although some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state does not offer a K-12 special education certification.
- All new teachers must pass a pedagogy test.

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.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D+

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

Policy Weaknesses

- Admission requirements for alternate routes to certification lack flexibility for nontraditional candidates and do not evaluate past academic performance.
- More could be done to ensure that alternate route programs provide efficient preparation that is geared toward the immediate needs of new teachers.
- Usage of alternate routes is restricted, although there is a diversity of providers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers

D+

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Strengths

- All teachers must be evaluated annually.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D+

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

C-

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

Policy Weaknesses

- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

Area 1: Delivering Well-Prepared Teachers

C-

| | | | |
|--|--|--|--|
| 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

- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction.
- The state does not offer a K-12 special education certification.

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.
- Middle school teachers are allowed to teach on a 1-8 generalist license.
- Some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- 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.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D-

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

Policy Weaknesses

- There are no admission requirements outlined for alternate route programs.
- Alternate route preparation is not efficient or geared toward the immediate needs of new teachers.
- Usage of alternate routes is restricted, although there is a diversity of providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its intent and usage is unclear.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

C-

State Data Systems



Tenure



Evaluation of Effectiveness



Licensure Advancement



Frequency of Evaluations



Equitable Distribution



Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.

Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Licensure advancement and renewal are not based on teacher effectiveness.
- 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

D

Induction



Compensation for Prior Work Experience



Professional Development



Differential Pay



Pay Scales



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive additional compensation for working in high-need schools.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support performance pay or additional compensation for relevant prior work experience or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D-

Extended Emergency Licenses



Reductions in Force



Dismissal for Poor Performance



Policy Weaknesses

- Teachers can teach for more than one year before having to pass required subject-matter tests.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.
- Although teachers who are dismissed have only one opportunity to appeal, ineffective classroom performance is not grounds for dismissal.

Area 1: Delivering Well-Prepared Teachers

F

| | | | |
|--|----------------------------------|--|----------------------------------|
| Admission into Teacher Preparation | <input type="radio"/> | Secondary Teacher Preparation in Science | <input type="radio"/> |
| Elementary Teacher Preparation | <input type="radio"/> | Special Education Teacher Preparation | <input type="radio"/> |
| Teacher Preparation in Reading Instruction | <input type="radio"/> | Assessing Professional Knowledge | <input checked="" type="radio"/> |
| Teacher Preparation in Mathematics | <input checked="" type="radio"/> | Student Teaching | <input type="radio"/> |
| Middle School Teacher Preparation | <input checked="" type="radio"/> | Teacher Preparation Program Accountability | <input type="radio"/> |
| Secondary Teacher Preparation | <input type="radio"/> | | |

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Although middle school teachers may not teach on a K-8 generalist license, not all candidates must pass a single-subject content test.
- Not all secondary teachers are required to pass a content test.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- Only elementary and alternate route teachers are required to pass a pedagogy test.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

D-

| | | | |
|-------------------------------------|----------------------------------|-----------------------------|----------------------------------|
| Alternate Route Eligibility | <input type="radio"/> | Part-Time Teaching Licenses | <input type="radio"/> |
| Alternate Route Preparation | <input checked="" type="radio"/> | Licensure Reciprocity | <input checked="" type="radio"/> |
| Alternate Route Usage and Providers | <input type="radio"/> | | |

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- 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

D+

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.
- All teachers must be evaluated annually.

Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

D

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.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive additional compensation for working in high-need schools.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support performance pay or additional compensation for relevant prior work experience or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

D+

Extended Emergency Licenses 

Dismissal for Poor Performance 

Reductions in Force 

Policy Weaknesses

- The state could do more to ensure teachers' subject-matter knowledge before granting initial licensure.
- Performance is not considered in determining which teachers to lay off during reductions in force.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.





National Council on Teacher Quality

1120 G Street, NW • Washington, DC 20005

Tel: 202-393-0020 Fax: 202-393-0095 Web: www.nctq.org

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For more information, please contact:

Sandi Jacobs

Vice President

sjacobs@nctq.org

202-393-0020