

Teacher Policy Priorities for Pennsylvania

AREA 1: Delivering Well Prepared Teachers

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| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> Adopt an elementary content test with independently scored subject-matter subtests in each of the core areas. | Goal 1-B |
| <ul style="list-style-type: none"> Require all elementary teacher candidates to pass a rigorous stand-alone science of reading test. | Goal 1-C |
| <ul style="list-style-type: none"> Adopt a rigorous stand-alone math test for all elementary teacher candidates. | Goal 1-D |
| <ul style="list-style-type: none"> Specifically require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach. | Goal 1-F Goal 1-G |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> Require all new teachers to pass a pedagogy test. | Goal 1-I |
| <ul style="list-style-type: none"> Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning. | Goal 1-J |
| <ul style="list-style-type: none"> 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

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| <ul style="list-style-type: none"> Increase admission requirements to alternate route programs, including a high bar for academic proficiency. | Goal 2-A |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> Eliminate licensure obstacles for out-of-state teachers. | Goal 2-E |

AREA 3: Identifying Effective Teachers

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| <ul style="list-style-type: none"> Develop the capacity of the state data system to ensure its ability to provide evidence of teacher effectiveness. | Goal 3-A |
| <ul style="list-style-type: none"> Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions. | Goal 3-D |

AREA 4: Retaining Effective Teachers

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| ■ Require effective induction for all new teachers, especially in the first critical weeks of school. | Goal 4-A |
| ■ Link professional development activities to findings in individual teacher evaluations. | Goal 4-B |
| ■ Discourage districts from basing teacher pay scales primarily on advanced degrees and seniority. | Goal 4-C |
| ■ Support performance pay to recognize teachers for their effectiveness. | Goal 4-F |

AREA 5: Exiting Ineffective Teachers

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| ■ Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom. | Goal 5-A |
| ■ Eliminate seniority as the sole factor used to determine which teachers are laid off during a reduction in force, and make ineffective classroom performance grounds for dismissal. | Goal 5-C |