

2012 State Teacher Policy Yearbook

Improving Teacher Preparation in **Connecticut**

State Policies in Need of Attention

- Admission into Preparation Programs
- Elementary Teacher Preparation
- Secondary Teacher Preparation
- Special Education Teacher Preparation
- Student Teaching
- Teacher Preparation Program Accountability



Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their continued cooperation has helped to ensure the factual accuracy of the final product. Although this year's edition did not require the extensive review that the comprehensive editions require, we still wanted to make sure that we captured all relevant policy changes and that states' perspectives were represented. Every state formally received a draft of the policy updates we identified in July 2012 for comment and correction; states also received a final draft of their reports a month prior to release. All but one state responded to our inquiries. We thank the states for their ongoing willingness to engage in dialogue with us.

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National Council on Teacher Quality

Improving Teacher Preparation in Connecticut

The 2012 *State Teacher Policy Yearbook* puts a spotlight on the critical issue of teacher preparation. The 2011 edition of the *Yearbook* provided a comprehensive review of all aspects of states' teacher policies, and although considerable progress was noted in areas related to teacher effectiveness, the same could not be said for teacher preparation. While many states have made advancements in teacher evaluation and tenure requirements, teacher preparation has yet to capture states' attention.

Good preparation does not guarantee that teachers will ultimately be effective, but there is much more that can be done to help ensure that new teachers are "classroom ready." This edition of the *Yearbook* offers states a roadmap of their teacher preparation policies, identifying priorities that need critical attention and also identifying low-hanging fruit, policy changes that states can implement in relatively short order.



Current Status of Connecticut's Teacher Preparation Policy

Last year's *State Teacher Policy Yearbook* provided an in-depth analysis of each of the topics identified below. The 2012 score includes any policy changes identified in the last year. The symbol indicates a score increase from 2011.

Yearbook Goal	Topic	2012 Score
1-A	<i>Admission into Preparation Programs</i>	
1-B	<i>Elementary Teacher Preparation</i>	
1-C	<i>Elementary Teacher Preparation in Reading Instruction</i>	
1-D	<i>Elementary Teacher Preparation in Mathematics</i>	
1-E	<i>Middle School Teacher Preparation</i>	
1-F	<i>Secondary Teacher Preparation</i>	
1-G	<i>Secondary Teacher Preparation in Science</i>	
1-H	<i>Secondary Teacher Preparation in Social Studies</i>	
1-I	<i>Special Education Teacher Preparation</i>	
1-J	<i>Assessing Professional Knowledge</i>	
1-K	<i>Student Teaching</i>	
1-L	<i>Teacher Preparation Program Accountability</i>	

DOES NOT MEET
 MEETS ONLY A SMALL PART
 PARTIALLY MEETS
 NEARLY MEETS
 FULLY MEETS

2012 Policy Update for Connecticut

Based on a review of state legislation, rules and regulations, NCTQ has identified the following recent policy changes in Connecticut:

■ Elementary Teacher Preparation

Connecticut now requires that all elementary teacher candidates, as a condition of licensure, pass the Praxis II Elementary Education: Multiple Subjects test, which reports subscores in each subject area.

www.ets.org/praxis

■ Elementary Teacher Preparation in Mathematics

The state's newly adopted Praxis II Multiple Subjects test also contains a separately scored math subsection.

www.ets.org/praxis

■ Assessing Professional Knowledge

All elementary teacher candidates are now required to pass the Praxis II pedagogy test.

www.ets.org/praxis

■ Student Teaching

Effective July 1, 2015, teacher preparation programs must require, as part of their curricula, that candidates have classroom clinical, field or student teaching experience during four semesters of the program.

Public Act No. 12-116, Section 35

Connecticut Response to Policy Update

States were asked to review NCTQ's identified updates and also to comment on policy changes related to teacher preparation that have occurred in the last year, pending changes or teacher preparation in the state more generally. States were also asked to review NCTQ's analysis of teacher preparation authority (See Figure 20).

Connecticut was helpful in providing NCTQ with additional information about policy changes related to teacher preparation. The state also noted that the state board of education has been charged to study issues, including minimum student teaching hours, coursework on parental involvement and cultural issues affecting student learning, a minimum GPA for admission to a teacher preparation program, and information to provide candidates on shortage areas. (Special Act 12-3)

Connecticut added that the board authorized the convening of an Educator Preparation Advisory Council to advise on revisions to policies, procedures and regulations for accountability of teacher and administrator preparation programs, including but not limited to the following: increasing standards for approval, admission, preparation and clinical experiences, and establishing indicators of quality.

In addition, Connecticut pointed out that beginning in 2013, any teacher holding the comprehensive special education endorsement who is employed must pass the reading instruction examination.

Connecticut was also helpful in providing NCTQ with additional information about state authority for teacher preparation and licensing.

Figure 1

Delivering well-prepared teachers

	2012 Grade	2011 Grade
Alabama	B-	C
Alaska	F	F
Arizona	D-	D-
Arkansas	C	C
California	D	D
Colorado	D	D-
CONNECTICUT	C+	C-
Delaware	D-	D-
District of Columbia	D	D
Florida	B-	B-
Georgia	C	C
Hawaii	D	D
Idaho	D	D
Illinois	D	D
Indiana	B-	C+
Iowa	D	D
Kansas	D+	D+
Kentucky	C+	C-
Louisiana	C	C
Maine	D+	D
Maryland	D+	D+
Massachusetts	C+	C+
Michigan	D+	D+
Minnesota	C+	C
Mississippi	C	C
Missouri	D+	D+
Montana	F	F
Nebraska	D-	D-
Nevada	D-	D-
New Hampshire	C-	D
New Jersey	C-	D+
New Mexico	D+	D+
New York	C-	D+
North Carolina	D-	D-
North Dakota	D	D
Ohio	C-	D+
Oklahoma	C	C
Oregon	D-	D-
Pennsylvania	C	C
Rhode Island	C	D+
South Carolina	C-	C-
South Dakota	D	D
Tennessee	B-	B-
Texas	C+	C+
Utah	D	D
Vermont	C-	D+
Virginia	C-	C-
Washington	D+	D+
West Virginia	C-	C-
Wisconsin	D+	D
Wyoming	F	F
Average State Grade	D+	D

COMING SOON

NCTQ Teacher Prep Review

Preparing teachers to be effective and successful in the classroom requires both the strong state policy framework described in the *Yearbook* and quality implementation by states' teacher preparation programs.

How are **Connecticut's** programs doing? NCTQ will soon answer that question with our forthcoming review of the nation's higher education-based teacher preparation programs that produce 99 percent of traditionally-prepared teachers. The *Review* will find the programs that are doing the best job preparing tomorrow's educators, those that need to improve and those that need to be radically restructured.

The *Review* will be released in Spring 2013. Find out more at www.nctq.org/p/edschools.

For a sneak peek, see page 6.



Teacher Preparation Policy Checklist for States

1.	Raise admission standards.	<ul style="list-style-type: none"> ✓ Require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission into teacher preparation programs. ✓ Require preparation programs to use a common test normed to the general college-bound population.
2.	Align teacher preparation with Common Core State Standards.	<ul style="list-style-type: none"> ✓ Ensure that coursework and subject-matter testing for elementary teacher candidates are well aligned with standards. ✓ Ensure that teacher preparation programs prepare elementary teaching candidates in the science of reading instruction and require a rigorous assessment of reading instruction. ✓ Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers.
3.	Improve clinical preparation.	<ul style="list-style-type: none"> ✓ Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning. ✓ Require summative clinical experience for all prospective teachers that includes at least 10 weeks of full-time student teaching.
4.	Raise licensing standards.	<ul style="list-style-type: none"> ✓ Eliminate K-8 generalist licenses. ✓ Require subject-matter testing for middle school teacher candidates. ✓ Require subject-matter testing for secondary teacher candidates. ✓ Require middle school and secondary science and social studies teachers to pass a test of content knowledge that ensures sufficient knowledge of the subjects taught.
5.	Don't lower the bar for special education teachers.	<ul style="list-style-type: none"> ✓ Do away with K-12 special education teacher licenses. ✓ Require special education teachers to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
6.	Hold teacher preparation programs accountable.	<ul style="list-style-type: none"> ✓ Collect data that connect student achievement gains to teacher preparation programs. ✓ Gather other meaningful data that reflect program performance. ✓ Establish the minimum standard of performance for each category of data. ✓ Produce and publish an annual report card for each teacher preparation program.

Critical Issues for State Teacher Preparation Policy

Critical Attention: Admission into Teacher Preparation Programs



Connecticut does not ensure that teacher preparation programs admit candidates with strong academic records.

The demands of K-12 classrooms today require teachers with strong academic backgrounds who can positively affect student learning. To ensure that such strong candidates enter classrooms, it is important to set rigorous standards for entry into the teacher pipeline. This begins with teacher preparation program admissions.

Looking to international examples, such top-performing countries as Finland and South Korea admit prospective teacher candidates from the top 10 percent of the college-going population. While a bar that high is a long way from average standards in the United States, it seems reasonable and appropriate that states should limit access to teacher preparation programs to those who are in the top half of the college-going population in terms of academic achievement.

Most states limit their academic screening to basic skills tests, which generally assess only middle school-level skills and which are generally only normed to the prospective teacher population.

At present, Connecticut requires that approved undergraduate teacher preparation programs only accept teacher candidates who have passed a basic skills test (the Praxis I). Although the state sets the minimum score for this test, it is normed just to the prospective teacher population. The state allows candidates to substitute equivalent scores on the SAT, ACT, GRE or Prueba de Aptitud Académica (PAA) for its basic skills testing requirement.

49

Alabama, Alaska, Arizona, Arkansas, California, Colorado, **CONNECTICUT**, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

1

Illinois

1

Texas

NEXT STEPS FOR CONNECTICUT:

- **Require that programs use a common admissions test normed to the general college-bound population.**

Connecticut should require programs to use an assessment that demonstrates that candidates are academically competitive with all peers, regardless of their intended profession. Requiring a common test normed to the general college population would allow for the selection of applicants in the top half of their class while also facilitating program comparison.

- **Consider requiring that candidates pass subject-matter tests as a condition of admission into teacher programs.**

In addition to ensuring that programs require a measure of academic performance for admission, Connecticut might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion. Program candidates are likely to have completed coursework that covers related test content in the prerequisite classes required for program admission. Thus, it would

be sensible to have candidates take content tests while this knowledge is fresh rather than wait two years to fulfill the requirement, and candidates lacking sufficient expertise would be able to remedy deficits prior to entering formal preparation.

SNEAK PEEK: *Teacher Prep Review*

Are Connecticut's undergraduate teacher preparation programs in the *Review* sufficiently selective?

100% are not sufficiently selective.

The *Review* will be released in Spring 2013.
Find out more at www.nctq.org/p/edschools.

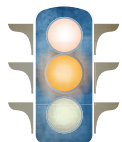
1. New Hampshire is in the process of adopting a requirement that will make the test a condition of admission.

Figure 2

Do states appropriately test teacher candidates' academic proficiency?

	TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed only to teacher candidates before admission to prep program	Test normed only to teacher candidates during or after completion of prep program	No test required
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CONNECTICUT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1	23	18	9

Critical Attention: Elementary Teacher Preparation



Connecticut could do more to ensure that new elementary teachers are ready to teach to the Common Core Standards.

To be effective, elementary teacher candidates need liberal arts coursework relevant to the K-6 classroom, and they should also be required to pass a rigorous content test that ensures appropriate subject-matter knowledge.

The Common Core State Standards, adopted by nearly all states including Connecticut, represent an effort to significantly raise expectations for the knowledge and skills American students will need for college readiness and global competitiveness. And Connecticut, like all states, must ensure that its teachers are prepared to teach to these high standards.

Although a “standards-based” approach grants greater flexibility to teacher preparation programs regarding program design, it is difficult to monitor or enforce absent a rigorous test. Further, alignment of preparation program instruction with student learning standards should be augmented with a broader and deeper content perspective than what will actually be taught in the elementary classroom.

Commendably, Connecticut now requires elementary teachers to pass the Praxis II “Multiple Subjects” assessment, which reports subscores for all four core content areas, including math. In addition, the state also requires the Connecticut Foundations of Reading Test. However, Connecticut’s coursework requirements lack the specificity to guarantee relevancy to the elementary classroom.

NEXT STEPS FOR CONNECTICUT:

■ Ensure that the new content test sufficiently measures knowledge in all subjects.

Connecticut is on the right track with its requirement of a content test for elementary teacher candidates that reports subscores for all four core content areas. However, the state should monitor this new assessment to guarantee that it is appropriately aligned with the Common Core Standards.

■ Ensure that teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework.

Connecticut should either articulate a specific set of standards or establish more comprehensive coursework requirements for elementary teacher candidates that align with the Common Core Standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts. Presently, Connecticut’s coursework requirements are too ambiguous to guarantee that the courses used to meet them will be relevant to the topics taught in the elementary classroom.

44

Alaska, Arizona, Arkansas, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

6

Alabama, California, **CONNECTICUT**, Indiana, Minnesota, New Hampshire

1

Massachusetts

■ **Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers.**

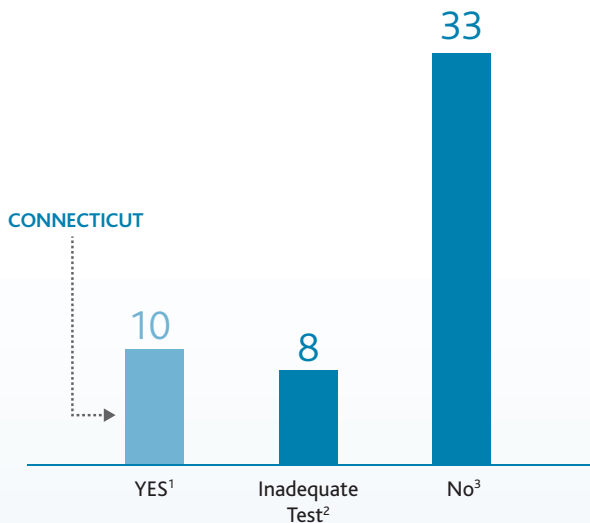
Although Connecticut requires some knowledge in key areas of mathematics, the state should require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. This includes specific coursework in foundations, algebra and geometry, with some statistics.

■ **Require elementary teacher candidates to complete a content specialization in an academic subject area.**

Connecticut's policy requiring elementary candidates to earn an academic major is undermined because it may be met through an interdisciplinary major. Unlike an academic major, an interdisciplinary major will not necessarily enhance teachers' content knowledge or ensure that prospective teachers have taken higher-level academic coursework. Further, it does not provide an option for teacher candidates unable to fulfill student teaching or other professional requirements to still earn a degree, as an academic major does.

Figure 3

Do states measure new teachers' knowledge of the science of reading?



1. **Strong Practice:** Alabama⁴, Connecticut, Massachusetts, Minnesota⁵, New Hampshire, New Mexico⁶, Oklahoma, Tennessee, Virginia, Wisconsin

2. California, Florida, Georgia, Idaho, New York, Oregon, Pennsylvania, Texas

3. Alaska, Arizona, Arkansas, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, North Carolina⁷, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wyoming

4. Alabama's reading test spans the K-12 spectrum.

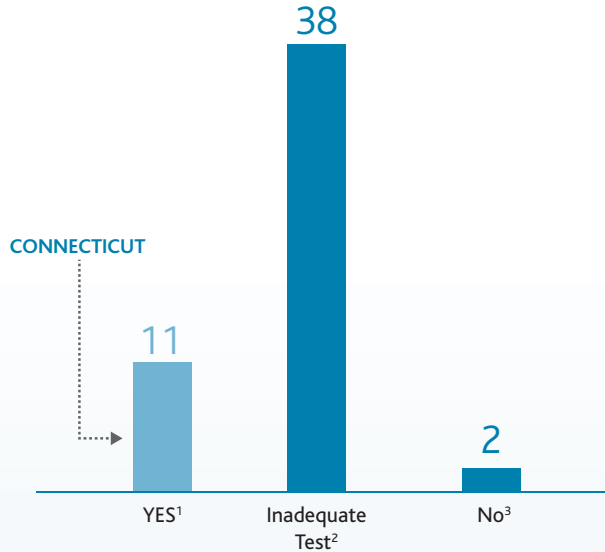
5. Based on the limited information available about the test on Minnesota's website.

6. Test is under development and not yet available for review.

7. North Carolina has adopted a task force recommendation to require the Foundations of Reading test. Rules have yet to be promulgated, including whether the test will be required for initial licensure. Current rules require such tests for professional licensure only.

Figure 4

Do states measure new elementary teachers' knowledge of math?



1. **Strong Practice:** Alabama, Connecticut, Indiana, Kentucky, Massachusetts, Minnesota, New Hampshire, New Jersey, Rhode Island, Utah, Vermont

2. Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Nevada, New Mexico, New York⁴, North Carolina⁵, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Montana, Nebraska

4. New York is in the process of developing a stand-alone math test.

5. North Carolina has adopted a task force recommendation to require the Massachusetts Test of General Curriculum, including the math subtest. Rules have yet to be promulgated, including whether the test will be required for initial licensure. Current rules require such tests for professional licensure only.

- Testing is not required for initial licensure.
- The required test is a questionable assessment of content knowledge, instead emphasizing methods and instructional strategies.
- Massachusetts requires a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math (see Figure 4).
- North Carolina has adopted a task force recommendation to require the Massachusetts Test of General Curriculum. Rules have yet to be promulgated, including whether the test will be required for initial licensure. Current rules require such tests for professional licensure only.
- Oregon allows "alternative assessment" for candidates who fail twice.

Figure 5

Do states ensure that elementary teachers know core content?

	ELEMENTARY CONTENT TEST WITH SEPARATE SCORE FOR EACH SUBJECT	Elementary content test with separate passing score for some subjects	Elementary content test with composite score	No test required
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CONNECTICUT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9	9	29	4

Figure 6

Do states expect elementary teachers to have in-depth knowledge of core content?

Figure 6

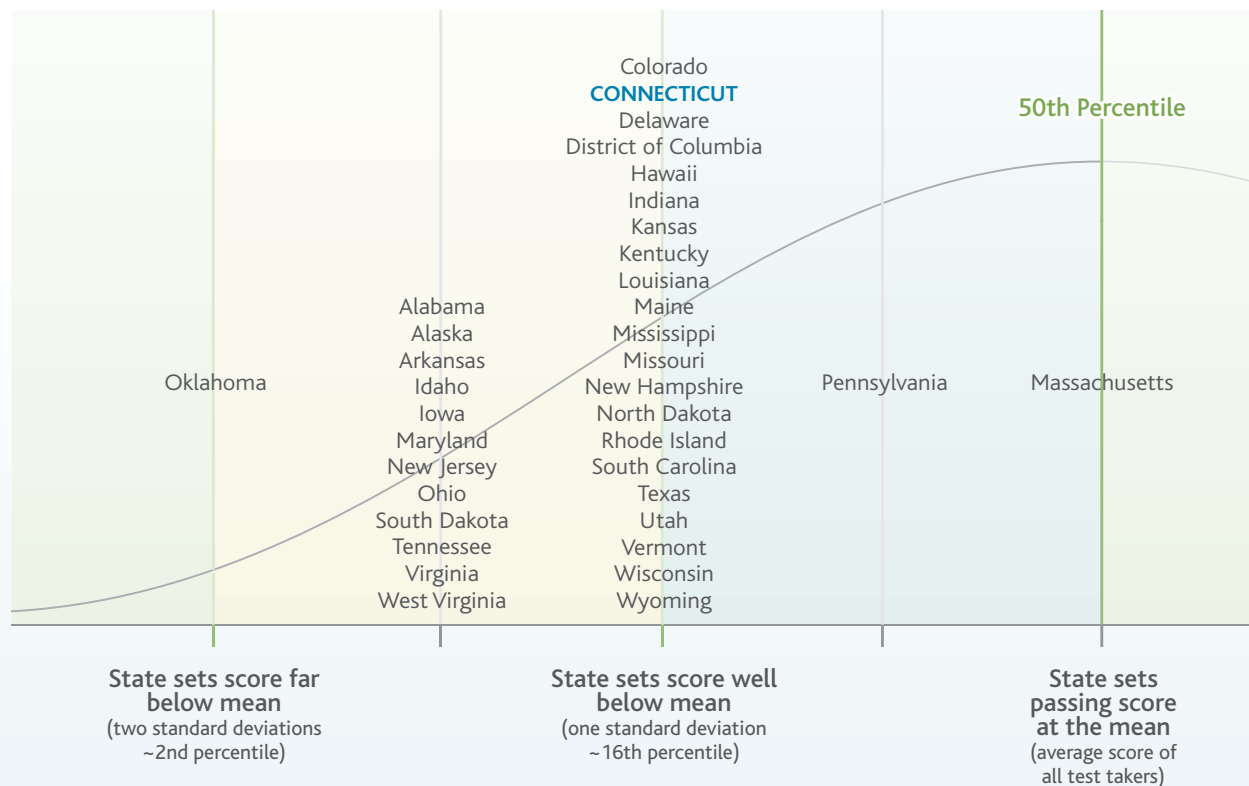
Do states expect elementary teachers to have in-depth knowledge of core content?

	ENGLISH				SCIENCE					SOCIAL STUDIES						FINE ARTS		
	American Literature	World/British Literature	Writing/Grammar/Composition	Children's Literature	Chemistry	Physics	General Physical Science	Earth Science	Biology/Life Science	American History I	American History II	American Government	World History (Ancient)	World History (Modern)	World History (Non-Western)	Geography	Art History	Music
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Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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■ Subject mentioned ★ Subject covered in depth

Figure 7

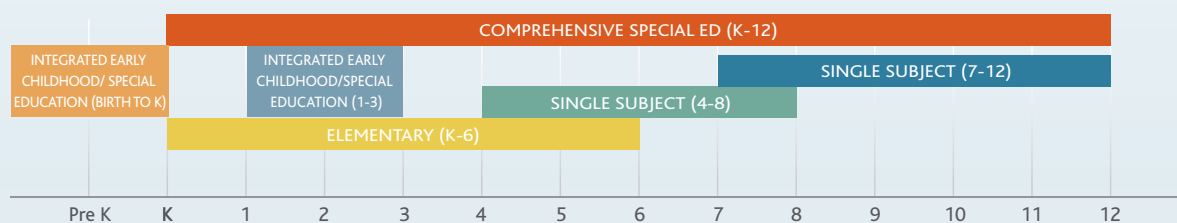
Where do states set the passing score on elementary content licensure tests¹?



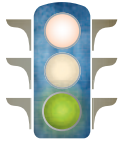
¹ Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, Nevada, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Alabama, Connecticut, Indiana, Kentucky, New Hampshire, New Jersey, Rhode Island, Utah and Vermont now require the Multiple Subjects test and Maryland, Nevada and South Carolina now require the Instructional Practice and Applications test. Both are new Praxis tests for which technical data are not yet available; analysis is based on previously required test.

Figure 8

Teacher licensing structure in Connecticut



Critical Attention: Middle School Teacher Preparation



Connecticut is on track to ensure that new middle school teachers will be prepared to teach appropriate grade-level content.

The middle school years are critical to students' education, yet the preparation and licensure requirements for middle school teachers often do not ensure that they are sufficiently prepared to teach grade-level content.

Too many states fail to distinguish the knowledge and skills needed by middle school teachers from those needed by an elementary teacher. Whether teaching a single subject in a departmentalized setting or teaching multiple subjects in a self-contained classroom, middle school teachers must be able to teach significantly more advanced content than what elementary teachers are expected to teach.

Commendably, Connecticut does not offer a K-8 generalist license, and all middle school teacher candidates must complete one of the following: a subject-area major, an interdisciplinary major, or 24 semester hours of study in a subject and 15 semester hours in a second subject. Further, all candidates are also required to pass a Praxis II single-subject content test to attain licensure.

25

Alaska, Arizona, California, Idaho, Illinois, Iowa, Maine, Michigan, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming

3

Maryland, Massachusetts, New York

23

Alabama, Arkansas, Colorado, **CONNECTICUT**, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, Rhode Island, South Carolina, Vermont, Virginia, West Virginia

Figure 9

Do states distinguish middle grade preparation from elementary preparation?

	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONNECTICUT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/> ²	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ³
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ⁴
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ⁵
Wyoming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	32	5	14

1. California offers a K-12 generalist license for self-contained classrooms.

2. Illinois has repealed its K-9 license and is in the process of revising middle school certification requirements.

3. With the exception of mathematics.

4. Oregon offers 3-8 license.

5. Wisconsin offers 1-8 license.

Figure 10

Do middle school teachers have to pass an appropriate content test in every core subject they are licensed to teach?

	YES	No, test does not report subcores for all core subjects	No, K-8 license requires only elementary test	No, testing of all subjects not required
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONNECTICUT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ³	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ⁴
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/> ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/> ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ⁷	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	25	4	15	7

1. Candidates teaching multiple subjects only have to pass the elementary test.

2. For K-8 license, Idaho also requires a single-subject test.

3. Illinois has repealed its K-9 license. The state is in the process of revising its middle school certification requirements.

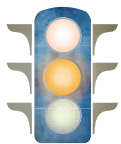
4. It is unclear how new legislation will affect testing requirements for middle school candidates.

5. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary education grades.

6. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass new assessment with three subtests.

7. Candidates opting for middle-level endorsement may either complete a major or pass a content test. Oregon allows "alternative assessment" for candidates who fail twice.

Critical Attention: Secondary Teacher Preparation



Connecticut could do more to ensure that new secondary teachers will be prepared to teach appropriate grade-level content.

Secondary teachers must be experts in the subject matter they teach, and only a rigorous test ensures that teacher candidates are sufficiently and appropriately knowledgeable in their content area. Coursework is generally only indicative of background in a subject area; even a major offers no certainty of what content has been covered.

Yet not all states ensure that secondary teachers have sufficient content knowledge in the subjects they are licensed to teach. And nearly all states—even those that do generally require content testing for secondary teachers—allow some science and/or social studies teachers to teach with broad licenses that have significant loopholes.

Most high school science courses are specialized, and the teachers of these subjects are not interchangeable. Nonetheless, most states allow teachers to obtain general science or combination licenses across multiple science disciplines, and, in most cases, these teachers need only pass a general knowledge science exam that does not ensure subject-specific content knowledge. This means that a teacher with a background in biology could be fully certified to teach advanced chemistry or physics having passed only a general science test—and perhaps answering most of the chemistry or physics questions incorrectly.

Just as with broad field science, most states offer a general social studies license at the secondary level. For this certification, teachers can have a background in a wide variety of fields, ranging from history and political science to anthropology and psychology. Under such a license a teacher who majored in psychology could teach history to high school students having passed only a general knowledge test and answering most—and perhaps all—history questions incorrectly.

Commendably, Connecticut requires that its secondary teacher candidates pass a Praxis II content test to teach any core secondary subjects. However, the state offers endorsements in both general science and “history and social studies.” Teachers with these licenses are not required to pass individual content tests for each discipline they are permitted to teach.

NEXT STEPS FOR CONNECTICUT:

- **Require secondary science teachers to pass a content test for each discipline they are licensed to teach.**

By allowing a general science certification—and only requiring a general knowledge science exam—Connecticut is not ensuring that these secondary teachers possess adequate subject-specific content knowledge. The state’s required assessment combines all subject areas (e.g., biology, chemistry, physics) and does not report separate scores for each subject area.

12

Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Washington, Wyoming

36

Alabama, Arkansas, **CONNECTICUT**, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin

3

Indiana, Minnesota, Tennessee

■ **Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.**

By allowing a general social studies certification—and only requiring a general knowledge social studies exam—Connecticut is not ensuring that its secondary teachers possess adequate subject-specific content knowledge. The state’s required assessment combines all subject areas (e.g., history, geography, economics) and does not report separate scores for each subject area.

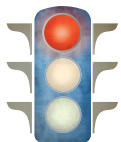
1. It is unclear at this point how new legislation will affect content test requirements for secondary teachers.

Figure 11

Do all secondary teachers have to pass a content test in every subject area they are licensed to teach?

	YES	Loophole in science	Loophole in social studies	No
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CONNECTICUT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	3	28	34	12

Critical Attention: Special Education Teacher Preparation



Connecticut does not ensure that new special education teachers will know the subject matter that they will be required to teach.

Across the country, states are raising performance expectations to ensure that students who graduate from high school are college and career ready. These more rigorous standards apply to special education students just as they do to other students.

The challenge of ensuring that teachers are prepared to teach to the new Common Core State Standards is even more pronounced for special education teachers, who typically have had to meet an even lower bar for content preparation than general educators. And certification rules for special education teachers that do not differentiate between teaching at the elementary and secondary levels only exacerbate the problem.

Allowing a generic K-12 special education certification makes it virtually impossible and certainly impractical for states to ensure that these teachers know all the subject matter they are expected to teach; this issue is just as valid in terms of pedagogical knowledge.

While a K-12 special education license may be appropriate for low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students who are expected to learn grade-level content.

Regrettably, Connecticut only offers a generic 1-12 special education certification.

NEXT STEPS FOR CONNECTICUT:

- **Eliminate licenses for special education that do not differentiate between the preparation of elementary teachers and that of secondary teachers.**

Connecticut's current model does little to protect some of its most vulnerable students. Failure to ensure that special education teachers are well trained in specific content areas deprives their students of the opportunity to reach their academic potential. Connecticut should limit high-incidence special education certifications to elementary or secondary grades.

- **Provide a broad liberal arts program of study to elementary special education candidates and require that they pass the same content test as general education teachers.**

Connecticut should ensure that special education teacher candidates who will teach elementary grades possess knowledge of the subject matter at hand. Not only should the state require core-subject coursework relevant to the elementary classroom, but it should also require that these candidates pass the same subject-matter test required of all elementary teachers.

35

Alaska, Arizona, California, Colorado, **CONNECTICUT**, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, Virginia, Washington, Wyoming

16

Alabama, Arkansas, Iowa, Louisiana, Maine, Maryland, Massachusetts, New Jersey, New York, Oregon, Pennsylvania, Rhode Island, Texas, Vermont, West Virginia, Wisconsin

0

■ **Ensure that secondary special education teachers possess adequate content knowledge.**

Secondary special education teachers are frequently generalists who teach many core subject areas. While it may be unreasonable to expect secondary special education teachers to meet the same requirements for each subject they teach as other teachers who teach only one subject, Connecticut's current policy of requiring no subject-matter testing is unacceptable and will not help special education students to meet rigorous learning standards. To provide a middle ground, Connecticut should consider a customized HOUSSE route for new secondary special education teachers and look to the flexibility offered by the Individuals with Disabilities Education Act (IDEA), which allows for a combination of testing and coursework to demonstrate requisite content knowledge in the classroom.

1. Although the state does issue a K-12 certificate, candidates must meet discrete elementary and/or secondary requirements.

Figure 12

Do states distinguish between elementary and secondary special education teachers?

	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	■	□	□
California	□	□	■
Colorado	□	□	■
CONNECTICUT	□	□	■
Delaware	□	□	■
District of Columbia	□	□	■
Florida	□	□	■
Georgia	□	■	□
Hawaii	□	■	□
Idaho	□	□	■
Illinois	□	□	■
Indiana	□	■	□
Iowa	■	□	□
Kansas	□	■	□
Kentucky	□	□	■
Louisiana	■	□	□
Maine	■	□	□
Maryland	■	□	□
Massachusetts	■	□	□
Michigan	□	□	■
Minnesota	□	□	■
Mississippi	□	■	□
Missouri	□	■	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	■ ¹	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	□	□	■
North Dakota	□	■	□
Ohio	□	□	■
Oklahoma	□	□	■
Oregon	■	□	□
Pennsylvania	■	□	□
Rhode Island	■	□	□
South Carolina	□	□	■
South Dakota	□	■	□
Tennessee	□	□	■
Texas	■ ¹	□	□
Utah	□	□	■
Vermont	■	□	□
Virginia	□	□	■
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	■	□	□
Wyoming	□	■	□
	16	10	25

Figure 13

Which states require subject-matter testing for special education teachers?

Elementary Subject-Matter Test	
Required for an elementary special education license	Alabama, Arkansas, Iowa, Kansas, Louisiana, Massachusetts, Mississippi, New Jersey, New York, Oregon ¹ , Pennsylvania ² , Rhode Island, Texas, West Virginia ³ , Wisconsin
Required for a K-12 special education license	Colorado, Idaho
Secondary Subject-Matter Test(s)	
Tests in all core subjects required for secondary special education license	None
Test in at least one subject required for secondary special education license	Arkansas, Kansas, Louisiana, New Jersey, New York ⁴ , Oregon ¹ , Pennsylvania ² , Rhode Island, West Virginia ³
Required for a K-12 special education license	None

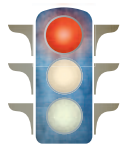
1. Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail twice.

2. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education and as a reading specialist does not have to take a content test.

3. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning dual certification as a reading specialist are similarly exempted from the content test.

4. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.

Critical Attention: Student Teaching



Connecticut does not ensure that teacher preparation programs will provide teacher candidates with a high-quality summative clinical experience.

The importance of clinical practice in teacher preparation has become a major area of focus. Student teaching is the final clinical experience of teacher preparation, and teacher candidates have only one chance to experience the best possible placement. Student teaching will shape candidates' own performance as teachers and help determine the type of school in which they will choose to teach. A mediocre student teaching experience, let alone a disastrous one, can never be undone.

Central to the quality of the student teaching experience is the classroom teacher who serves as the teacher candidate's mentor, or cooperating teacher. Only strong teachers with evidence of their effectiveness, as assessed by objective measures of student learning and the teachers' principals, should be able to serve as cooperating teachers. Yet placement is much more likely to be the luck of the draw. NCTQ's study *Student Teaching in the United States* found that three out of four teacher preparation programs fail to require that cooperating teachers must be effective instructors.

Connecticut commendably requires that candidates complete at least 10 weeks of full-time student teaching. However, although the state articulates that cooperating teachers must be trained, Connecticut does not address the most essential requirement for cooperating teachers: classroom effectiveness.

48

Alabama, Alaska, Arizona, Arkansas, California, Colorado, **CONNECTICUT**, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

0

3

Florida, Indiana, Tennessee

NEXT STEPS FOR CONNECTICUT:

- **Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.**

Connecticut's requirement that cooperating teachers be trained is important but not sufficient. In addition to the ability to mentor an adult, cooperating teachers in Connecticut should also be carefully screened for their capacity to further student achievement. Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than by the student teacher or school district staff.

- **Make the state's teacher evaluation system the basis for selecting cooperating teachers.**

Connecticut requires objective measures of student growth to be a significant criterion of its teacher evaluations. The state should therefore utilize its evaluation results, which provide evidence of effectiveness in the classroom, in the selection of effective cooperating teachers.

Figure 14

Do states require the elements of a high-quality student teaching experience?

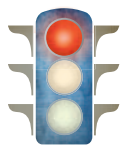
	COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS	FULL TIME STUDENT TEACHING LASTS AT LEAST 10 WEEKS
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>
CONNECTICUT	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>
Indiana ¹	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>

3 28

1. Based on new REPA II regulations.

2. Candidates can student teach for less than 12 weeks if determined to be proficient.

Critical Attention: Teacher Preparation Program Accountability



Connecticut does not hold its teacher preparation programs accountable for the effectiveness of the teachers they produce.

Teacher preparation programs operate by virtue of state approval. As such, it is up to states to connect that approval to accountability measures that ensure that all approved programs meet minimum performance standards. Such an accountability system informs the public—including prospective teachers seeking a program as well as districts hiring graduates—by shining a light on high performers as well as identifying those programs performing poorly.

Further, as more states begin to raise expectations for teachers by way of evaluations focused on effectiveness, there is an even greater need to hold teacher preparation programs accountable for the effectiveness of the teachers they produce. Although the quality of both the subject-matter preparation and professional sequence is crucial, there are also additional measures that can provide the state and the public with meaningful, readily understandable indicators of how well programs are doing when it comes to preparing teachers to be successful in the classroom.

Connecticut neither monitors how well programs are preparing teachers to be successful by means of collecting program-specific, objective data that reflect program performance, nor has it established minimum performance standards that can be used for accountability purposes. Further, the state does not provide the public with meaningful, readily understandable indicators of how well programs are doing.

37

Alaska, Arizona, Arkansas, California, **CONNECTICUT**, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

12

Alabama, Colorado, Georgia, Kentucky, Michigan, Nevada, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Texas

2

Florida, Louisiana

NEXT STEPS FOR CONNECTICUT:

■ Collect data that connect student achievement gains to teacher preparation programs.

As one way to measure whether programs are producing effective classroom teachers, Connecticut should consider the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching. Data that are aggregated to the institution (e.g., combining elementary and secondary programs) rather than disaggregated to the specific preparation program are not useful for accountability purposes. Such aggregation can mask significant differences in performance among programs.

■ Collect other meaningful, program-level data that reflect program performance.

Although measures of student growth are an important indicator of program effectiveness, they cannot be the sole measure of program quality for several reasons, including the fact that many programs may have graduates whose students do not take standardized tests. The accountability system must therefore include other objective measures that show how well programs are preparing teachers for the classroom, such as:

- Evaluation results from the first and/or second year of teaching;
- Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;

- Average raw scores of teacher candidates on licensing tests, including academic proficiency, subject matter and professional knowledge tests;
- Number of times, on average, it takes teacher candidates to pass licensing tests; and
- Five-year retention rates of graduates in the teaching profession.

■ Establish minimum standards of performance.

Merely collecting the types of data described above is insufficient for accountability purposes. The next and perhaps more critical step is for the state to establish precise minimum standards for teacher preparation program performance for each category of data. Connecticut should be mindful of setting rigorous standards for program performance, as its current requirement that 70 percent of program graduates pass the state's licensing test is too low a bar. Programs should be held accountable for meeting rigorous standards, and there should be consequences for failing to do so, including loss of program approval.

■ Publish an annual report card on the state's website.

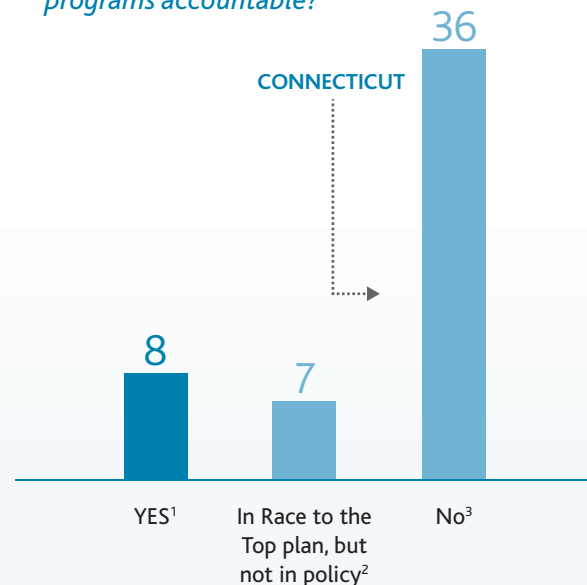
Connecticut should produce an annual report card that shows all the data the state collects on individual teacher preparation programs, which should be published on the state's website at the program level for the sake of public transparency. Data should be presented in a manner that clearly conveys whether programs have met performance standards.

■ Maintain full authority over teacher preparation program approval.

There appears to be considerable overlap between the public process of state program approval and the private process of national accreditation in Connecticut. While it is not unreasonable that the state may wish to coordinate these processes for institutions also seeking national accreditation, Connecticut should ensure that it is the state that considers the evidence of program performance and makes the decision about whether programs should continue to be authorized to prepare teachers.

Figure 15

Do states use student achievement data to hold teacher preparation programs accountable?



1. **Strong Practice:** Colorado, Florida, Georgia, Louisiana, North Carolina, Ohio, Tennessee, Texas

2. Delaware, District of Columbia, Hawaii, Maryland, Massachusetts, New York, Rhode Island

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Figure 16

Do states hold teacher preparation programs accountable?

	OBJECTIVE PROGRAM, SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	■	■ ¹	■ ²
Alaska	□	□	□
Arizona	■	□	□
Arkansas	□	□	□
California	□	□	□
Colorado ³	■	□	■
CONNECTICUT	□	□	□
Delaware	■ ⁴	□	□
District of Columbia	□	□	□
Florida	■	■	■ ²
Georgia	■	□	■ ²
Hawaii	□	□	□
Idaho	□	□	□
Illinois	■	□	□
Indiana ⁵	■	□	□
Iowa	■	□	□
Kansas	□	□	□
Kentucky	■	□	■ ²
Louisiana	■	■	■
Maine ¹	■	□	□
Maryland	■ ⁴	□	□
Massachusetts	■	□	■
Michigan	■	■ ¹	■
Minnesota	■	□	□
Mississippi	■ ¹	□	□
Missouri	■	□	□
Montana	■ ¹	□	□
Nebraska	□	□	□
Nevada ¹	■	■	□
New Hampshire ⁶	□	□	□
New Jersey ¹	■	□	□
New Mexico	□	□	□
New York	□	□	□
North Carolina	■	□	■ ¹
North Dakota	□	□	□
Ohio ¹	■	□	■
Oklahoma	□	□	□
Oregon	□	□	□
Pennsylvania ¹	■	□	□
Rhode Island ¹	■	□	■
South Carolina ¹	■	□	■
South Dakota	□	□	□
Tennessee	■	□	■
Texas	■	□	■
Utah	□	□	□
Vermont	■	□	□
Virginia ¹	■	□	□
Washington	■ ⁴	□	□
West Virginia ¹	■	□	□
Wisconsin	■	□	■
Wyoming	□	□	□
	33	5	15

TEACHER PRODUCTION IN CONNECTICUT

States have long established requirements for teacher preparation and licensure and have lately turned their attention toward accountability systems for preparation programs. But one topic that has received little attention from states is the issue of teacher production. From the number of teachers who graduate from preparation programs each year, only a subset are certified and only some of those certified are actually hired in the state; the relationship between these numbers has important implications for related policymaking.

States are rightly focused on areas of chronic teacher shortages, such as secondary mathematics and science, but little consideration is given to areas of consistent oversupply, particularly the overproduction in most states of elementary teachers. While it is certainly desirable to produce a big enough pool to give districts choice in hiring, the substantial oversupply in some teaching areas is not good for the profession. Limited resources are squandered on individuals who will not go on to teach, most critically the scarce supply of student teaching placements with effective cooperating teachers. Admissions criteria, licensure requirements and program accountability standards may be unnecessarily depressed if the dots are not connected from graduation to certification to actual employment in a district.

Maryland's "Teacher Staffing Report" provides a model for other states. Published biennially, the report has been tracking staffing trends in the state for almost three decades. While its primary purpose is to determine teacher shortage areas, it also identifies areas of surplus. By collecting hiring data from districts, Maryland has a rich set of data that can inform policy decisions.

The latest edition of the "Teacher Staffing Report" can be found at: <http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/mtsr>.

Connecticut teacher production data: Connecticut publishes annual fall hiring reports entitled, "Designation of Teacher Shortage Areas," which include a collection of information "primarily concerning certified educational positions, designed to track employment trends and identify teacher shortage areas." Highlighted data include hiring statistics by endorsement and figures for available positions that year, October 1 vacancies and median applicants. To examine local hiring trends, the hiring surveys are analyzed using "district reference groups" (DRGs) based on community and student socio-demographic characteristics.

1. Traditional preparation only.
2. Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.
3. Required, but not yet available.
4. Alternate routes only.
5. Based on new REPA II regulations.
6. New Hampshire is in the process of adopting new reporting requirements.

Figure 17

What is the relationship between state program approval and national accreditation?

	STATE HAS ITS OWN APPROVAL PROCESS	Overlap of accreditation and state approval	National accreditation is required for program approval
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CONNECTICUT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	8	31	12



There are some areas where a small adjustment would result in significantly stronger policy. Here are some issues that represent low-hanging fruit, policies that can be addressed in relatively short order.

- To ensure adequate subject-area knowledge, Connecticut should **require secondary teachers who obtain certification in general science or general social studies to pass individual content tests** (or a composite test that reports individual subscores) for each discipline they will be licensed to teach, as noted in the secondary critical attention section.



1. National accreditation can be substituted for state approval.

Alternate Routes to Certification

The policies discussed in the “Critical Attention” section of this report primarily focus on traditional teacher preparation programs because such programs presently train the vast majority of new teachers. Of course, there are some teachers that attain licensure outside of these traditional programs. Alternate routes to certification were developed based on the idea that there should be pathways into the teaching profession for nontraditional candidates who are able to demonstrate strong subject-area knowledge and an above-average academic background.

Unfortunately, most states have considerable work to do to make their alternate routes viable pathways into the teaching profession. Considerable variation remains in both the quality of states’ routes and how much of an alternative to traditional preparation such routes actually provide.

A high-quality, genuinely alternative licensure pathway should be rigorous yet flexible in admissions, focused and deliberate in preparation, and open to broad usage across subjects and grades.

State policy for alternate routes to teacher licensure should ensure that:

- Strong academic performance and subject-matter-knowledge testing are prerequisites for program admission.
- Subject-area majors are not required or candidates have the option to test out of any subject-area coursework requirements.
- Coursework is streamlined and not overly burdensome, and it meets the immediate needs of new teachers.
- Program length is reasonable (no more than two years). Practice teaching and/or intensive mentoring is required.
- Limits are not placed on the subjects and/or grades an alternate route teacher can teach, and alternate route providers are not restricted to colleges and universities; districts and nonprofits should be permitted to offer programs as well.

Connecticut’s Alternate Route to Certification has the characteristics of a strong route and provides an accelerated, relevant, and flexible pathway into the profession. The route has no restrictions on use for grades and subject areas; in addition, the state does not limit alternate route providers (see Figure 19).

NEXT STEPS FOR CONNECTICUT:

- **Provide all candidates with flexibility in demonstrating subject-matter knowledge.**

Alternate Route to Certification candidates are required to have a bachelor’s degree with a major in, or closely related to, the intended teaching field. But candidates lacking a major in the intended subject area should be able to demonstrate subject-matter knowledge by passing a test of sufficient rigor. Connecticut only offers such a test-out option in shortage subject areas. The state should consider allowing any candidate who already has the requisite knowledge and skills to demonstrate such by passing a rigorous test. The state’s degree requirement could dissuade talented individuals who already have the appropriate knowledge and skills from pursuing a career in teaching.

In addition, Connecticut's requirement that alternate route candidates pass a basic skills test is impractical and ineffective for candidates already holding a college degree. Although the state does allow candidates a waiver based on a range of evidence, Connecticut should consider eliminating the basic skills test requirement completely. Basic skills tests measure minimum competency—essentially those skills that a person should have acquired in middle school—and are inappropriate for candidates who have already earned a bachelor's degree. Alternatively, the state could require one of the standardized tests of academic proficiency commonly used in higher education for graduate admissions, such as the GRE.

Figure 18

*Do states provide real
alternate pathways to
certification?*

	GENUINE OR NEARLY GENUINE ALTERNATE ROUTE	Alternate route that needs significant improvements	Offered route is disingenuous
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CONNECTICUT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6	26	19

Figure 19

What are the characteristics of states' alternate routes?

	PREREQUISITE OF STRONG ACADEMIC PERFORMANCE	VERIFICATION OF SUBJECT-MATTER KNOWLEDGE	AVAILABILITY OF TEST OUT OPTIONS	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING AND/OR INTENSIVE MENTORING	BROAD USAGE	DIVERSITY OF PROVIDERS
Alabama	■	★	★	■	■	■	□	■	□
Alaska	□	□	□	□	★	★	★	□	□
Arizona	□	★	★	□	□	★	□	★	★
Arkansas	□	★	★	★	★	★	★	★	★
California	□	□	■	□	□	★	□	★	★
Colorado	□	□	★	★	□	★	□	★	★
CONNECTICUT	★	★	■	★	★	★	★	★	★
Delaware	■	■	■	■	■	★	■	□	★
District of Columbia	★	★	★	□	□	□	★	★	★
Florida	□	★	★	■	■	★	★	★	★
Georgia	□	□	★	★	★	★	★	★	★
Hawaii	□	□	□	□	□	□	□	■	■
Idaho	□	■	□	□	□	□	□	□	□
Illinois	★	★	□	□	★	★	□	★	★
Indiana	■	★	□	□	□	□	■	★	□
Iowa	□	□	★	□	□	★	★	□	□
Kansas	□	★	□	□	□	★	□	□	□
Kentucky	■	■	■	■	■	■	★	★	★
Louisiana	□	★	■	□	□	■	★	★	★
Maine	□	★	■	□	□	■	□	□	□
Maryland	★	□	■	★	★	★	★	★	★
Massachusetts	□	★	★	□	★	□	★	★	★
Michigan	★	★	★	□	□	□	★	★	★
Minnesota	★	★	★	□	□	★	□	★	□
Mississippi	□	★	★	★	★	★	□	□	□
Missouri	□	■	□	□	■	■	□	■	□
Montana	□	□	□	□	□	□	□	★	□
Nebraska	□	□	□	□	□	□	★	□	□
Nevada	□	□	□	□	□	□	□	★	★
New Hampshire	□	■	■	□	□	□	□	★	★
New Jersey	★	★	□	★	★	★	★	★	□
New Mexico	□	□	□	□	□	□	★	★	□
New York	■	■	□	□	□	■	■	★	★
North Carolina	□	□	★	□	□	□	□	★	★
North Dakota	□	□	□	□	□	□	□	□	□
Ohio	□	★	★	□	□	□	★	★	★
Oklahoma	□	★	★	□	□	□	□	□	★
Oregon	□	■	★	□	□	□	□	□	□
Pennsylvania	□	★	□	□	□	□	★	★	★
Rhode Island	★	★	★	★	★	□	★	★	★
South Carolina	□	★	□	★	□	■	□	□	□
South Dakota	□	★	□	■	■	★	■	□	★
Tennessee	★	□	★	□	□	□	★	★	★
Texas	□	□	★	□	□	★	□	★	★
Utah	□	□	□	□	□	□	□	★	□
Vermont	□	□	□	□	□	□	★	□	□
Virginia	□	■	■	★	■	■	★	★	★
Washington	□	★	★	□	□	★	□	★	★
West Virginia	□	★	□	□	★	★	★	□	★
Wisconsin	□	□	□	□	□	□	□	□	★
Wyoming	□	□	□	□	□	□	□	□	□

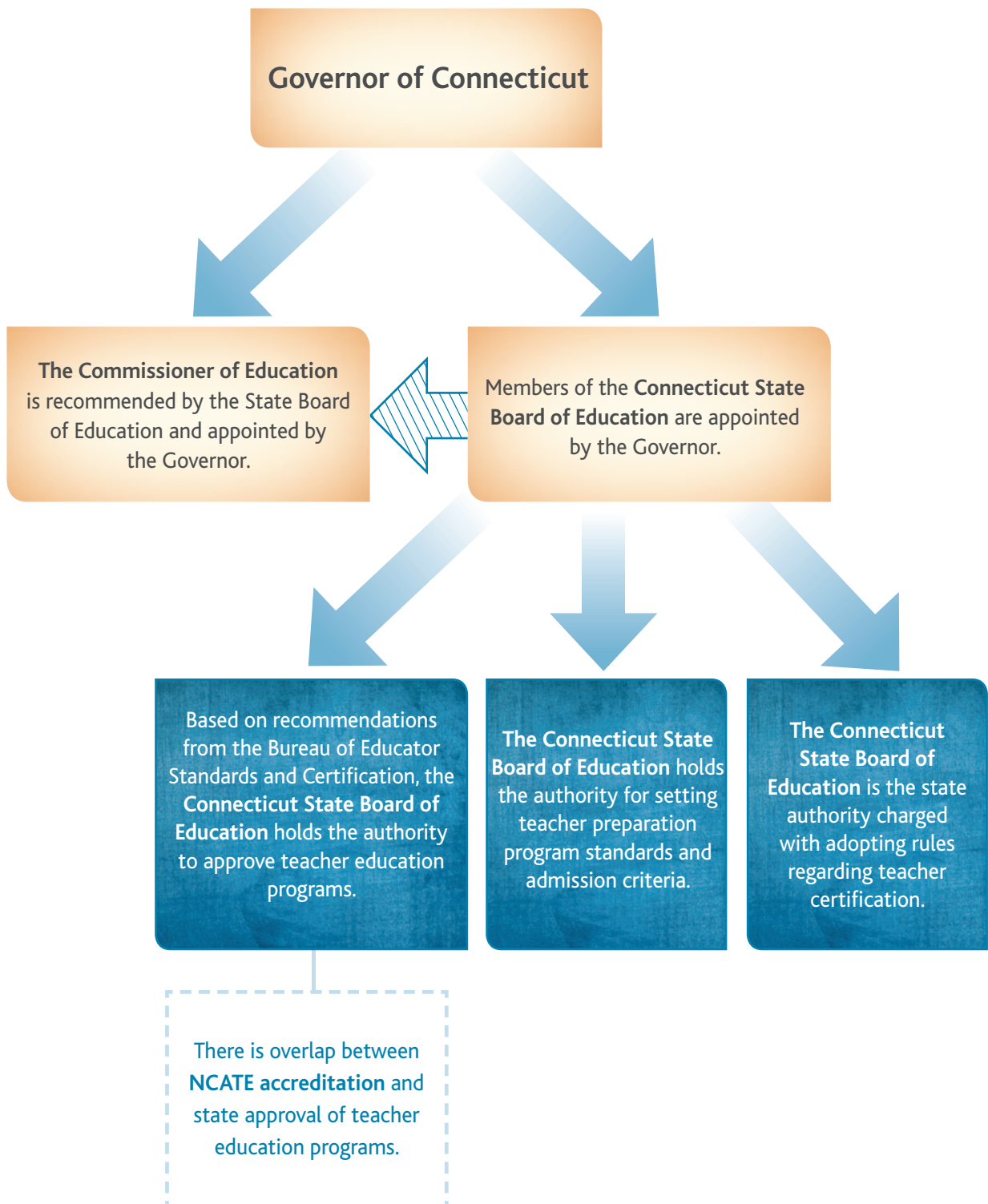
■ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

Alternate Route Policy Checklist for States

1.	Set high standards and provide flexibility for meeting them.	<ul style="list-style-type: none"> ✓ Screen candidates based on academic ability. ✓ Set a higher standard for entry than is set for traditional teacher preparation. ✓ Require candidates to pass the state's subject-matter licensing test. ✓ Don't require a major in the intended subject area; instead, allow candidates to demonstrate subject-matter knowledge on a rigorous test.
2.	Provide streamlined preparation.	<ul style="list-style-type: none"> ✓ Limit coursework (ideally to no more than 12 credits a year). ✓ Require that the alternate route is an accelerated course of study. ✓ Ensure that all coursework requirements target the immediate needs of the new teacher ✓ Offer candidates an opportunity to practice teach in a summer training program. ✓ Provide intensive mentoring.
3.	Remove regulatory obstacles.	<ul style="list-style-type: none"> ✓ Allow for a diversity of alternate route providers. ✓ Don't limit the use of alternate routes to shortage areas or to certain grades or subjects.

Figure 20

Authority for Teacher Preparation in Connecticut



Critical Attention Summary for Connecticut



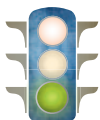
Red

		AUTHORITY
ADMISSION INTO PREPARATION PROGRAMS	<ul style="list-style-type: none"> Require that preparation programs use a common admissions test normed to the general college-bound population and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile. 	State Board of Education
SPECIAL EDUCATION TEACHER PREPARATION	<ul style="list-style-type: none"> Eliminate the K-12 special education certificate, and require licenses that differentiate between preparation of elementary and secondary teacher candidates. Require that elementary special education candidates pass the same content test as general elementary teachers. Ensure that secondary special education teachers possess adequate content knowledge. 	State Board of Education
STUDENT TEACHING	<ul style="list-style-type: none"> Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning. 	State Board of Education
TEACHER PREPARATION PROGRAM ACCOUNTABILITY	<ul style="list-style-type: none"> Collect performance data to monitor programs. Set minimum standards for program performance with consequences for failure to meet those standards. Publicly report performance data. 	Bureau of Educator Standards and Certification, State Board of Education



Yellow

		AUTHORITY
ELEMENTARY TEACHER PREPARATION	<ul style="list-style-type: none"> Ensure new content test sufficiently measures knowledge of all subjects. Require preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. Require a content specialization in an academic subject area. 	State Board of Education
SECONDARY TEACHER PREPARATION	<ul style="list-style-type: none"> Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach. 	State Board of Education



Green

		AUTHORITY
MIDDLE SCHOOL TEACHER PREPARATION		State Board of Education



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