Teacher Policy Priorities for New Hampshire

AREA 1: Delivering Well Prepared Teachers

■ Require that teacher preparation programs screen candidates prior to admission by using a common test normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.	**Goal 1-A**
■ Eliminate the generalist K-8 license, and require all middle school teacher candidates to pass a content test in every core area they are licensed to teach.	**Goal 1-E**
■ Require subject-matter testing for all secondary teacher candidates. Specifically require secondary social studies teacher candidates to pass a content test for each discipline they are licensed to teach.	**Goal 1-F**
■ 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.	**Goal 1-H**
■ Require all new teachers to pass a pedagogy test.	**Goal 1-I**
■ Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning, and require teacher candidates to spend at least 10 weeks student teaching.	**Goal 1-J**
■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.	**Goal 1-K**

AREA 2: Expanding the Teaching Pool

■ Increase admission requirements to all alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.	**Goal 2-A**
■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.	**Goal 2-B**
■ Require out-of-state teachers to meet the state's own testing requirements.	**Goal 2-E**

AREA 3: Identifying Effective Teachers

- Require student growth to be the preponderant criterion of any teacher evaluation. | **Goal 3-B**

- Formally evaluate all teachers annually. | **Goal 3-C**

- Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions. | **Goal 3-D**

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness. | **Goal 3-E**

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness. | **Goal 3-F**

AREA 4: Retaining Effective Teachers

- Require effective induction for all new teachers, including mentoring of sufficient frequency and duration. | **Goal 4-A**

- Link professional development activities to findings in individual teacher evaluations, and place teachers with ineffective or needs improvement ratings on structured improvement plans. | **Goal 4-B**

- Discourage districts from basing teacher pay scales primarily on advanced degrees and seniority. | **Goal 4-C**

- Support differential pay initiatives for effective teachers in both shortage subject areas and high-need schools. | **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**

- Make ineffective classroom performance grounds for dismissal. | **Goal 5-B**

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force. | **Goal 5-C**