Teacher Policy Priorities for North Dakota

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
■ Adopt an elementary content test with independently scored subject-matter subtests in each of the core areas.	Goal 1-B
■ Require all elementary teacher candidates to pass a rigorous stand-alone science of reading test.	Goal 1-C
■ Adopt a rigorous stand-alone math test for all elementary teacher candidates.	Goal 1-D
■ Eliminate the generalist 1-8 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
■ Specifically require secondary science and social studies teacher candidates to pass a content test for each discipline they are licensed to teach.	Goal 1-F Goal 1-G
■ 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
■ Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning.	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 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
■ Broaden alternate route usage, and allow a diversity of providers for alternate route programs.	Goal 2-C
■ Eliminate licensure obstacles for out-of-state teachers.	Goal 2-E

AREA 3: Identifying Effective Teachers

■ Require evidence of student learning to be the preponderant criterion of any teacher evaluation.	**Goal 3-B**
■ 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

■ 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

■ 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**