

NEW YORK TEACHER EFFECTIVENESS POLICIES AMONG NATION’S STRONGEST; STATE EARNS B

New Report from NCTQ Finds New York Is a Leader on Policies that Support Effective Teaching

December 8, 2015 (Washington, DC) — The National Council on Teacher Quality today released its ninth 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 New York.

New York earned a B this year, increasing from a B- in 2013, despite the fact that NCTQ raised expectations in several key policy areas, including aligning teacher licensing policies with the requirements of states’ college- and career-readiness standards. The average grade across all 50 states and the District of Columbia for 2015 is a “C-”.

Yearbook Goal Areas	New York’s 2015 Grades
Area 1: Delivering Well-Prepared Teachers	B
Area 2: Expanding the Teacher Pool	C+
Area 3: Identifying Effective Teachers	B+
Area 4: Retaining Effective Teachers	B-
Area 5: Dismissing Ineffective Teachers	B-
Average Overall Grade	B

NCTQ Senior Vice President for State and District Policy Sandi Jacobs said, "Most states still have plenty of room for improvement, including New York, but on the whole the glass is starting to look half full on states’ efforts to drive teacher effectiveness through smarter policy. New York is a national leader.”

Key Yearbook Findings

Teacher licensing requirements are becoming more in step with teacher effectiveness:

- *Admission standards.* New York is one of 24 states that set a high academic bar for admissions to teacher preparation programs.
- *Elementary teacher preparation.* New York’s content tests for elementary school licensure don’t provide separate passing scores for some subjects, but not all, making it harder to ensure teachers know all of the core content they will teach.
- *Science of reading.* New York requires all elementary and early childhood teachers to demonstrate their knowledge of the science of reading.
- *Special education.* New York is one of only 14 states in the nation that, appropriately, does not offer a K-12 general license for special education teachers. The state also requires special education teachers to demonstrate their knowledge on the same content tests that general education elementary and secondary teachers must take.

New York has evaluations of teacher effectiveness and ties them to other teacher policies:

- *Teacher evaluation.* New York is one of 27 states that require annual evaluations for all teachers and is one of 16 states that require student achievement/growth to be the most important criterion in evaluating teacher effectiveness.

- *Tying performance to tenure.* Evidence of student learning is the preponderant criterion used to grant teachers tenure in New York. New York is one of just nine states that have such a requirement.
- *Dismissing ineffective teachers.* Twenty-eight states, including New York, articulate that classroom ineffectiveness is grounds for a teacher's dismissal.
- *Prohibiting "last in, first out" policies.* However, New York does not consider teacher performance (rather than only seniority) in making layoff decisions.

There has been much less progress nationwide on policies aimed at recruiting and retaining the best teachers in the profession across the states, but New York is a leader:

- *Professional support.* New York requires that all teachers receive feedback on their evaluations and directs districts to connect professional development to teachers' identified needs. The state also requires structured improvement plans for teachers who receive poor evaluations.
- *Support for performance pay.* New York does not support performance pay but supports differential pay for teachers in high-needs schools and subject area shortages.

New York still has room to improve in several critical policy fronts:

- *Strengthening secondary teacher preparation.* New York should require all secondary teachers, including general social studies teachers, to pass a content test in every subject they are licensed or have an endorsement to teach.
- *Teacher prep accountability.* New York does not connect student achievement to or collect performance data on teacher preparation programs and does not set minimum program performance standards.
- *Alternate routes.* New York could do more to ensure the quality of all alternate routes to certification in the state.

The *2015 New York State Teacher Policy Yearbook* is immediately available for free download [here](#). The 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 National Council on Teacher Quality is a nonpartisan research and policy group committed to modernizing the teaching profession based on the belief that all children deserve effective teachers. We recognize that it is not teachers who bear responsibility for their profession's many challenges, but the institutions with the greatest authority and influence over teachers. To that end we work to achieve fundamental changes in the policy and practices of teacher preparation programs, school districts, state governments, and teachers unions. Our Board of Directors and Advisory Board come from a broad range of backgrounds and perspectives, and they all believe that policy changes are overdue in the recruitment and retention of teachers. More information about NCTQ can be found on our website, www.nctq.org.

	Overall State Grade 2015	Overall State Grade 2013	Overall State Grade 2011	Overall State Grade 2009
Florida	B+	B+	B	C
Indiana	B	B-	C+	D
Louisiana	B	B	C-	C-
New York	B	B-	C	D+
Tennessee	B	B	B-	C-
Arkansas	B-	B-	C	C-
Connecticut	B-	B-	C-	D+
Delaware	B-	C+	C	D
Georgia	B-	B-	C	C-
Massachusetts	B-	B-	C	D+
Ohio	B-	B-	C+	D+
Oklahoma	B-	B-	B-	D+
Rhode Island	B-	B	B-	D
Illinois	C+	C+	C	D+
Michigan	C+	B-	C+	D-
New Jersey	C+	B-	D+	D+
Utah	C+	C	C-	D
Virginia	C+	C+	D+	D+
Colorado	C	C+	C	D+
Kentucky	C	C	D+	D+
Mississippi	C	C	D+	D+
New Mexico	C	D+	D+	D+
South Carolina	C	C-	C-	C-
Arizona	C-	C-	D+	D+
Idaho	C-	D+	D+	D-
Maine	C-	C-	D-	F
Minnesota	C-	C-	C-	D-
Missouri	C-	C-	D	D
Nevada	C-	C-	C-	D-
North Carolina	C-	C	D+	D+
Pennsylvania	C-	C-	D+	D
Texas	C-	C-	C-	C-
Washington	C-	C-	C-	D+
West Virginia	C-	C-	D+	D+
Alabama	D+	C-	C-	C-
District of Columbia	D+	D+	D	D-
Hawaii	D+	D+	D-	D-
Kansas	D+	D	D	D-
Maryland	D+	D+	D+	D
California	D	D+	D+	D+
Iowa	D	D	D	D
Nebraska	D	D-	D-	D-
New Hampshire	D	D	D-	D-
North Dakota	D	D	D	D-
Oregon	D	D	D-	D-
Wisconsin	D	D+	D	D
Wyoming	D	D	D	D-
Alaska	D-	D	D	D
South Dakota	D-	D-	D	D
Vermont	D-	D-	D-	F
Montana	F	F	F	F