2012 State Teacher Policy Yearbook

Improving Teacher Preparation in Louisiana

National Council on Teacher Quality

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.

FUNDERS

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STAFF

Sandi Jacobs, *Project Director*
Sarah Brody, *Project Assistant*
Kathryn M. Doherty, *Special Contributor*
Kelli Lakis, *Lead Researcher*
Stephanie T. Maltz, *Researcher*

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National Council on Teacher Quality

Improving Teacher Preparation in Louisiana

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 Louisiana'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	*Admission into Preparation Programs*	Nearly meets
1-B	*Elementary Teacher Preparation*	Partially meets
1-C	*Elementary Teacher Preparation in Reading Instruction*	Partially meets
1-D	*Elementary Teacher Preparation in Mathematics*	Does not meet
1-E	*Middle School Teacher Preparation*	Fully meets
1-F	*Secondary Teacher Preparation*	Partially meets
1-G	*Secondary Teacher Preparation in Science*	Partially meets
1-H	*Secondary Teacher Preparation in Social Studies*	Partially meets
1-I	*Special Education Teacher Preparation*	Partially meets
1-J	*Assessing Professional Knowledge*	Fully meets
1-K	*Student Teaching*	Does not meet
1-L	*Teacher Preparation Program Accountability*	Fully meets

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

2012 Policy Update for Louisiana

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

No updates were identified for Louisiana in the area of teacher preparation.

Louisiana 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).

Louisiana confirmed that there were no policy changes related to teacher preparation.

In addition, Louisiana was helpful in providing NCTQ with further 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 **Louisiana'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.

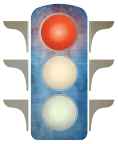
For a sneak peek, see page 6.

Teacher Preparation Policy Checklist for States

1.	Raise admission standards.	✓ 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.	✓ 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.	✓ 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.	✓ 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.	✓ 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.	✓ 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



Louisiana 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, Louisiana 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.

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 LOUISIANA:

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

  Louisiana 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 candidates to 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, Louisiana 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 Louisiana's undergraduate teacher preparation programs in the *Review* sufficiently selective?

92% are not sufficiently selective.

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

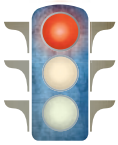
Figure 2

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	☐	■	☐	☐
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	☐	☐	■[1]	☐
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	☐	☐	☐	■
	1	**23**	**18**	**9**

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

Critical Attention: Elementary Teacher Preparation



Louisiana does not 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 Louisiana, represent an effort to significantly raise expectations for the knowledge and skills American students will need for college readiness and global competitiveness. And Louisiana, 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.

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

Unfortunately, Louisiana's policies fail to ensure that elementary teacher candidates will have the subject-area knowledge necessary to teach to these standards. The state does not require a subject-matter test that reports subscores in all areas, and its coursework requirements lack the specificity to guarantee relevancy to the elementary classroom. In addition, Louisiana does not ensure that teachers will be adequately prepared in the science of reading instruction, another key element of the Common Core State Standards.

NEXT STEPS FOR LOUISIANA:

- **Require elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.**

  Louisiana should ensure that its elementary content test is appropriately aligned with the Common Core State Standards and require separate, meaningful passing scores for each area on the test. Use of a composite passing score offers no assurance of adequate knowledge in each subject area. A candidate may achieve a passing score and still be seriously deficient in a particular subject area.

- **Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers and require candidates to pass a rigorous math assessment.**

  Although Louisiana requires mathematics coursework, 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. Louisiana should also require a rigorous assessment that reports a separate subscore for and evaluates mathematics knowledge beyond an elementary school level and challenges candidates' understanding of underlying mathematics concepts.

Require teacher candidates to pass a rigorous assessment in the science of reading instruction.

Louisiana should require a rigorous reading assessment to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading, and if it is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically.

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

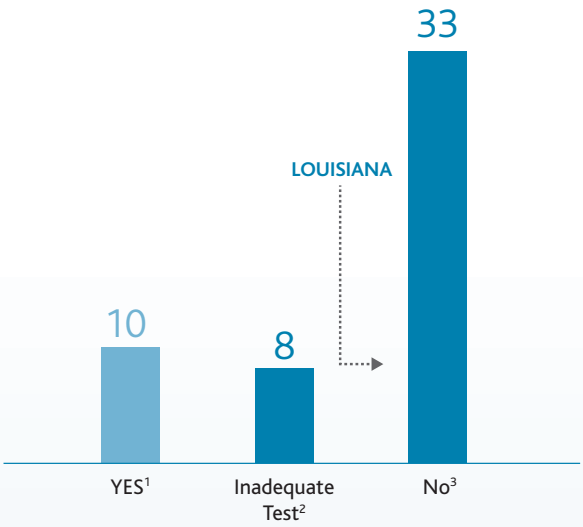
Louisiana should either articulate a specific set of standards or establish more comprehensive coursework requirements for elementary teacher candidates that align with the Common Core Standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts. Presently, Louisiana has a strong set of general coursework requirements; however, the state does not ensure that teacher candidates will take courses specific to the topics that they will encounter in the elementary classroom.

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

In addition to enhancing content knowledge, this requirement would ensure that prospective teachers in Louisiana take higher-level academic coursework. This requirement also provides an important safeguard in the event that candidates are unable to successfully complete clinical practice requirements. With an academic concentration (or better still a major or minor), candidates who are not ready for the classroom and do not pass student teaching can still be on track to complete a degree.

Figure 3

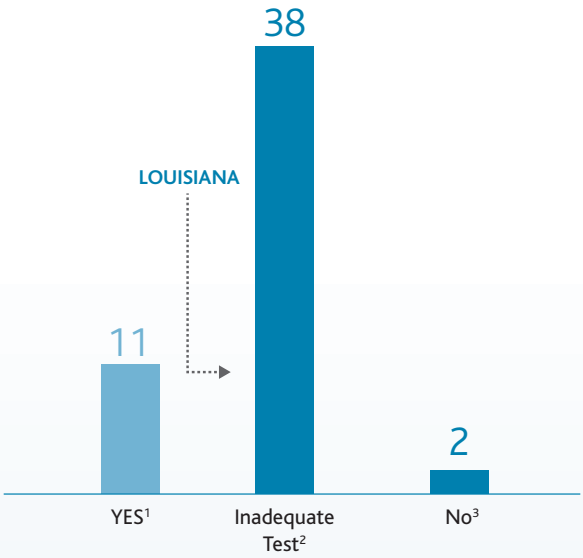
Do states measure new teachers' knowledge of the science of reading?



1. Strong Practice: Alabama[4], Connecticut, Massachusetts, Minnesota[5], New Hampshire, New Mexico[6], 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 Carolina[7], 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 York[4], North Carolina[5], 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.

Figure 5

Do states ensure that elementary teachers know core content?

	Elementary content test with separate passing score for each subject	Elementary content test with separate passing score for some subjects	Elementary content test with composite score	No test required
Alabama	■			
Alaska				■[1]
Arizona			■	
Arkansas			■	
California		■		
Colorado			■	
Connecticut	■			
Delaware			■	
District of Columbia			■	
Florida			■	
Georgia		■		
Hawaii			■	
Idaho			■	
Illinois			■	
Indiana	■			
Iowa			■	
Kansas			■	
Kentucky	■			
LOUISIANA			■	
Maine			■	
Maryland			■[2]	
Massachusetts			■[3]	
Michigan		■		
Minnesota		■		
Mississippi			■	
Missouri			■	
Montana				■
Nebraska				■
Nevada			■[2]	
New Hampshire	■			
New Jersey	■			
New Mexico			■	
New York		■		
North Carolina				■[4]
North Dakota			■	
Ohio			■	
Oklahoma		■		
Oregon		■[5]		
Pennsylvania		■		
Rhode Island	■			
South Carolina			■[2]	
South Dakota			■	
Tennessee			■	
Texas			■	
Utah	■			
Vermont	■			
Virginia			■	
Washington		■		
West Virginia			■	
Wisconsin			■	
Wyoming			■	
	9	**9**	**29**	**4**

1. Testing is not required for initial licensure.
2. The required test is a questionable assessment of content knowledge, instead emphasizing methods and instructional strategies.
3. 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).
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.
5. Oregon allows "alternative assessment" for candidates who fail twice.

Figure 6

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

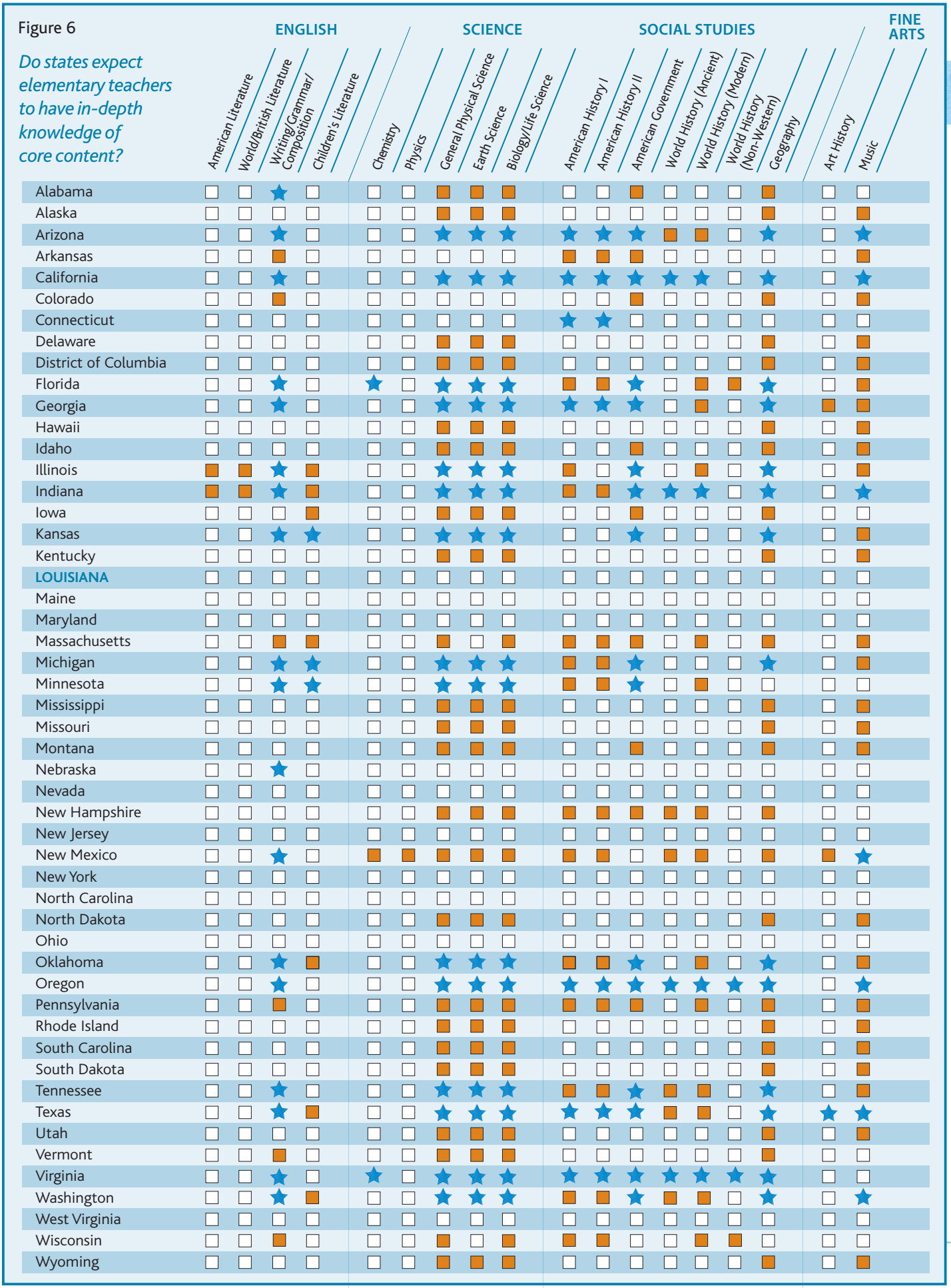
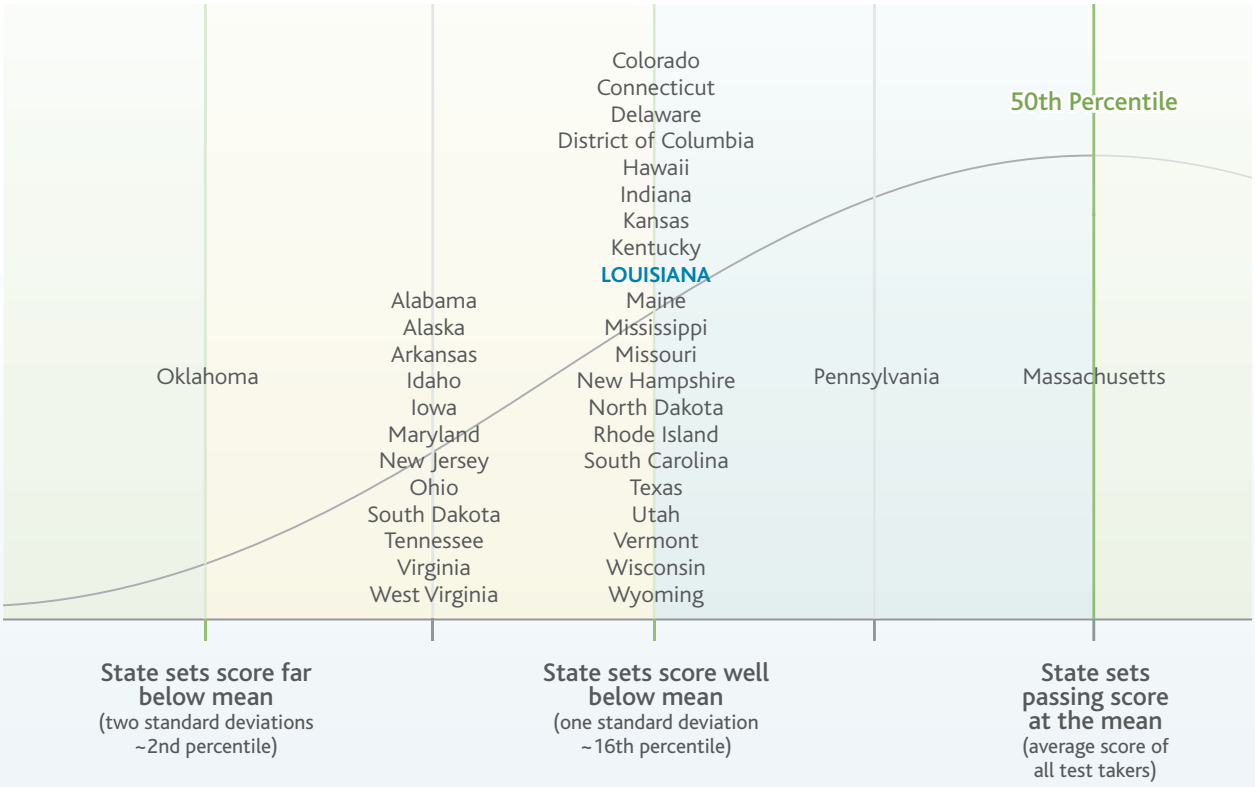


Figure 7

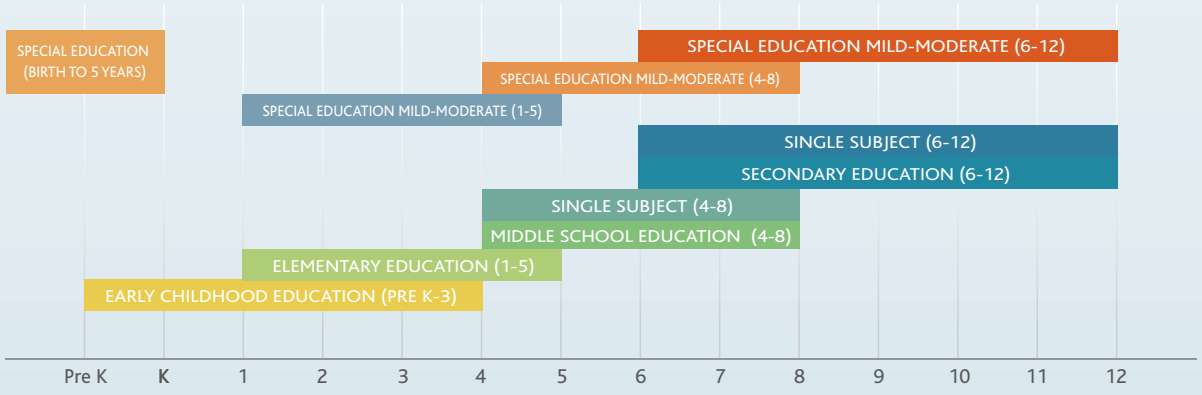
Where do states set the passing score on elementary content licensure tests[1]?



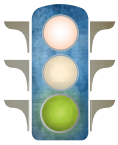
1 Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, Nevada, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for 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 Louisiana



Critical Attention: Middle School Teacher Preparation



Louisiana 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, Louisiana does not offer a K-8 generalist license, and middle school candidates must focus on two in-depth teaching areas, with each area consisting of 19 credit hours total. Further, all new middle school teachers are 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	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	■	□	□
California	□	■[1]	□
Colorado	■	□	□
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	■[2]	□	□
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	□	□	■[3]
Oregon	□	□	■[4]
Pennsylvania	■	□	□
Rhode Island	■	□	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■[5]
Wyoming	■	□	□
	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.

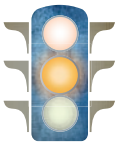
Figure 10

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 subscores for all core subjects	No, K-8 license requires only elementary test	No, testing of all subjects not required
Alabama	■			
Alaska				■
Arizona			■	
Arkansas	■			
California				■[1]
Colorado	■			
Connecticut	■			
Delaware	■			
District of Columbia	■			
Florida	■			
Georgia	■			
Hawaii	■			
Idaho			■[2]	
Illinois			■[3]	
Indiana	■			
Iowa				■[4]
Kansas	■			
Kentucky	■			
LOUISIANA	■			
Maine			■	
Maryland	■[5]			
Massachusetts		■		
Michigan			■	
Minnesota			■	
Mississippi	■			
Missouri	■			
Montana				■
Nebraska				■
Nevada			■	
New Hampshire			■	
New Jersey	■			
New Mexico			■	
New York	■[6]			
North Carolina				■
North Dakota			■	
Ohio	■			
Oklahoma			■	
Oregon			■[7]	
Pennsylvania	■			
Rhode Island	■			
South Carolina	■			
South Dakota			■	
Tennessee		■		
Texas		■		
Utah			■	
Vermont	■			
Virginia	■			
Washington			■	
West Virginia	■			
Wisconsin		■		
Wyoming				■
	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



Louisiana 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.

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

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, Louisiana requires that its secondary teacher candidates pass a Praxis II content test to teach any core secondary subjects. However, Louisiana offers both a secondary general science and a secondary general social studies certification. Teachers with these licenses are not required to pass individual content tests for each discipline they are permitted to teach.

NEXT STEPS FOR LOUISIANA:

- **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—Louisiana 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.

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—Louisiana 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	☐	■	■	☐
Alaska	☐	☐	☐	■
Arizona	☐	☐	☐	■
Arkansas	☐	■	■	☐
California	☐	☐	☐	■
Colorado	☐	☐	☐	■
Connecticut	☐	■	■	☐
Delaware	☐	■	■	☐
District of Columbia	☐	■	■	☐
Florida	☐	☐	■	☐
Georgia	☐	■	☐	☐
Hawaii	☐	■	■	☐
Idaho	☐	■	■	☐
Illinois	☐	■	■	☐
Indiana	■	☐	☐	☐
Iowa[1]	☐	☐	☐	■
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	☐	☐	☐	■
	3	**28**	**34**	**12**

Critical Attention: Special Education Teacher Preparation

Louisiana could do more to 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.

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

Commendably, Louisiana does not offer a K-12 special education certification. Louisiana also holds its elementary special education teachers to the same preparation and subject-matter testing requirements as general elementary teachers. However, as noted in the elementary section, these standards are insufficient to ensure that teachers will be prepared to teach to the Common Core State Standards. In addition, both middle level (4-8) and secondary (6-12) special education candidates must pass a content-area exam appropriate to their certification levels, which, although not ensuring content knowledge of every subject that will be taught with those licenses, does more to ensure subject-matter preparation than the requirements of most states.

NEXT STEPS FOR LOUISIANA:

- **Provide a broad liberal arts program of study to elementary special education candidates.**

  Louisiana should ensure that special education teacher candidates who will teach elementary grades possess not only knowledge of effective learning strategies but also relevant knowledge of the subject matter at hand by requiring core-subject coursework relevant to the elementary classroom. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

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, Louisiana's current policy of requiring limited subject-matter testing is unacceptable and will not help special education students to meet rigorous learning standards. To provide a middle ground, Louisiana 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.

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**

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

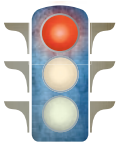
Figure 13

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



Louisiana 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 recent 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.

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

Louisiana fails to articulate any requirements for cooperating teachers. Further, the state only requires candidates to spend at least 270 hours student teaching, with at least 180 of those hours spent in actual teaching; candidates must complete a substantial portion of these 180 hours of actual student teaching on an all-day basis.

NEXT STEPS FOR LOUISIANA:

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

  In addition to the ability to mentor an adult, cooperating teachers in Alabama 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.**

  Louisiana requires objective measures of student growth to be the preponderant 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.

Require teacher candidates to spend at least 10 weeks student teaching.

Louisiana should require a more extensive summative clinical experience for all prospective teachers. Student teaching should be a full-time commitment, as requiring coursework and student teaching simultaneously does a disservice to both. Alignment with a school calendar for at least 10 weeks ensures both adequate classroom experience and exposure to a variety of ancillary professional activities.

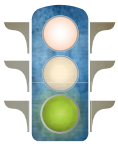
Figure 14

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	☐	■
Alaska	☐	☐
Arizona	☐	☐
Arkansas	☐	■
California	☐	☐
Colorado	☐	☐
Connecticut	☐	■
Delaware	☐	☐
District of Columbia	☐	☐
Florida	■	■
Georgia	☐	☐
Hawaii	☐	■
Idaho	☐	☐
Illinois	☐	☐
Indiana[1]	■	■
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	☐	■[2]
Wisconsin	☐	■
Wyoming	☐	☐
	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



Louisiana is on track to 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.

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**

Louisiana is commended for monitoring how well institutions are preparing teachers to be successful by means of collecting program-specific, objective data that reflect program performance, including value-added data that connect student achievement gains to teacher preparation programs. The state has also established minimum performance standards for each category of data collected that can be used for accountability purposes and reports these data on the state's website at the program level to inform the public about how well programs are doing.

NEXT STEPS FOR LOUISIANA:

- **Ensure that criteria for program approval result in greater accountability.**

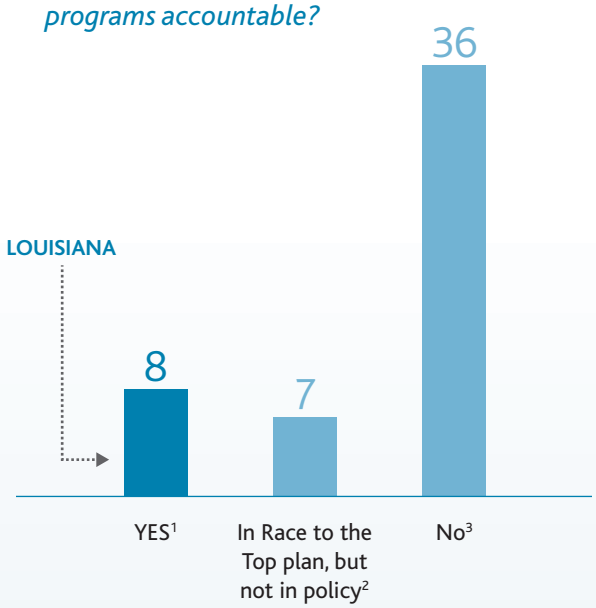
  Louisiana has taken more steps than many states to develop an accountability system for teacher preparation programs. The state should ensure that its system is sufficient to differentiate program performance, including among alternate route programs, and that follow-up actions are taken as warranted for poorly performing programs, including loss of program approval.

- **Maintain full authority over teacher preparation program approval.**

  Louisiana has blurred the line between the public process of state program approval and the private process of national accreditation by requiring accreditation for program approval. Louisiana should not cede its authority and must 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**

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.

TEACHER PRODUCTION IN LOUISIANA

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.

Louisiana teacher production data: NCTQ was unable to find any published data on teacher production in Louisiana that connects program completion, certification and hiring statistics. As part of its "Value Added Assessment of Teacher Preparation Programs in Louisiana" report, the state publishes the number of new teachers (first and second year of teaching) for its value-added data, but this is only for grades 4-9 and only for the subject areas of math, social studies, English language arts, reading and science.

Figure 17

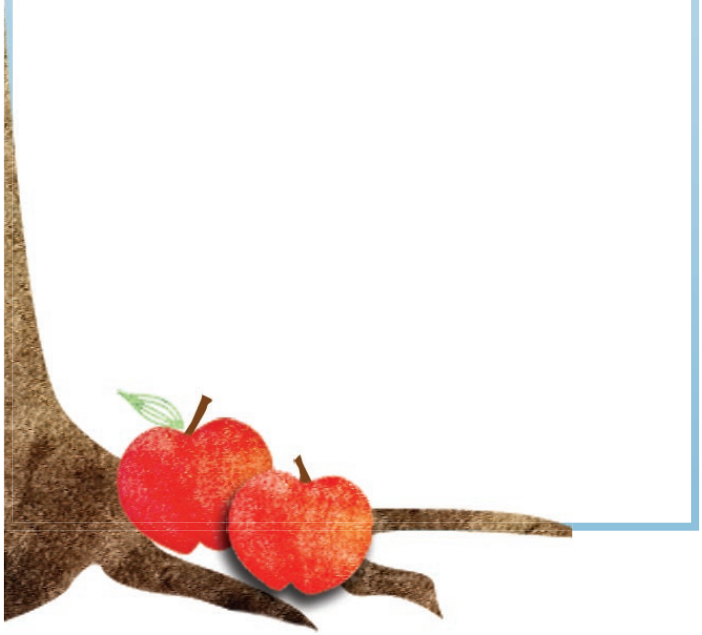
What is the relationship between state program approval and national accreditation?

	STATE HAS ITS OWN APPROVAL PROCESS	Overlap of accreditation and state approval	National accreditation is required for program approval
Alabama	☐	■	☐
Alaska	☐	■	☐
Arizona	☐	■	☐
Arkansas	☐	☐	■
California	☐	■[1]	☐
Colorado	☐	■	☐
Connecticut	☐	■	☐
Delaware	☐	☐	■
District of Columbia	☐	☐	■
Florida	☐	■	☐
Georgia	☐	■	☐
Hawaii	☐	☐	■
Idaho	■	☐	☐
Illinois	☐	■	☐
Indiana	☐	■	☐
Iowa	☐	■	☐
Kansas	☐	■	☐
Kentucky	☐	■	☐
LOUISIANA	☐	☐	■
Maine	☐	■[1]	☐
Maryland	☐	☐	■
Massachusetts	☐	■	☐
Michigan	☐	☐	■
Minnesota	■	☐	☐
Mississippi	☐	■[1]	☐
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	☐	■[1]	☐
Washington	■	☐	☐
West Virginia	☐	■	☐
Wisconsin	■	☐	☐
Wyoming	☐	■	☐
	8	**31**	**12**

Low-Hanging Fruit

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, Louisiana 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.

Louisiana has three alternate routes: Practitioner Teacher Program, Master Degree Program, and Certification Only Program. Louisiana requires candidates for all routes to demonstrate subject-matter knowledge and provides practice-teaching opportunities or mentoring for all three routes. Louisiana's alternate routes would be significantly improved if the state set strong academic admissions requirements and ensured streamlined and relevant coursework across alternate routes (see Figure 19). Commendably, Louisiana does not restrict alternate route usage or providers.

NEXT STEPS FOR LOUISIANA:

- **Increase academic requirements for admission.**

  While a minimum GPA requirement is a first step toward ensuring that candidates are of good academic standing, no Louisiana alternate route sets a minimum GPA higher than 2.5. The standard should be higher than what is required of traditional teacher candidates, such as a GPA of at least 2.75. It is particularly problematic that the state allows a lower standard for college or university programs than it requires for private providers. 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.

Louisiana's requirement that alternate route candidates pass a basic skills test is impractical and ineffective. 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.

- **Ensure that preparation coursework is manageable and targets the immediate needs of new teachers.**

  Louisiana should make sure that its alternate route preparation requirements are manageable and appropriate for career changers and other nontraditional candidates and contribute to the immediate needs of new teachers. Some programs, such as Master's Degree Alternative Certificate Program and the Certification Only program, include excessive coursework that may overburden candidates. Louisiana should also ensure that its routes can be completed within a reasonable time frame, ideally two years. The Certification Only program may take as long as three years to complete, which really doesn't represent a streamlined alternative to a traditional program.

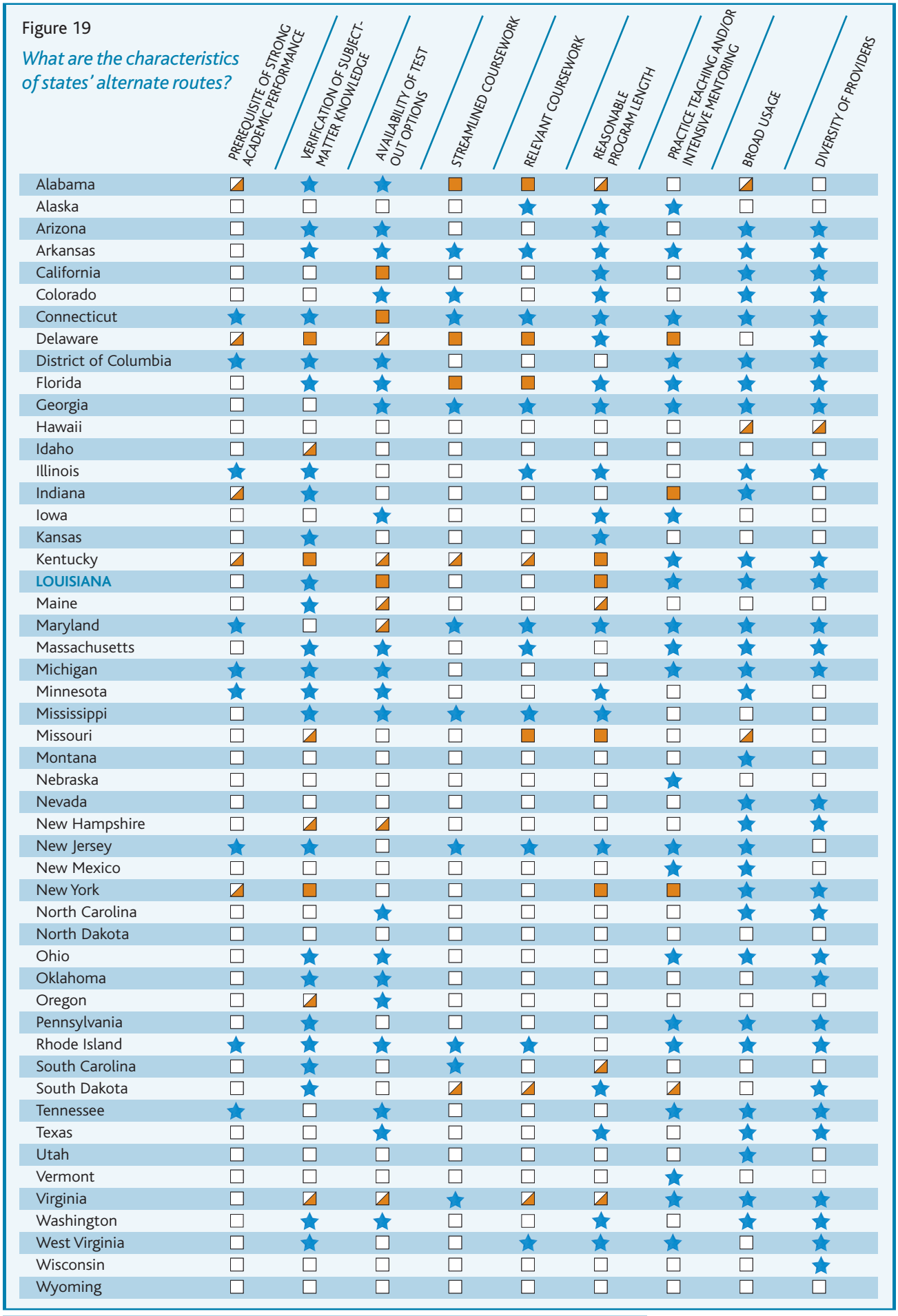
Figure 18

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	☐	■	☐
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	☐	☐	■
	6	**26**	**19**

Figure 19

What are the characteristics of states' alternate routes?

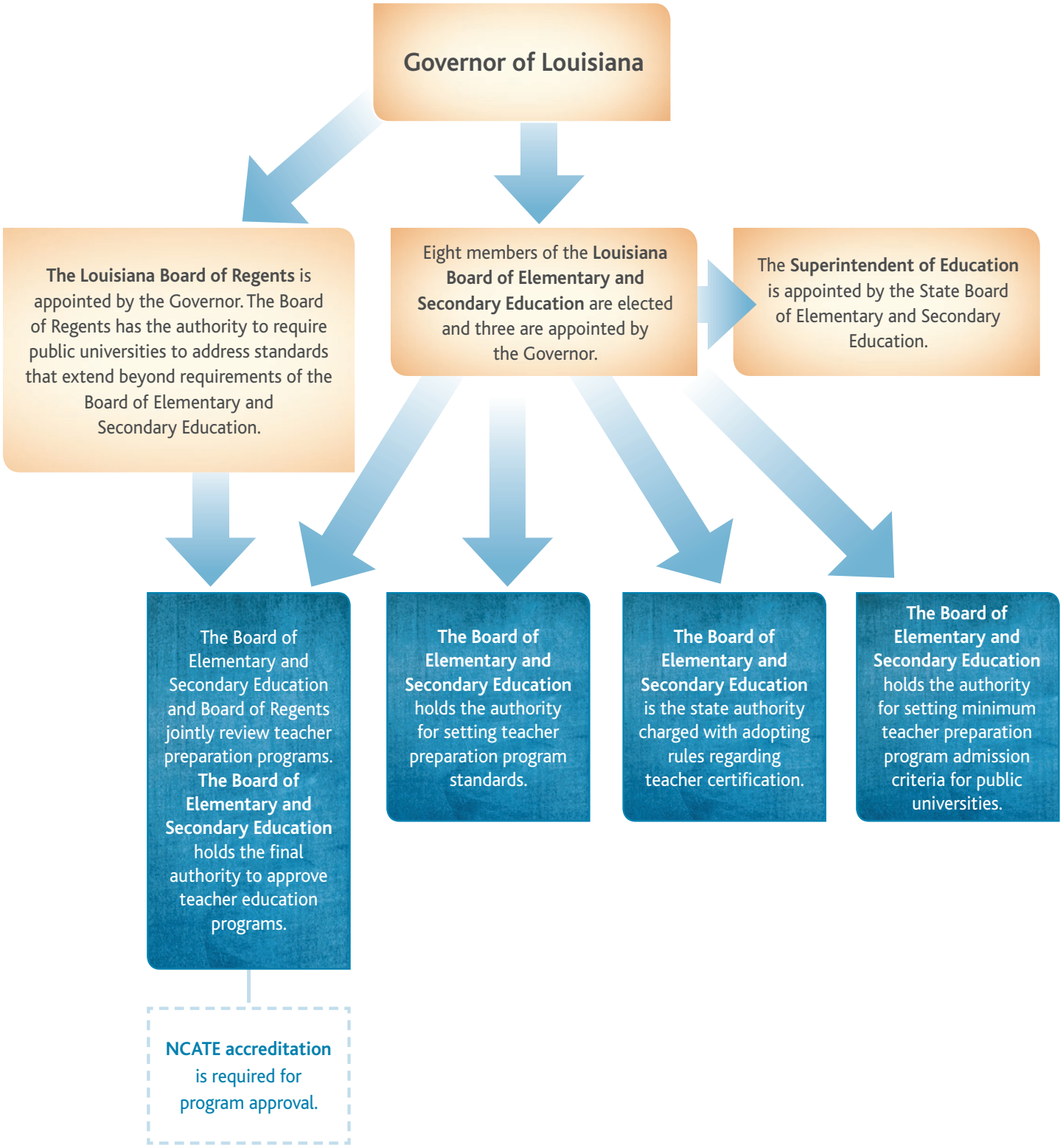


Alternate Route Policy Checklist for States

1.	Set high standards and provide flexibility for meeting them.	✓ 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.	✓ 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.	✓ 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 Louisiana



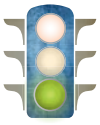
Critical Attention Summary for **Louisiana**

Red

		AUTHORITY
ADMISSION INTO PREPARATION PROGRAMS	■ 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.	Board of Elementary and Secondary Education
ELEMENTARY TEACHER PREPARATION	■ Require all elementary teacher candidates to pass a rigorous content test that assesses knowledge of all subjects. ■ Require preparation programs to provide mathematics content specifically geared to the needs of elementary teachers, and require candidates to pass a rigorous math assessment. ■ Require a rigorous assessment in the science of reading instruction. ■ Require a content specialization in an academic subject area.	Board of Elementary and Secondary Education
STUDENT TEACHING	■ Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning. ■ Require at least 10 weeks of full-time student teaching.	Board of Elementary and Secondary Education

Yellow

		AUTHORITY
SECONDARY TEACHER PREPARATION	■ Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.	Board of Elementary and Secondary Education
SPECIAL EDUCATION TEACHER PREPARATION	■ Ensure that secondary special education teachers possess adequate content knowledge.	Board of Elementary and Secondary Education



Green

		AUTHORITY
MIDDLE SCHOOL TEACHER PREPARATION		Board of Elementary and Secondary Education
TEACHER PREPARATION PROGRAM ACCOUNTABILITY		Board of Elementary and Secondary Education

National Council on Teacher Quality

1420 New York Avenue, NW • Washington, DC 20005

Tel: 202-393-0020 Fax: 202-393-0095 Web: www.nctq.org

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For more information, please contact:

Sandi Jacobs

Vice President

sjacobs@nctq.org

202-393-0020