

2012 State Teacher Policy Yearbook

Improving Teacher Preparation in **New York**

State Policies in Need of Attention

- Admission into Preparation Programs
- Elementary Teacher Preparation
- Middle School 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 New York




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 New York'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 New York

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

■ Elementary Teacher Preparation

A new elementary content exam is being designed requiring that each of three subtests are passed. Subtest one includes English language arts/literacy, subtest two includes math, and subtest three includes other academic subjects. New York anticipates that candidates applying for certification on or after May 1, 2014, will be required to take the new exams.
<http://www.regents.nysed.gov/meetings/2012Meetings/February2012/212hed2.pdf>

■ Middle School Teacher Preparation

New York is designing a multi-subject content test for teachers of middle childhood (5-9), with the test being fully operational in spring 2014. According to the posted framework, it will consist of three subtests: The first will assess literacy and English language arts, the second will assess math, and the third will assess arts and sciences. Candidates will be required to pass all subtests.
http://www.nystce.nesinc.com/NY_annProgramUpdate.asp

■ Special Education Teacher Preparation

The framework for a multi-subject test for teachers of students with disabilities (7-12) has been posted on the state's website. The test is expected to be fully operational by spring 2014. The test consists of three parts: The first assesses literacy and English language arts, the second assesses math, and the third assesses arts and sciences. Candidates must pass each part.
http://www.nystce.nesinc.com/NY_annProgramUpdate.asp

■ Assessing Professional Knowledge

Teacher candidates applying for certification on or after May 1, 2014, will be required to take the new Teacher Performance Assessment (portfolio).
<http://www.regents.nysed.gov/meetings/2012Meetings/February2012/212hed2.pdf>

■ Alternate Route to Certification

New York now has a third alternate route option, the Transitional G certificate. This pathway allows college professors with advanced degrees in STEM subjects to become certified as secondary classroom teachers in those subjects.
<http://www.highered.nysed.gov/tcert/certificate/stem.html>

New York 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).

New York noted that its new literacy and math content tests for elementary teachers are aligned to the Common Core State Standards and clarified the certificate areas for its Transitional G license. It also pointed out that secondary teachers will be required to take newly developed content tests beginning in fall 2015. In addition to the multi-subject test for special education teachers, there is also a new test in the area of teaching students with disabilities.

New York also indicated that the Board of Regents has discussed the development of teacher and principal preparation program profiles, which are one of five data deliverables under the P-20 data system.

New York also confirmed that the descriptions in Figure 20 accurately reflect state authority for teacher preparation and licensing.

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 **New York'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.

Figure 1

Delivering well-prepared teachers

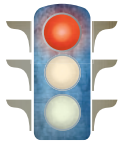
| | 2012 Grade | 2011 Grade |
|----------------------|------------|------------|
| Alabama | B- | C |
| Alaska | F | F |
| Arizona | D- | D- |
| Arkansas | C | C |
| California | D | D |
| Colorado | D | D- |
| Connecticut | C+ | C- |
| Delaware | D- | D- |
| District of Columbia | D | D |
| Florida | 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 |

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



New York 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, New York does not require prospective teachers to pass a test of academic proficiency as a criterion for admission to teacher preparation programs. Rather, the basic skills assessment requirement is delayed until teacher candidates are ready to apply for licensure.

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 NEW YORK:

- **Require that teacher preparation programs screen candidates for academic proficiency prior to admission.**

Teacher preparation programs that do not screen candidates invest considerable resources in individuals who may not be able to successfully complete the program and pass licensing tests. Candidates in need of additional support should complete remediation before entering the program to avoid the possibility of an unsuccessful investment of significant public tax dollars. New York should require candidates to pass a test of academic proficiency that assesses reading, mathematics and writing prior to program admission. Importantly, candidates should be permitted to submit comparable scores on such rigorous tests as the SAT/ACT/GRE.

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

New York 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, New York 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 New York's undergraduate teacher preparation programs in the *Review* sufficiently selective?

53% are not sufficiently selective.

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

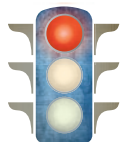
1. New Hampshire is in the process of adopting a requirement that will make the test a condition of admission.

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"/> |
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| 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"/> |
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| 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"/> |
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| 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



New York 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 New York, represent an effort to significantly raise expectations for the knowledge and skills American students will need for college readiness and global competitiveness. And New York, 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, New York is in the process of developing a new elementary education content test, comprised of three subtests including one devoted exclusively to math. However, subscores are not reported for every core subject area, and it is unclear whether the English language arts/literacy subtest will amount to a stand-alone test of the science of reading. Further, the state’s coursework requirements lack the specificity to guarantee relevancy to the elementary classroom.

NEXT STEPS FOR NEW YORK:

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

Although New York is on the right track by developing a three-part licensing test, thus making it harder for teachers to pass if they fail some subject areas, the state is encouraged to further strengthen its policy and require separate passing scores for each subject on its multiple-subject test. The state should also ensure that its elementary content test is appropriately aligned with the Common Core State Standards.

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

The state 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. New York’s new content test requires elementary teacher candidates to pass “subtest one,” which combines English language arts and literacy.

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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 and ensure that math assessment is rigorous.**

Although New York 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. New York should also ensure that its mathematics assessment evaluates candidates' knowledge beyond an elementary school level, challenges their understanding of underlying concepts and requires the application of knowledge in nonroutine, multi-step procedures.

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

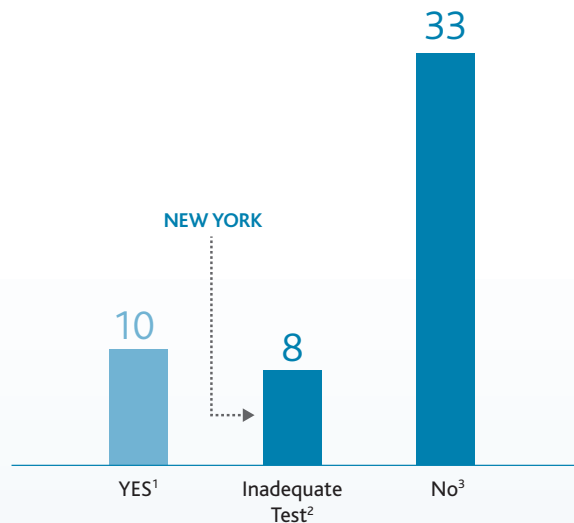
New York should either articulate a specific set of standards or establish more comprehensive coursework requirements for elementary teacher candidates that align with the Common Core Standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts. Although New York requires sensible general coursework requirements, the state's language is not specific enough to ensure that these courses will be relevant to the topics covered in the PK-6 classrooms.

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

Although New York's policy requires that elementary teacher candidates have at least an arts and sciences concentration, the state's language does not ensure that these teachers will earn a content specialization in an academic subject area.

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.

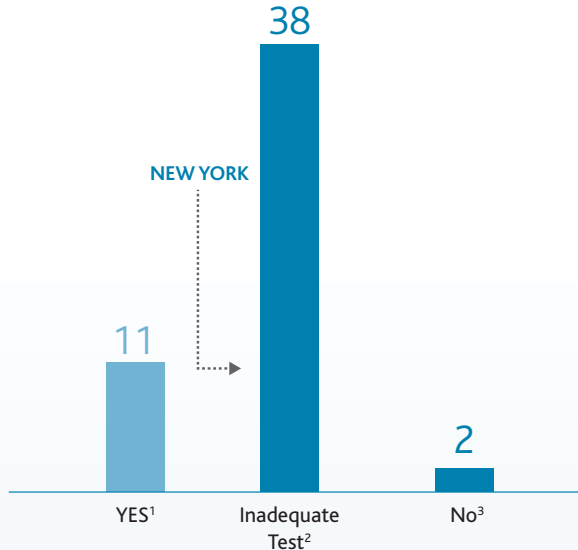
5. Based on the limited information available about the test on Minnesota's website.

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.

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 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 | <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"/> |
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| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> |
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| 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"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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"/> |
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| 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

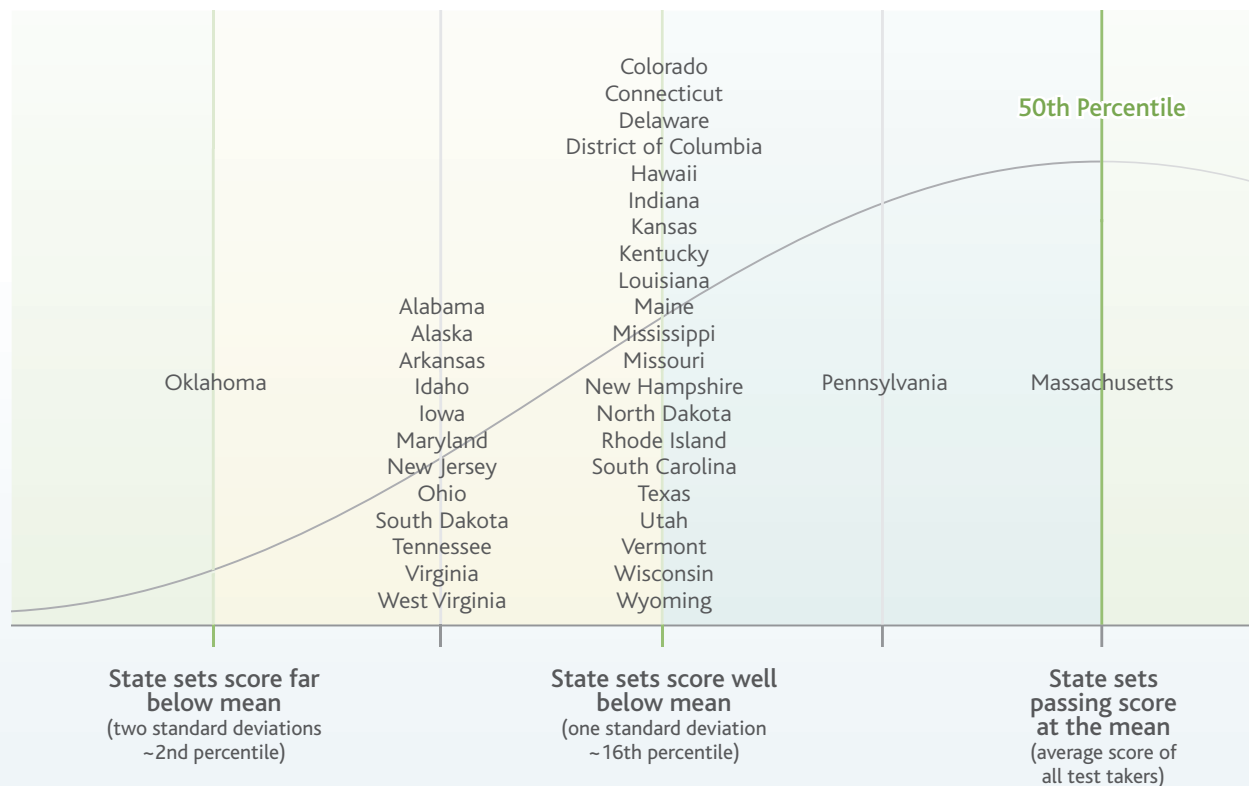
Do states expect elementary teachers to have in-depth knowledge of core content?

| | 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 |
| 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 | | | | | | | ■ | ■ | ■ | | | | | | | ■ | | ■ |

■ Subject mentioned ★ Subject covered in depth

Figure 7

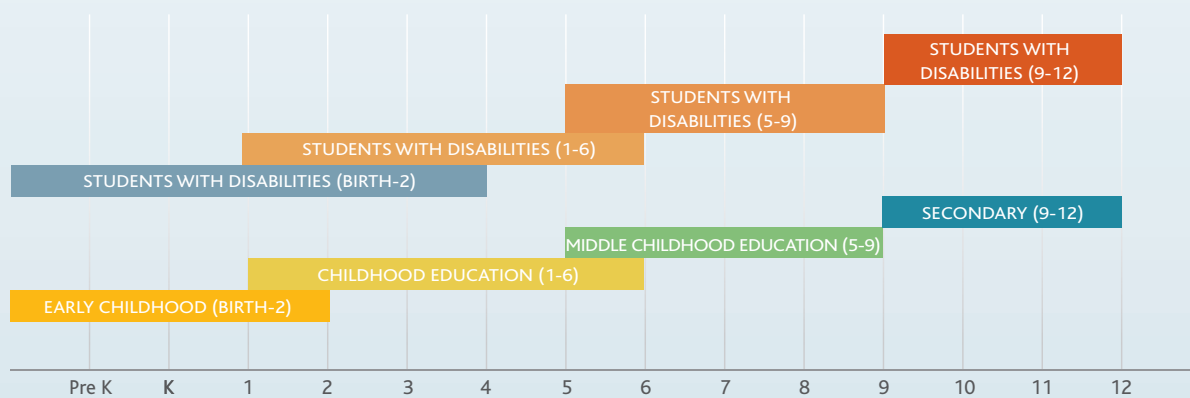
Where do states set the passing score on elementary content licensure tests¹?



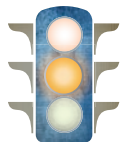
¹ Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, Nevada, New Mexico, **NEW YORK**, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is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



Critical Attention: Middle School Teacher Preparation



New York could do more 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.

New York does not offer a K-8 generalist license, and all new middle school teachers who teach single subjects are required to pass a single-subject content test to attain licensure. For K-8 schools that offer nondepartmentalized middle grades, New York requires a "Generalist in Middle Childhood Education (Grades 5-9)" certificate. These candidates will be required to pass the newly designed middle-childhood assessment, which consists of three subtests.

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

NEXT STEPS FOR NEW YORK:

■ Require content testing in all core areas for all middle school teachers.

As a condition of initial licensure, all candidates teaching multiple subjects in the middle grades in New York should have to pass a subject-matter test in every core academic area they intend to teach. Although New York is on the right track by administering a three-part licensing test, thus making it harder for teachers to pass if they fail some subject areas, the state is encouraged to further strengthen its policy and require separate passing scores for each subject on its multiple-subject test.

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 scores 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"/> |
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| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> |
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| 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.

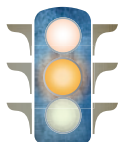
4. It is unclear how new legislation will affect testing requirements for middle school candidates.

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



New York 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, New York requires that its secondary teacher candidates pass a content test to teach any core secondary subjects. New York does not offer secondary certification in general science. However, the state offers secondary certification in general social studies. Teachers with this license are not required to pass individual content tests for each discipline they are permitted to teach.

NEXT STEPS FOR NEW YORK:

- **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—New York 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.

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

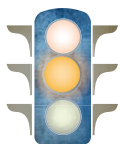
Figure 11

*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 |

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

Critical Attention: Special Education Teacher Preparation



New York 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.

Commendably, New York does not offer a K-12 special education certification. New York also holds its elementary special education teachers to the same 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. The new multi-subject content test for secondary (7-12) special education teachers requires candidates to pass three individual subtests in literacy and English language arts, math, and arts and sciences, which, although not ensuring content knowledge of every subject that will be taught, does more to ensure subject-matter preparation than the requirements of most states.

NEXT STEPS FOR NEW YORK:

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

New York 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.

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, New York's current policy of a content test with three subtests, although a step in the right direction, could be further strengthened to help special education students meet rigorous learning standards. New York should consider a customized HOUSS 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 |

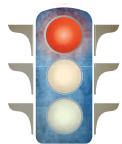
1. Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail twice.

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



New York 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.

New York fails to articulate any requirements for cooperating teachers. Further, the state only requires candidates to complete at least two college-supervised student teaching experiences of at least 20 school days each, or at least two college-supervised practica with individual students or groups of students of at least 20 school days each.

NEXT STEPS FOR NEW YORK:

- **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 New York 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.**

New York 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.

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

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

New York 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.

1. Based on new REPA II regulations.
2. Candidates can student teach for less than 12 weeks if determined to be proficient.

Figure 14

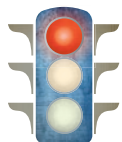
Do states require the elements of a high-quality student teaching experience?

| | 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"/> |
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| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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

Critical Attention: Teacher Preparation Program Accountability



New York 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.

New York 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. Further, the state does not provide the public with meaningful, readily understandable indicators of how well programs are doing.

According to New York's winning Race to the Top application, it has plans to link student achievement and growth data to preparation programs, and it will use these data as part of its program approval criteria. New York indicated in its proposal that performance profiles will be developed based on teacher effectiveness for every preparation program, and accountability data will be reported by June 2012 for the following areas: graduates' performance on certification exams, percent certified in shortage subjects, percent employed in high-needs schools, retention rates and performance in positively affecting student growth. However, these data have not yet been published, nor is there evidence to date of specific policy to support and sustain these plans.

NEXT STEPS FOR NEW YORK:

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

As one way to measure whether programs are producing effective classroom teachers, New York 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. While New York has outlined its intentions to collect this data in its RttT application, the state should codify these requirements.

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

■ **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 basic skills, subject matter and professional knowledge tests;
- Number of times, on average, it takes teacher candidates to pass licensing tests;
- 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. New York should be mindful of setting rigorous standards for program performance, as its current requirement that 80 percent of program completers must pass their licensing exams 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.**

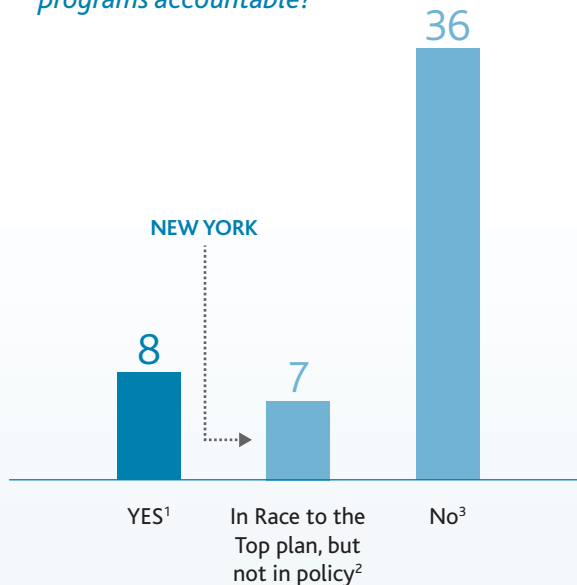
New York should produce an annual report card that shows all the data the state collects on individual teacher preparation programs, which should be published on the state's website at the program level for the sake of public transparency. Data should be presented in a manner that clearly conveys whether programs have met performance standards. While the state has articulated plans to report on performance in its RttT application, to date this plan has not been enacted or codified in state policy.

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

New York has blurred the line between the public process of state program approval and the private process of national accreditation. The NCATE website lists the state as requiring national accreditation, and the state's regulations require NCATE accreditation but also stipulate that this requirement can be satisfied through other approved means. New York 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

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 16

Do states hold teacher preparation programs accountable?

| | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE |
|-----------------------------|--|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> ² |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado ³ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana ⁵ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada ¹ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire ⁶ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEW YORK | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 33 | 5 | 15 |

TEACHER PRODUCTION IN NEW YORK

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>.

New York teacher production data: NCTQ was unable to find any published data on teacher production in New York that connects program completion, certification and hiring statistics.

Figure 17

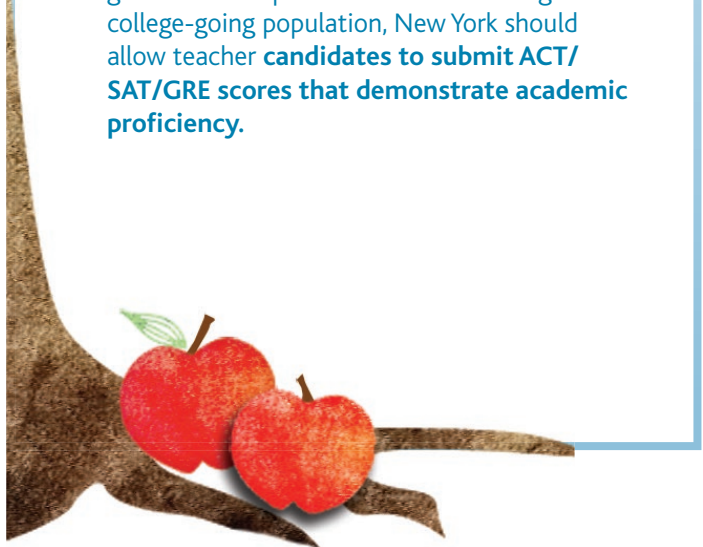
What is the relationship between state program approval and national accreditation?

| | 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"/> |
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| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
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| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> |
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| 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"/> |
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| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
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| 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"/> |
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| 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, New York should **require secondary teachers who obtain certification in 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.
- To ensure that they have strong reading, mathematics and writing skills, New York should **require that teacher candidates achieve a minimum passing score for each subject tested on its basic skills test**. At present, an overall composite score can be used to pass the test, meaning that a candidate might be able to compensate for a poor score in one subject area with better performance on the others.
- As a first step toward using an assessment for admission to a teacher preparation program that compares candidates to the general college-going population, New York should allow teacher **candidates to submit ACT/ SAT/GRE scores that demonstrate academic proficiency**.



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.

New York has three alternate route programs: Transition B, Transition C and Transition G. Transition G is a new route limited to college professors with advanced degrees in the areas of science, technology, engineering and mathematics (STEM). While the state sets rigorous admissions requirements, verifies subject-matter knowledge and provides supports for some alternate route candidates, New York’s alternate routes would be significantly improved if these requirements were consistent across all programs and if the state ensured that all programs provide streamlined, relevant and reasonable coursework requirements.

NEXT STEPS FOR NEW YORK:

- **Set high standards for admission into alternate routes and provide candidates with flexibility for meeting them.**

Only Transition B requires applicants to show evidence of above-average academic performance with a minimum 3.0 GPA requirement. Elementary level candidates must have a liberal arts degree. Applicants with an advanced academic or professional degree may apply for the Intensive Program-Transition C Certificate. There is no minimum GPA requirement for candidates in this route.

New York should ensure that all alternate route candidates are screened for academic proficiency. The standard should be higher than what is required of traditional teacher candidates, such as a GPA of at least 2.75 for all routes. 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.

In addition, New York should require all alternate route candidates to demonstrate subject-matter expertise by passing a rigorous test as a condition of admission. New York should also be flexible and allow this test to be used in lieu of having a major or meeting subject-matter coursework requirements. Such requirements could dissuade talented individuals who lack precisely the right courses from pursuing a career in teaching if such candidates do pass a rigorous content test.

Finally, New York's requirement that alternate route candidates pass a basic skills test is impractical and ineffective for candidates already holding a college degree. 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 targets the immediate needs of new teachers.**

Although the state does require intensive mentoring, New York does not ensure that its alternate route candidates will receive streamlined preparation that meets the immediate needs of new teachers.

Candidates in New York's Transition B route must complete 200 clock hours of coursework, including 40 clock hours of field experiences, and the state has set a wide range of coursework for Transition B candidates to complete. New York provides no specific guidelines about the nature or quantity of coursework for its Transition C alternate route. There is no limit on the amount of coursework that can be required overall nor on the amount of coursework a candidate can be required to take while also teaching.

New York should ensure that coursework requirements for its alternate routes are manageable and contribute to the needs of new teachers. The state should also consider shortening the length of the Transition B and C programs so that candidates can earn full certification not later than the end of the second year of teaching; otherwise the routes are no more streamlined than attending a traditional preparation 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 | <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"/> |
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| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> |
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| 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"/> |
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| 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.

- ✓ 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.

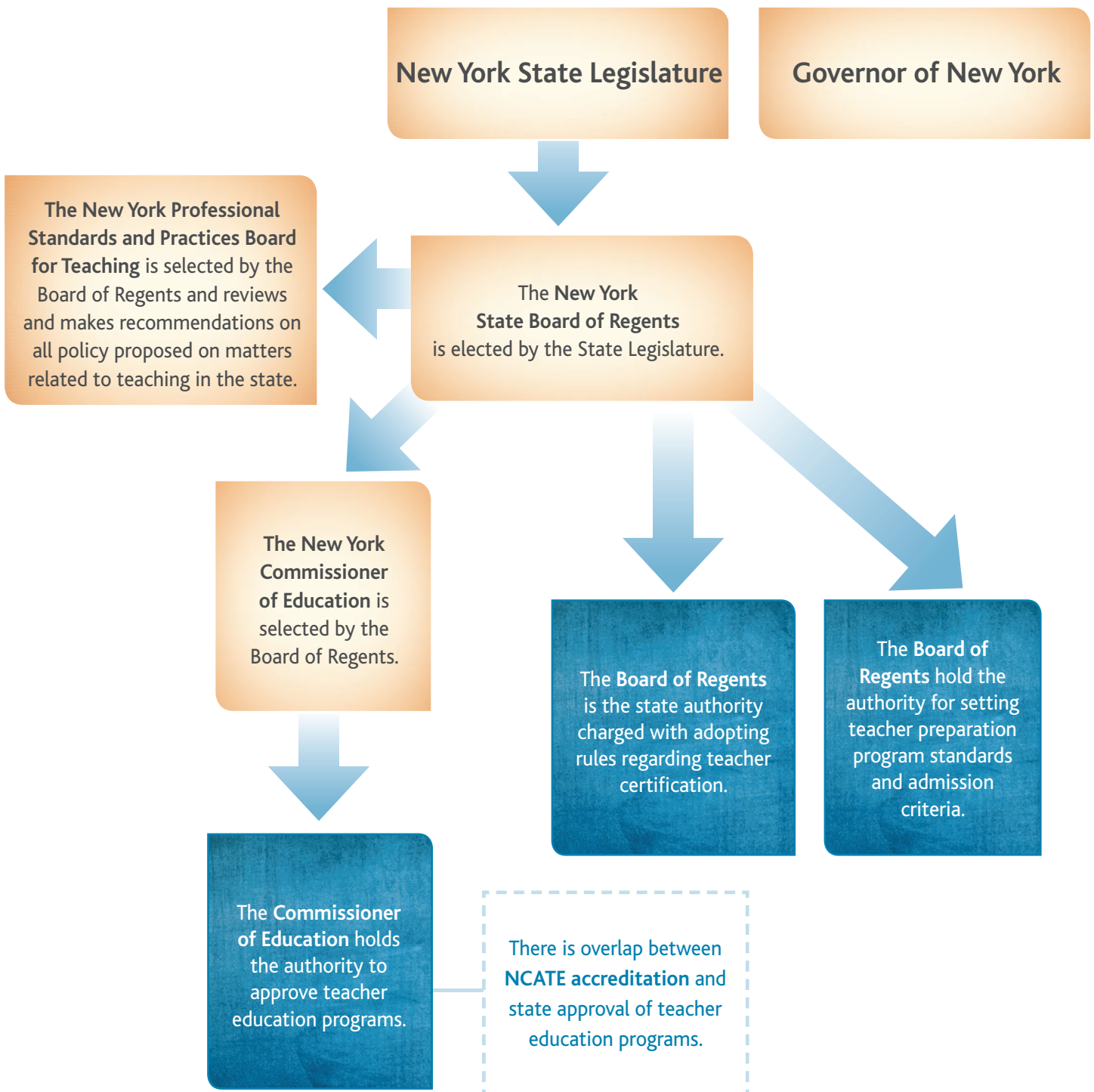
3.

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 New York



Critical Attention Summary for New York



Red

| | | AUTHORITY |
|---|---|---------------------------|
| ADMISSION INTO PREPARATION PROGRAMS | <ul style="list-style-type: none"> Require that preparation programs screen candidates prior to admission by using a common test normed to the general college-bound population and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile. | State Board of Regents |
| ELEMENTARY TEACHER PREPARATION | <ul style="list-style-type: none"> Require all elementary teacher candidates to pass a rigorous content test that assesses knowledge of all subjects. Require a rigorous assessment in the science of reading instruction. Require preparation programs to provide mathematics content specifically geared to the needs of elementary teachers, and ensure math test is rigorous. Require a content specialization in an academic subject area. | State Board of Regents |
| STUDENT TEACHING | <ul style="list-style-type: none"> Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning. Require at least 10 weeks of full-time student teaching. | State Board of Regents |
| 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. | Commissioner of Education |



Yellow


| | | AUTHORITY |
|--|--|------------------------|
| MIDDLE SCHOOL TEACHER PREPARATION | <ul style="list-style-type: none"> Require middle school candidates to pass a content test in every core area they intend to teach. | State Board of Regents |
| SECONDARY TEACHER PREPARATION | <ul style="list-style-type: none"> Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach. | State Board of Regents |
| SPECIAL EDUCATION TEACHER PREPARATION | <ul style="list-style-type: none"> Ensure that secondary special education teachers possess adequate content knowledge. | State Board of Regents |



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