

NORTH CAROLINA KEEPS PACE WITH OTHER STATES ON TEACHER EFFECTIVENESS POLICY OVERALL; BUT STATE EFFORTS ARE UNEVEN

New Report from NCTQ Finds North Carolina Could Do More to Consistently Enact Policies that Support Effective Teaching; State Earns C-

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 North Carolina.

North Carolina received an overall grade of C-, which is the same as the average grade for 2015 across all 50 states and the District of Columbia.

NCTQ Senior Vice President for State and District Policy Sandi Jacobs said, "Nationwide the glass is really starting to look half full on states efforts to drive teacher effectiveness through smarter policy. Like most states, however, North Carolina has plenty of room for improvement."

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

On teacher preparation and licensing, some of North Carolina's policies help ensure teachers are prepared for the demands of college- and career-readiness standards:

- *Admission requirements.* North Carolina requires that teacher preparation programs admit candidates with strong academic records.
- *Science of reading.* North Carolina requires elementary teachers to demonstrate knowledge of effective reading instruction.
- *Middle school licensing.* North Carolina does not offer a generalist K-8 license and requires middle school teachers to pass content tests in every subject they are licensed to teach.
- *Teacher prep accountability.* North Carolina collects performance data on teacher preparation programs and is one of 17 states that connect student achievement to teacher preparation programs.
- *Secondary teacher preparation.* North Carolina has significant loopholes in secondary teacher licensing.
- *Special education.* North Carolina offers only a K-12 general license for special education teachers, a license that wrongly presumes special education teachers do not need to master grade and subject specific content knowledge.

North Carolina requires evaluations of teacher effectiveness and performance informs policy and practice:

- *Teacher evaluation.* North Carolina requires annual evaluations and is one of 16 states requiring student achievement/growth to be included as the most important criterion in teacher evaluations.
- *Dismissing ineffective teachers.* North Carolina articulates that classroom ineffectiveness is grounds for a teacher's dismissal.

- *Prohibiting “last in, first out” policies.* However, North Carolina does not require districts to consider teacher performance (rather than only seniority) in making layoff decisions.
- *Professional support.* North Carolina requires that all teachers receive feedback on their evaluations, requires evaluations to inform professional development for all teachers and specifies that teachers with poor ratings have improvement plans.

North Carolina has room to improve on several other critical teacher policy fronts:

- *Support for performance pay.* North Carolina prohibits additional pay for advanced degree but does not support performance pay or differential pay for teachers in high-need schools or shortage subject areas.
- *Alternate routes.* North Carolina’s alternate routes to certification are in need of significant improvement.

The *2015 North Carolina 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