## Teacher Policy Priorities for Delaware

AREA 1: Delivering Well Prepared Teachers  Adopt a rigorous stand-alone science of reading test for all elementary teacher candidates.  Goal 1-C Require secondary social studies and science teachers to pass a content test for each discipline they are licensed to teach.  Eliminate the K-12 special education certificate, and ensure that both elementary and secondary special education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.  Require all new teachers to pass a pedagogy test.  Goal 1-F Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning.  AREA 2: Expanding the Teaching Pool  Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.  Require out-of-state teachers to meet the state's own testing requirements.  Goal 2-F  AREA 3: Identifying Effective Teachers  Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.  Goal 4-F  Goal 4-F  AREA 4: Retaining Effective Teachers  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-F  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-C  Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.		
Require secondary social studies and science teachers to pass a content test for each discipline they are licensed to teach.  Goal 1-F Goa	AREA 1: Delivering Well Prepared Teachers	
Eliminate the K-12 special education certificate, and ensure that both elementary and secondary special education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.  Require all new teachers to pass a pedagogy test.  Coal 1-Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning.  AREA 2: Expanding the Teaching Pool  Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.  Require out-of-state teachers to meet the state's own testing requirements.  Goal 2-F  AREA 3: Identifying Effective Teachers  Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.  AREA 4: Retaining Effective Teachers  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-F  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a	Adopt a rigorous stand-alone science of reading test for all elementary teacher candidates.	Goal 1-0
education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.  Require all new teachers to pass a pedagogy test.  Goal 1-1  Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning.  AREA 2: Expanding the Teaching Pool  Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.  Require out-of-state teachers to meet the state's own testing requirements.  Goal 2-1  AREA 3: Identifying Effective Teachers  Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.  Goal 3-1  Goal 3-1  AREA 4: Retaining Effective Teachers  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-1  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-1  Use teacher effectiveness as a factor when determining which teachers are laid off during a		
AREA 3: Identifying Effective Teachers  Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.  AREA 4: Retaining Effective Teachers  Goal 3-F  Goal 4-F  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-F  Goal 4-F  Coal 5-F  Goal 4-F  Coal 5-F  Coal 6-F  Coal 6-F  Coal 7-F  Coa	education teachers possess adequate and appropriate content knowledge for the grades and subjects	Goal 1-H
AREA 2: Expanding the Teaching Pool  Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.  Require out-of-state teachers to meet the state's own testing requirements.  Goal 2-I  AREA 3: Identifying Effective Teachers  Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.  Goal 3-F  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-F  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a	Require all new teachers to pass a pedagogy test.	Goal 1-
AREA 2: Expanding the Teaching Pool  Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.  Goal 2-fe Require out-of-state teachers to meet the state's own testing requirements.  Goal 2-fe AREA 3: Identifying Effective Teachers  Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.  AREA 4: Retaining Effective Teachers  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-fe  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-fe  Use teacher effectiveness as a factor when determining which teachers are laid off during a	effectiveness as measured by student learning.	
AREA 4: Retaining Effective Teachers  Goal 4-F  Goal 4-F  Support differential pay initiatives for effective teachers in shortage subject areas.  AREA 5: Exiting Ineffective Teachers  Coal 4-F  Coal 4-F		
AREA 3: Identifying Effective Teachers  Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.  AREA 4: Retaining Effective Teachers  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-E  Support performance pay to recognize teachers for their effectiveness.  Goal 4-F  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a		Goal 2-A
AREA 3: Identifying Effective Teachers  Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.  AREA 4: Retaining Effective Teachers  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-6  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-6  Use teacher effectiveness as a factor when determining which teachers are laid off during a		
AREA 4: Retaining Effective Teachers  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-1  Support performance pay to recognize teachers for their effectiveness.  Goal 4-1  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-4  Use teacher effectiveness as a factor when determining which teachers are laid off during a		V3.AC
AREA 4: Retaining Effective Teachers  Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Goal 4-C  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-C  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a		Goal 3-F
Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-E  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a		
pay scales primarily on advanced degrees and seniority.  Support differential pay initiatives for effective teachers in shortage subject areas.  Goal 4-B  Support performance pay to recognize teachers for their effectiveness.  Goal 4-B  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a	AREA 4: Retaining Effective Teachers	
Support performance pay to recognize teachers for their effectiveness.  Goal 4-F  AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a		Goal 4-0
AREA 5: Exiting Ineffective Teachers  Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a	Support differential pay initiatives for effective teachers in shortage subject areas.	Goal 4-E
Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a	Support performance pay to recognize teachers for their effectiveness.	Goal 4-F
Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.  Goal 5-A  Use teacher effectiveness as a factor when determining which teachers are laid off during a		1.500
Use teacher effectiveness as a factor when determining which teachers are laid off during a	AREA 5: Exiting Ineffective Teachers	
Cool F (	Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.	Goal 5-A
		Goal 5-0