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## OREGON EARNS “D” FOR TEACHER EFFECTIVENESS POLICIES

### New report from the National Council on Teacher Quality gives Oregon low grades for lack of policies that support effective teaching

January 30, 2014 (Washington, DC) — The National Council on Teacher Quality today released its seventh annual *State Teacher Policy Yearbook*, which includes a 360-degree analysis of every state law, rule and regulation that shapes the effectiveness of the teaching profession in Oregon.

Oregon has consistently earned low grades in the *Yearbook*, although the state’s 2013 grade is a slight improvement on the "D-" Oregon earned in 2011, the last year the state’s full portfolio of teacher policies was graded. The average grade across all 50 states and the District of Columbia is an improving “C-”.

NCTQ President Kate Walsh said, "This year’s *State Teacher Policy Yearbook* proves that it is both possible and practical for states to drive teacher effectiveness policy. Many states once argued that raising the bar for teacher preparation, licensing and evaluation and tying personnel decisions to results for kids couldn’t be done. Now these policies are on the books in increasing numbers of states across the nation."

#### Key Yearbook Findings

#### **Teacher effectiveness is increasingly being factored into personnel decisions across the states, but not in Oregon:**

- *Teacher evaluation.* While Oregon does not require annual evaluations of all teachers, it is one of 35 states that requires student achievement/growth to be an important criterion in evaluating teacher effectiveness.
- *Tying performance to tenure.* In Oregon, teachers are granted tenure virtually automatically after three years with no attention to teacher effectiveness.
- *Dismissing ineffective teachers.* Oregon is one of 22 states that does not articulate that classroom ineffectiveness is grounds for a teacher’s dismissal.
- *Prohibiting “last in, first out” policies.* Oregon makes no effort to require districts to consider teacher performance (rather than only seniority) in making layoff decisions.

#### **In many states, progress is being made in setting higher standards for the preparation of teachers, but there is still a long way to go:**

- *Elementary teacher preparation.* Oregon’s content knowledge tests for elementary school licensure help to ensure that teachers have mastered the content they are required to teach,

<b>Yearbook Goal Areas</b>	<b>Oregon’s 2013 Grades</b>
Area 1: Delivering Well-Prepared Teachers	D
Area 2: Expanding the Teacher Pool	D-
Area 3: Identifying Effective Teachers	D
Area 4: Retaining Effective Teachers	C-
Area 5: Dismissing Ineffective Teachers	F
Average Overall Grade	D

but would be improved if tests provided separate passing scores for each and every subject tested.

- *Special education.* Oregon is one of 16 states that does not offer a K-12 special education license; these licenses wrongly presume special education teachers do not need to master grade and subject specific content knowledge.
- *Science of reading.* Unfortunately, Oregon is one of 34 states that does not ensure elementary teachers' knowledge of effective reading instruction.
- *Raising admission requirements.* Oregon should strengthen teacher preparation by raising admission requirements to ensure that teacher preparation programs admit candidates with strong academic records, such as requiring a minimum GPA.
- *Secondary teacher preparation.* Oregon has significant loopholes in its requirements for secondary teacher licensing and does not ensure secondary teachers pass a content test in every subject they are licensed or have an endorsement to teach.

**There has been little action on policies aimed at recruiting and retaining the best teachers in the profession:**

- *Use of evaluations for improving practice.* Unlike many states, Oregon requires all teachers to receive feedback on their evaluations and requires improvement plans for teachers with poor evaluating ratings. Oregon's policy would be strengthened if the state required professional development to be informed by evaluations.
- *Support for performance pay.* Oregon offers some limited pay for performance initiatives and does not support incentive pay for teachers to teach in high-need schools or shortage subject areas.

**Very few states provide truly flexible pathways into teaching:**

- *Alternate routes.* Oregon fails to provide alternative pathways to teacher certification that are flexible, efficient, and permit both broad usage and a diversity of providers.

The *2013 Oregon State Teacher Policy Yearbook* is immediately available for free download at: [www.nctq.org/statepolicy](http://www.nctq.org/statepolicy). The newly redesigned website also provides searchable access to the entire *Yearbook* dataset, including topical pages with up-to-date data on state teacher policy, a customized search tool and user-friendly options for generating graphic results that can be exported and shared.

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The *State Teacher Policy Yearbook* was funded by private foundations across the United States, including the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, The Joyce Foundation and The Walton Family Foundation. NCTQ accepts no funding from the federal government. The National Council of Teacher Quality comprised of reform-minded Democrats, Republicans, and Independents is a non-partisan research and policy group committed to restructuring the teaching profession based on the belief that all children deserve effective teachers. More information about NCTQ, including a list of the Board of Directors and Advisory Board, can be found on the NCTQ website, [www.nctq.org](http://www.nctq.org)

	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