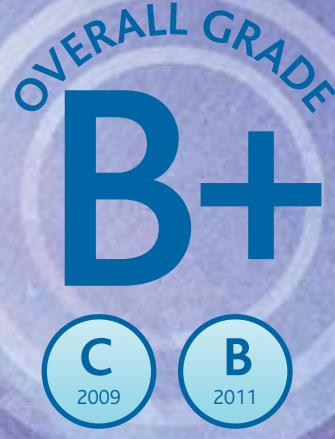
January 2014

2013 State Teacher Policy Yearbook

Florida



National Council on Teacher Quality

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Every state formally received a draft of the *Yearbook* in July 2013 for comment and correction; states also received a final draft of their reports a month prior to release. All but two states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue and often acknowledge the imperfections of their teacher policies is an important step forward.

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National Council on Teacher Quality

Executive Summary

The 2013 *State Teacher Policy Yearbook* includes the National Council on Teacher Quality's (NCTQ) full review of the state laws, rules and regulations that govern the teaching profession. This year's report measures state progress against a set of 31 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers.

Florida at a Glance

B+ Overall 2013 Yearbook Grade

Overall 2011 Yearbook Grade: B

Area Grades	2013	2011
Area 1 *Delivering Well-Prepared Teachers*	B+	B-
Area 2 *Expanding the Teaching Pool*	B	B-
Area 3 *Identifying Effective Teachers*	B+	B
Area 4 *Retaining Effective Teachers*	B+	B-[1]
Area 5 *Exiting Ineffective Teachers*	B-	B+

Goal Breakdown	2013
Best Practice	5
Fully Meets	11
Nearly Meets	6
Partially Meets	3
Meets Only a Small Part	2
Does Not Meet	4

Progress on Goals Since 2011	
Progress has increased	4
No change in progress	27
Progress has decreased	0

[1] *State teacher pension policy is no longer included in the* State Teacher Policy Yearbook. *So that Area 4 grades can be compared, 2011 grades have been recalculated to exclude the pension goals. Overall 2011 grades were not recalculated, as the impact was negligible.*

Area 1: Delivering Well-Prepared Teachers

Page 5

Admission into Teacher Preparation	Secondary Teacher Preparation in Science
Elementary Teacher Preparation	Special Education Teacher Preparation
Teacher Preparation in Reading Instruction	Assessing Professional Knowledge
Teacher Preparation in Mathematics	Student Teaching
Middle School Teacher Preparation	Teacher Preparation Program Accountability
Secondary Teacher Preparation	

Policy Strengths

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates must pass a science of reading test to ensure knowledge of effective reading instruction, and teacher preparation programs are required to address this critical topic.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- Secondary teachers must pass a content test to teach a core subject area, although some secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- All new teachers must pass a pedagogy test.
- Requirements support a high-quality student teaching experience.
- The state is on the right track in addressing program accountability by connecting student achievement data to teacher preparation programs.

Policy Weaknesses

- Although teacher candidates are required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs, the test is not normed to the general college-going population.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.

Area 2: Expanding the Pool of Teachers

Page 51

Alternate Route Eligibility	Part-Time Teaching Licenses
Alternate Route Preparation	Licensure Reciprocity
Alternate Route Usage and Providers	

Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

Policy Weaknesses

- More could be done to ensure that alternate route programs meet the immediate needs of new teachers.
- Out-of-state teachers are not required to meet the state's testing requirements.

Area 3: Identifying Effective Teachers

Page 73

State Data Systems		Tenure	
Evaluation of Effectiveness		Licensure Advancement	
Frequency of Evaluations		Equitable Distribution	

Policy Strengths

- The state has established a data system with the capacity to provide evidence of teacher effectiveness and has taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4: Retaining Effective Teachers

Page 103

Induction		Compensation for Prior Work Experience	
Professional Development		Differential Pay	
Pay Scales		Performance Pay	

Policy Strengths

- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts are given authority to develop salary schedules, which must be primarily based on teacher effectiveness.
- Teachers can receive performance pay and additional compensation for working in high-need schools or shortage subject areas.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state does not support additional compensation for relevant prior work experience.

Area 5: Exiting Ineffective Teachers

Page 127

Extended Emergency Licenses		Reductions in Force	
Dismissal for Poor Performance			

Policy Strengths

- Ineffective classroom performance is grounds for dismissal, and the state only allows teachers who are dismissed to have one opportunity to appeal.
- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force, and a last hired, first fired layoff policy is prohibited.

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.

Figure A

	Overall State Grade 2013	Overall State Grade 2011	Overall State Grade 2009
FLORIDA	B+	B	C
Louisiana	B	C-	C-
Rhode Island	B	B-	D
Tennessee	B	B-	C-
Arkansas	B-	C	C-
Connecticut	B-	C-	D+
Georgia	B-	C	C-
Indiana	B-	C+	D
Massachusetts	B-	C	D+
Michigan	B-	C+	D-
New Jersey	B-	D+	D+
New York	B-	C	D+
Ohio	B-	C+	D+
Oklahoma	B-	B-	D+
Colorado	C+	C	D+
Delaware	C+	C	D
Illinois	C+	C	D+
Virginia	C+	D+	D+
Kentucky	C	D+	D+
Mississippi	C	D+	D+
North Carolina	C	D+	D+
Utah	C	C-	D
Alabama	C-	C-	C-
Arizona	C-	D+	D+
Maine	C-	D-	F
Minnesota	C-	C-	D-
Missouri	C-	D	D
Nevada	C-	C-	D-
Pennsylvania	C-	D+	D
South Carolina	C-	C-	C-
Texas	C-	C-	C-
Washington	C-	C-	D+
West Virginia	C-	D+	D+
California	D+	D+	D+
District of Columbia	D+	D	D-
Hawaii	D+	D-	D-
Idaho	D+	D+	D-
Maryland	D+	D+	D
New Mexico	D+	D+	D+
Wisconsin	D+	D	D
Alaska	D	D	D
Iowa	D	D	D
Kansas	D	D	D-
New Hampshire	D	D-	D-
North Dakota	D	D	D-
Oregon	D	D-	D-
Wyoming	D	D	D-
Nebraska	D-	D-	D-
South Dakota	D-	D	D
Vermont	D-	D-	F
Montana	F	F	F

How to Read the *Yearbook*

GOAL SCORE

The extent to which each goal has been met:

- Best Practice
- Fully Meets
- Nearly Meets
- Partially Meets
- Meets Only a Small Part
- Does Not Meet

PROGRESS INDICATOR

Whether the state has advanced on the goal, policy has remained unchanged or the state has lost ground on that topic:

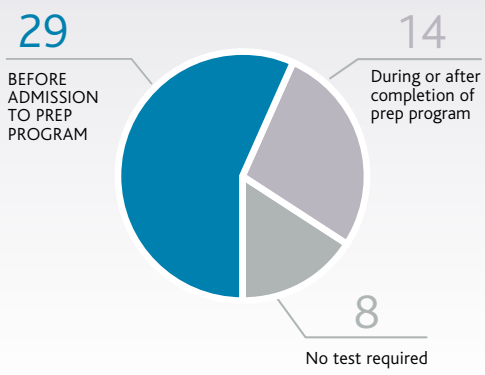
- Goal progress has increased since 2011
- Goal progress has decreased since 2011
- Goal progress has remained the same since 2011

BAR RAISED FOR THIS GOAL

Indicates the criteria to meet the goal have been raised since the 2011 Yearbook.

READING CHARTS AND TABLES:

Strong practices or the ideal policy positions for the states are capitalized:

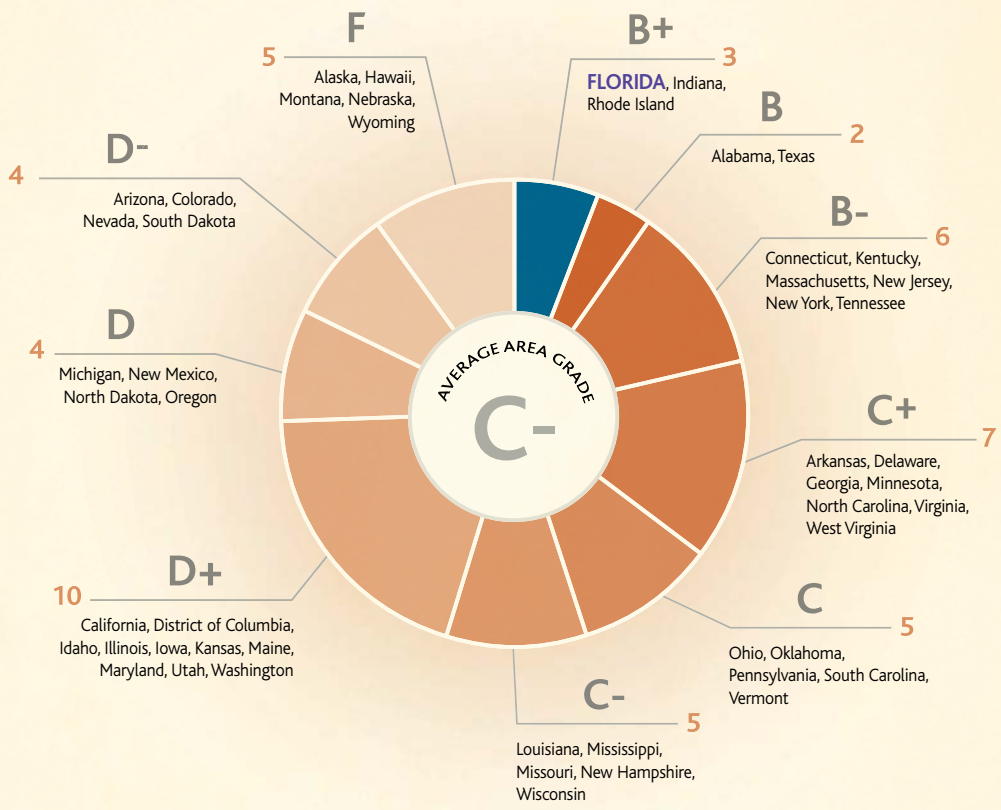


Area 1 Summary

AREA 1 GRADE
B+
FLORIDA

How States are Faring on Delivering Well-Prepared Teachers

State Area Grades



Topics Included In This Area

- 1-A: Admission into Teacher Preparation
- 1-B: Elementary Teacher Preparation
- 1-C: Elementary Teacher Preparation in Reading Instruction
- 1-D: Elementary Teacher Preparation in Mathematics
- 1-E: Middle School Teacher Preparation
- 1-F: Secondary Teacher Preparation
- 1-G: Secondary Teacher Preparation in Science
- 1-H: Special Education Teacher Preparation
- 1-I: Assessing Professional Knowledge
- 1-J: Student Teaching
- 1-K: Teacher Preparation Program Accountability

Area 1: Delivering Well-Prepared Teachers

Goal A – Admission into Teacher Preparation

The state should require teacher preparation programs to admit only candidates with strong academic records.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.
2. All preparation programs in a state should use a common admissions test to facilitate program comparison, and the test should allow comparison of applicants to the general college-going population. The selection of applicants should be limited to the top half of that population.

The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 1

How States are Faring in Admission Requirements

2 Best Practice States
Delaware⬆, Rhode Island⬆

1 State Meets Goal
Texas

3 States Nearly Meet Goal
Mississippi⬆, New Jersey⬆, Utah⬆

11 States Partly Meet Goal
Connecticut, Georgia, Hawaii, Indiana, Kentucky⬆, North Carolina, South Carolina⬆, Tennessee, Washington, West Virginia, Wisconsin

13 States Meet a Small Part of Goal
Alabama⬆, Arkansas, FLORIDA, Illinois⬇, Iowa, Louisiana, Michigan⬆, Missouri, Nebraska, New Hampshire⬆, Oklahoma⬆, Oregon⬆, Pennsylvania

21 States Do Not Meet Goal
Alaska, Arizona, California, Colorado, District of Columbia, Idaho, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, Nevada, New Mexico, New York, North Dakota, Ohio, South Dakota, Vermont, Virginia, Wyoming

Progress on this Goal Since 2011:

⬆ : 12 ⟷ : 38 ⬇ : 1

1-A Analysis: Florida

State Meets Small Part of Goal | Bar Raised for this Goal | Progress Since 2011

ANALYSIS

Florida requires that approved undergraduate teacher preparation programs only accept teacher candidates who have passed a basic skills test. Applicants must pass the General Knowledge Test of the Florida Teacher Certification Examination. Although the state sets the minimum score for these tests, they are normed just to the prospective teacher population. The state also requires a 2.5 GPA for admission to an undergraduate program.

Programs have the option of accepting up to 10 percent of an entering class who have not passed a basic skills test. These individuals must pass the basic skills test prior to program completion.

Supporting Research

Florida Statutes 1004.04

FTCE/FELE Passing Requirements
http://www.fldoe.org/asp/ftce/pdf/percentpass.pdf

RECOMMENDATION

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

  Florida should require 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, as well as facilitate program comparison.

- **Exempt candidates with comparable SAT or ACT scores.**

  Florida should also waive its current basic skills test requirement for undergraduate candidates whose SAT or ACT scores demonstrate that they are in the top half of their class.

- **Increase the GPA requirement.**

  Requiring only a 2.5 GPA sets a low bar for the academic performance of the state's prospective teachers. Florida should consider using a higher GPA requirement for program admission in combination with a test of academic proficiency. A sliding scale of GPA and test scores would allow flexibility for candidates in demonstrating academic ability. When using such multiple measures, a sliding scale that still ensures minimum standards would allow students to earn program admission through a higher GPA and a lower test score, or vice-versa.

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

  In addition to ensuring that programs require a measure of academic performance for admission, Florida 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.

FLORIDA RESPONSE TO ANALYSIS

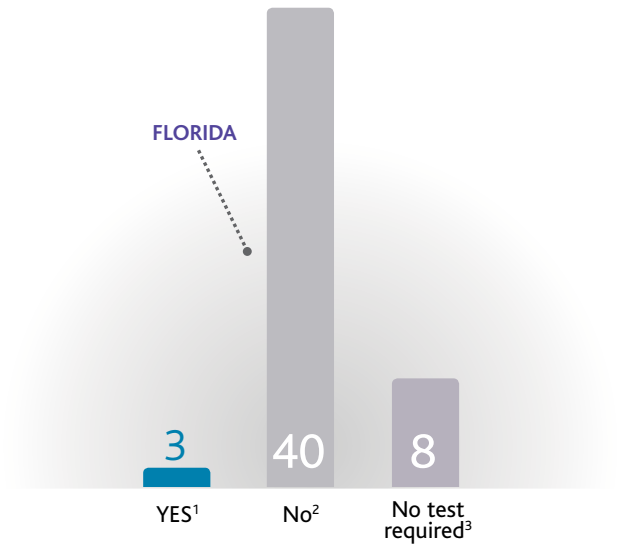
Florida was helpful in providing NCTQ with facts that enhanced this analysis.

EXAMPLES OF BEST PRACTICE

For admission to teacher preparation programs, **Rhode Island** and **Delaware** require a test of academic proficiency normed to the general college-bound population rather than a test that is normed just to prospective teachers. Delaware also requires teacher candidates to have a 3.0 GPA or be in the top 50th percentile for general education coursework completed. Rhode Island also requires an average cohort GPA of 3.0, and beginning in 2016, the cohort mean score on nationally-normed tests such as the ACT, SAT or GRE must be in the top 50th percentile. In 2020, the requirement for the mean test score will increase from the top half to the top third.

Figure 2

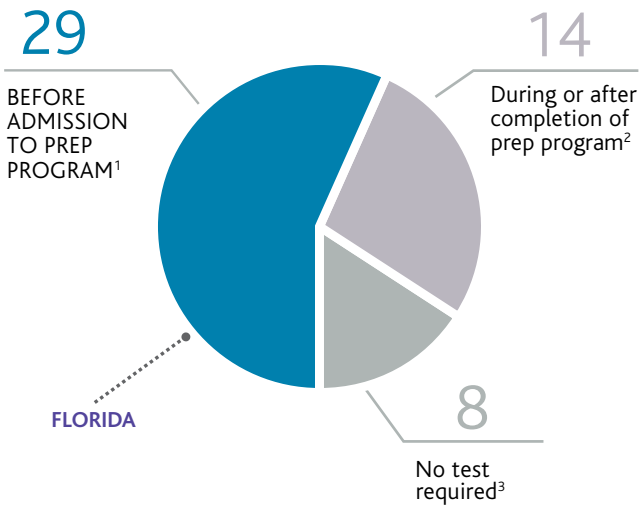
Do states require an assessment of academic proficiency that is normed to the general college-going population?



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

Figure 3

When do states test teacher candidates' academic proficiency?



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

Figure 4

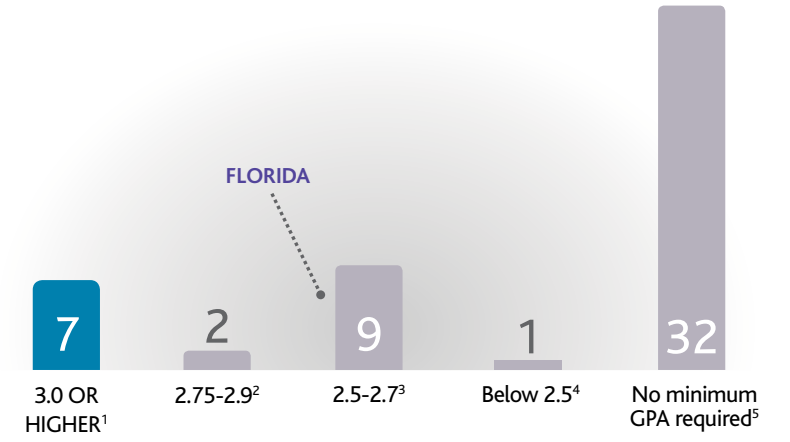
Do states measure the academic proficiency of teacher candidates?

	TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed to teacher candidates only before admission to prep program	Test normed to teacher candidates only during or after completion of prep program	No test required
Alabama	☐	■	☐	☐
Alaska	☐	☐	■	☐
Arizona	☐	☐	☐	■
Arkansas	☐	■	☐	☐
California	☐	☐	■	☐
Colorado	☐	☐	☐	■
Connecticut	☐	■	☐	☐
Delaware	■	☐	☐	☐
District of Columbia	☐	☐	■	☐
FLORIDA	☐	■	☐	☐
Georgia	☐	■	☐	☐
Hawaii	☐	■	☐	☐
Idaho	☐	☐	☐	■
Illinois	☐	☐	■	☐
Indiana	☐	■	☐	☐
Iowa	☐	■	☐	☐
Kansas	☐	☐	☐	■
Kentucky	☐	■	☐	☐
Louisiana	☐	■	☐	☐
Maine	☐	☐	■	☐
Maryland	☐	☐	■	☐
Massachusetts	☐	☐	■	☐
Michigan	☐	■	☐	☐
Minnesota	☐	☐	■	☐
Mississippi	☐	■	☐	☐
Missouri	☐	■	☐	☐
Montana	☐	☐	☐	■
Nebraska	☐	■	☐	☐
Nevada	☐	☐	■	☐
New Hampshire	☐	■	☐	☐
New Jersey	☐	■	☐	☐
New Mexico	☐	☐	■	☐
New York	☐	☐	■	☐
North Carolina	☐	■	☐	☐
North Dakota	☐	☐	■	☐
Ohio	☐	☐	☐	■
Oklahoma	☐	■[1]	☐	☐
Oregon	☐	■	☐	☐
Pennsylvania	☐	☐	■	☐
Rhode Island	■	☐	☐	☐
South Carolina	☐	■	☐	☐
South Dakota	☐	☐	☐	■
Tennessee	☐	■	☐	☐
Texas	■	☐	☐	☐
Utah	☐	■	☐	☐
Vermont	☐	☐	■	☐
Virginia	☐	■	☐	☐
Washington	☐	■	☐	☐
West Virginia	☐	■	☐	☐
Wisconsin	☐	■	☐	☐
Wyoming	☐	☐	☐	■
	3	**26**	**14**	**8**

1. Candidates in Oklahoma also have the option of gaining admission with a 3.0 GPA.

Figure 5

Do states require a minimum GPA for admission to teacher prep?



1. Strong Practice: Delaware, Mississippi[6], New Jersey[6], Oklahoma[7], Pennsylvania[8], Rhode Island[6], Utah
2. Kentucky, Texas
3. Alabama, Arkansas, Connecticut[9], Florida, Georgia, Michigan, South Carolina, South Dakota, Wisconsin[10]
4. Louisiana
5. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Tennessee, Vermont, Virginia, Washington, West Virginia, Wyoming
6. The 3.0 GPA requirement is a cohort average; individual candidates must have a 2.75 GPA.
7. Candidates in Oklahoma also have the option of gaining admission by passing a basic skills test.
8. Students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.
9. Connecticut requires a B- grade point average for all undergraduate courses.
10. The GPA admission requirement is 2.5 for undergraduate and 2.75 for graduate programs.

Area 1: Delivering Well-Prepared Teachers

Goal B – Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, providing the necessary foundation for teaching to the Common Core or similar state standards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require all elementary teacher candidates, including those who can teach elementary grades on an early childhood license, to pass a subject-matter test designed to ensure sufficient content knowledge of all core subjects.
2. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (*Mathematics preparation for elementary teachers is discussed in Goal 1-D.*)
3. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement ensures that prospective teachers have taken higher level academic coursework.

The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 6

How States are Faring in Elementary Teacher Preparation

1 Best Practice State
Indiana

2 States Meet Goal
Connecticut⬆, New Hampshire⬆

11 States Nearly Meet Goal
Alabama⬆, Arkansas⬆,District of Columbia⬆, FLORIDA⬆, Idaho⬆, Kentucky⬆, New Jersey⬆, Rhode Island⬆, Texas⬆, Utah⬆, Virginia⬆

14 States Partly Meet Goal
California, Delaware⬆, Georgia, Maine⬆, Massachusetts, Minnesota, New York⬆, North Carolina⬆, Oklahoma, Oregon⬆, Pennsylvania⬆, South Carolina⬆, Vermont⬆, West Virginia⬆

5 States Meet a Small Part of Goal
Arizona⬆, Colorado, Mississippi, New Mexico, Washington

18 States Do Not Meet Goal
Alaska, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Missouri, Montana, Nebraska, Nevada, North Dakota, Ohio⬆, South Dakota, Tennessee, Wisconsin, Wyoming

Progress on this Goal Since 2011:

⬆ : 24 ⟷ : 27 ⬇ : 0

1-B Analysis: Florida

State Nearly Meets Goal | Bar Raised for this Goal | Progress Since 2011

ANALYSIS

Florida has adopted the Common Core State Standards, which represent an effort to significantly raise the standards for the knowledge and skills American students will need for college readiness and global competitiveness. The state is on the right track in ensuring that its elementary teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

Beginning in May 2014, elementary teachers will have to pass a newly designed Florida Teacher Certification Examination (FTCE), which will consist of four subtests in the following areas: language arts and reading, social science, science, and mathematics. Candidates must pass each subtest to be eligible for licensure.

Florida also recently approved a newly developed early childhood education (PK-3) test, which consists of three individually scored content subtests: language arts and reading, mathematics and science.

However, Florida does not require its elementary teacher candidates to earn an academic content specialization.

Supporting Research

Florida Teacher Certification Examinations (FTCE)
www.fl.nesinc.com

Florida State Board of Education Administrative Rules 6A-4.0151

Florida Statute 1007.25

RECOMMENDATION

- **Ensure that the content test adequately measures sufficient knowledge in all subjects.**

  Florida should ensure that its new subject-matter test for elementary teacher candidates is well aligned with the Common Core State Standards. To make the test meaningful, Florida should also ensure that the passing scores on each subtest reflect high levels of performance.

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

  Florida should either articulate a more specific set of standards or establish comprehensive coursework requirements for elementary teacher candidates that align with the Common Core State 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. All teacher candidates in Florida must complete 30 semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities and natural sciences. These are good requirements, but they are defined too broadly to guarantee that the courses used to meet them will be relevant to the topics taught in the PK-6 classroom. In addition, Florida requires elementary teacher candidates to complete a major in elementary education and stipulates that preparation programs must provide instruction in all sub-

ject-matter competencies tested on the state's subject-area examination. These include language arts; social science; science and technology; and music, visual arts, physical education and health. While Florida does not indicate its subject-area expectations in standards, it does so through the framework of the FTCE content test. For example, in the area of social studies, teacher candidates are required to understand history, government, economics and geography. However, there are a few gaps in key areas such as American and world literature and art history

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

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

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 7

Do states ensure that elementary teachers know core content?

	Elementary content test with SEPARATE PASSING SCORE FOR EACH SUBJECT	Elementary content test with separate passing score for some subjects	Elementary content test with composite score	No test required
Alabama	■			
Alaska				■[1]
Arizona		■		
Arkansas	■			
California		■		
Colorado			■	
Connecticut	■			
Delaware	■			
District of Columbia	■			
FLORIDA	■			
Georgia		■		
Hawaii				■
Idaho	■			
Illinois			■	
Indiana	■			
Iowa			■	
Kansas			■	
Kentucky	■			
Louisiana			■	
Maine	■			
Maryland			■[2]	
Massachusetts			■[3]	
Michigan			■	
Minnesota		■		
Mississippi			■	
Missouri			■	
Montana				■
Nebraska			■	
Nevada			■[2]	
New Hampshire	■			
New Jersey	■			
New Mexico			■	
New York		■		
North Carolina			■[3]	
North Dakota			■	
Ohio				■[4]
Oklahoma		■		
Oregon		■		
Pennsylvania		■		
Rhode Island	■			
South Carolina	■			
South Dakota			■	
Tennessee			■	
Texas	■			
Utah	■			
Vermont	■			
Virginia	■			
Washington		■		
West Virginia	■			
Wisconsin			■	
Wyoming			■	
	19	**9**	**19**	**4**

EXAMPLE OF BEST PRACTICE

Indiana ensures that all candidates licensed to teach the elementary grades possess the requisite subject-matter knowledge before entering the classroom. Not only are elementary teacher candidates required to pass a content test comprised of independently scored subtests, but the state also requires its early childhood education teachers—who are licensed to teach up through grade 3—to pass a content test comprised of four subtests. Elementary teacher candidates in Indiana must also earn either a major or minor in an academic content area.

1. Alaska does not require testing for initial licensure.
2. The required test is a questionable assessment of content knowledge, instead emphasizing methods and instructional strategies.
3. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.
4. Only teachers of grades 4 and 5 are required to pass content test.

Figure 8

Do states require early childhood teachers who teach elementary grades to pass a content knowledge test?

	CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT	Content test with composite score	Test with little to no content	No test required	Not applicable[1]
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	■[2]	☐	☐	☐	☐
South Carolina	☐	☐	■	☐	☐
South Dakota	☐	☐	■	☐	☐
Tennessee	☐	■	☐	☐	☐
Texas	☐	☐	☐	☐	■
Utah	■[2]	☐	☐	☐	☐
Vermont	☐	☐	☐	■	☐
Virginia	■	☐	☐	☐	☐
Washington	☐	☐	■	☐	☐
West Virginia	☐	☐	■	☐	☐
Wisconsin	☐	■	☐	☐	☐
Wyoming	☐	☐	☐	■	☐
	6	**12**	**16**	**4**	**13**

1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
2. May pass either multiple subjects (subscores) or content knowledge (no subscores) test.

Figure 9

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

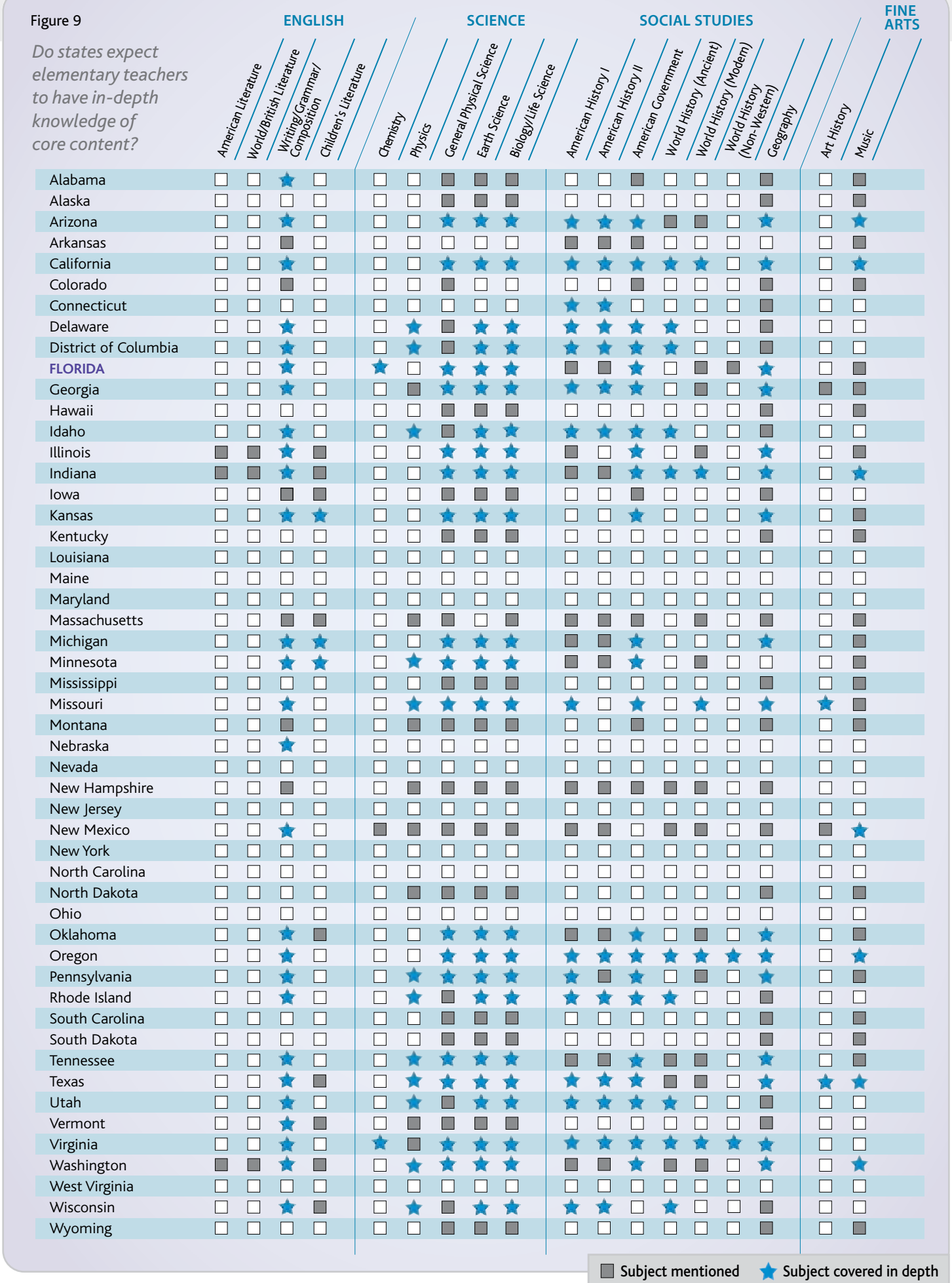


Figure 10

*What subjects does **Florida** expect elementary teachers to know?*

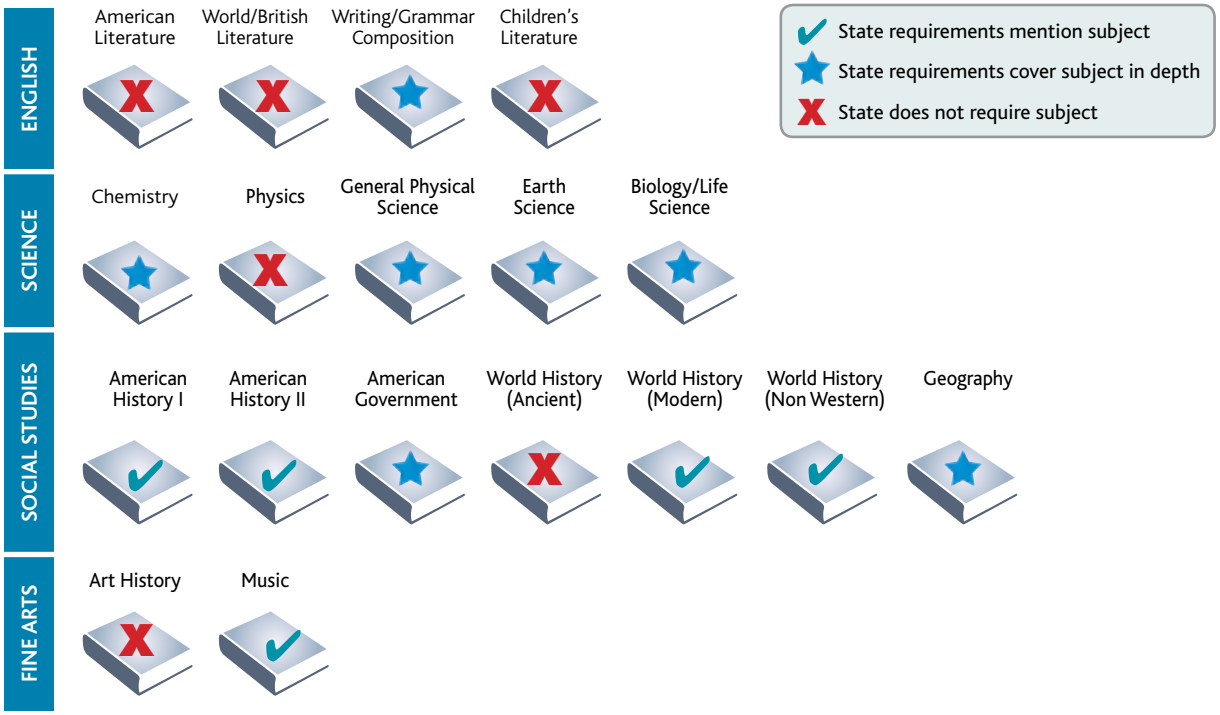
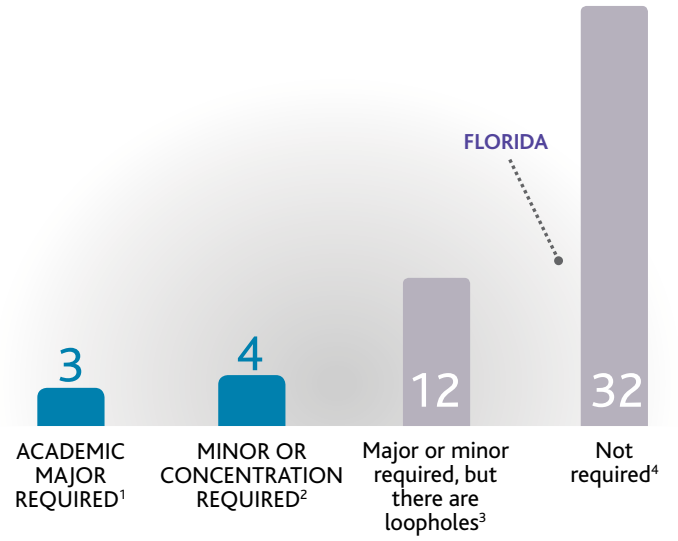


Figure 11

Do states expect elementary teachers to complete an academic concentration?



1. Strong Practice: Colorado, Massachusetts, New Mexico
2. Strong Practice: Indiana, Mississippi, New Hampshire, Oklahoma
3. California, Connecticut, Iowa, Maryland, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia
   These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.
4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal C – Elementary Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that new elementary teachers, including those who can teach elementary grades on an early childhood license, pass a rigorous test of reading instruction in order to attain licensure. The design of the test should ensure that prospective teachers cannot pass without knowing the five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that teacher preparation programs prepare candidates in the science of reading instruction.

The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 12

How States are Faring in Elementary Teacher Preparation in Reading Instruction

2 Best Practice States
Connecticut, Massachusetts

13 States Meet Goal
Alabama, California, FLORIDA⬆, Indiana⬆, Minnesota, New Hampshire⬆, New York⬆, Ohio⬆, Oklahoma, Tennessee, Virginia, West Virginia⬆, Wisconsin⬆

6 States Nearly Meet Goal
Georgia, Idaho, New Mexico⬆, North Carolina⬆, Pennsylvania⬇, Texas

9 States Partly Meet Goal
Arkansas, Colorado, Louisiana, Maryland, Michigan, Mississippi, Missouri, Vermont, Washington

3 States Meet a Small Part of Goal
Arizona, Delaware⬆, Oregon

18 States Do Not Meet Goal
Alaska, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Jersey, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wyoming

Progress on this Goal Since 2011:

⬆ : 10 ⟷ : 40 ⬇ : 1

1-C Analysis: Florida

State Meets Goal | Bar Raised for this Goal | Progress Since 2011

ANALYSIS

Beginning in May 2014, all new elementary teacher candidates in Florida will be required to take the Florida Teacher Certification Exam, which will include a separately scored language arts and reading subtest. The subtest addresses the five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Early childhood education teacher candidates, who are allowed to teach through grade 3, must now earn a passing score on the newly developed Prekindergarten/Primary PK-3 test, which also includes an individually scored language arts and reading subtest.

In its standards for program approval, Florida does require teacher preparation programs to address the science of reading.

Supporting Research

FTCE Test Requirements
www.fl.nesinc.com
Florida Rule 6A-5.066

RECOMMENDATION

- **Ensure that the science of reading test is meaningful.**

  To ensure that its science of reading test is meaningful, Florida should evaluate its passing score to make certain it reflects a high standard of performance.

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 13

Do states ensure that elementary teachers know the science of reading?

	PREPARATION REQUIREMENTS		TESTING REQUIREMENTS		
	FULLY ADDRESS READING SCIENCE	Do not address reading science	APPROPRIATE TEST	Inadequate test	No reading test
Alabama	■	□	■[1]	□	□
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	□	■	■[2]	□	□
North Dakota	□	■	□	□	■
Ohio	■	□	■	□	□
Oklahoma	■	□	■	□	□
Oregon	□	■	□	■	□
Pennsylvania	■	□	□	■	□
Rhode Island	□	■	□	■	□
South Carolina	□	■	□	■	□
South Dakota	□	■	□	□	■
Tennessee	■	□	■	□	□
Texas	■	□	□	■	□
Utah	□	■	□	■	□
Vermont	■	□	□	■	□
Virginia	■	□	■	□	□
Washington	■	□	□	□	■
West Virginia	■	□	■	□	□
Wisconsin	□	■	■	□	□
Wyoming	□	■	□	□	■
	25	**26**	**17**	**16**	**18**

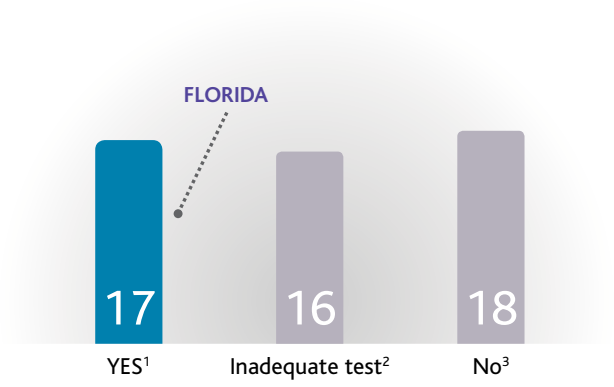
EXAMPLES OF BEST PRACTICE

Fifteen states meet this goal by requiring that all candidates licensed to teach the elementary grades pass comprehensive assessments that specifically test the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut** and **Massachusetts**, confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

1. Alabama's reading test spans the K-12 spectrum.
2. Teachers have until their second year to pass the reading test.

Figure 14

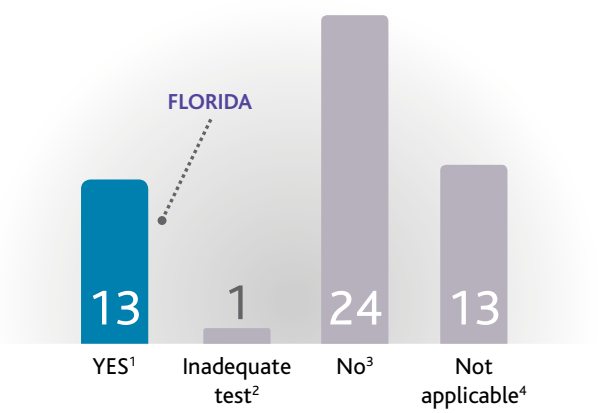
Do states measure new elementary teachers' knowledge of the science of reading?



1. Strong Practice: Alabama[4], California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New Mexico, New York, North Carolina[5], Ohio, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
2. Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Maine, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont
3. Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, North Dakota, South Dakota, Washington, Wyoming
4. Alabama's reading test spans the K-12 spectrum.
5. Teachers have until their second year to pass the reading test.

Figure 15

Do states measure knowledge of the science of reading for early childhood teachers who can teach elementary grades?



1. Strong Practice: Alabama[5], Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New York, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
2. Idaho
3. Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maine, Maryland, Missouri, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, Wyoming
4. Alaska, Arkansas, California, Georgia, Kentucky, Michigan, Mississippi, Montana, North Carolina, Ohio, Oregon, Pennsylvania, Texas
   These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
5. Alabama's reading test spans the K-12 spectrum

Area 1: Delivering Well-Prepared Teachers

Goal D – Elementary Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry with some statistics).
2. The state should require elementary teacher candidates, including those who can teach elementary grades on an early childhood license, to pass a rigorous test of mathematics content in order to attain licensure.
3. Such test can also be used to test out of course requirements and should be designed to ensure that prospective teachers cannot pass without sufficient knowledge of mathematics.

The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 16

How States are Faring in Teacher Preparation in Mathematics

0 Best Practice States

8 States Meet Goal
Arkansas⬆, FLORIDA⬆, Indiana, Kentucky⬆, New York⬆, North Carolina⬆, Texas⬆, Virginia⬆

15 States Nearly Meet Goal
Alabama⬆, Connecticut⬆, Delaware⬆, District of Columbia⬆, Idaho⬆, Maine⬆, Massachusetts, Minnesota, New Hampshire⬆, New Jersey⬆, Rhode Island⬆, South Carolina⬆, Utah, Vermont⬆, West Virginia⬆

1 State Partly Meets Goal
California

21 States Meet a Small Part of Goal
Alaska, Arizona, Georgia, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana, New Mexico, North Dakota, Oklahoma, Oregon⬆, Pennsylvania, South Dakota, Tennessee, Washington, Wyoming

6 States Do Not Meet Goal
Colorado, Hawaii⬇, Nebraska, Nevada, Ohio, Wisconsin

Progress on this Goal Since 2011:

⬆ : 20 ⟷ : 30 ⬇ : 1

1-D Analysis: Florida

State Meets Goal | Bar Raised for this Goal | Progress Since 2011

ANALYSIS

Beginning in May 2014, Florida will require all elementary teacher candidates to pass the Florida Teacher Certification Examination (FTCE), which will include a separately scored math subtest.

Early childhood education teacher candidates, who are allowed to teach through grade 3, must now also earn a passing score on the newly developed Prekindergarten/Primary PK-3 test, which includes an individually scored mathematics subtest.

Supporting Research

FTCE Testing Requirements
www.fl.nesinc.com

Florida State Board of Education Administrative Rules 6A-4.0151 and 6A-5.066

FLORIDA RESPONSE TO ANALYSIS

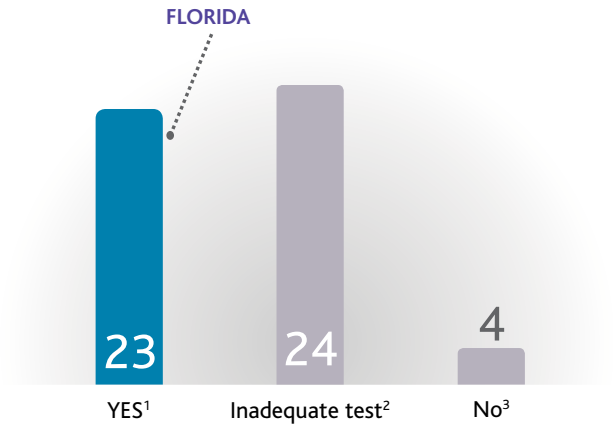
Florida recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that all candidates licensed to teach the elementary grades earn a passing score on an independently scored mathematics subtest. **Massachusetts's** MTEL mathematics subtest continues to set the standard in this area by evaluating mathematics knowledge beyond an elementary school level and challenging candidates' understanding of underlying mathematics concepts.

Figure 17

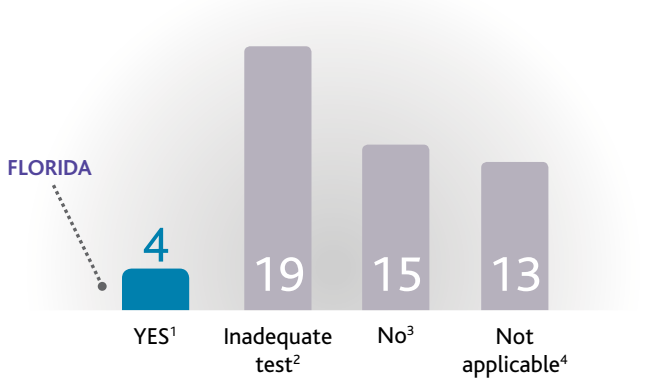
Do states measure new elementary teachers' knowledge of math?



1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas[4], Utah, Vermont, Virginia, West Virginia
2. Arizona, California, Colorado, Georgia, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Missouri, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Washington, Wisconsin, Wyoming
3. Alaska[5], Hawaii, Montana, Ohio[6]
4. Test is not yet available for review.
5. Testing is not required for initial licensure.
6. Only teachers of grades 4 and 5 are required to pass an adequate content test.

Figure 18

Do states measure knowledge of math of early childhood teachers who can teach elementary grades?



1. Strong Practice: Florida, Indiana, New York, Virginia
2. Alabama, Colorado, Connecticut, District of Columbia, Idaho, Iowa, Louisiana, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New Jersey, North Dakota, Rhode Island, Tennessee, Utah, Washington, Wisconsin
3. Arizona, Delaware, Hawaii, Illinois, Kansas, Maine, Missouri, Nebraska, New Mexico, Oklahoma, South Carolina, South Dakota, Vermont, West Virginia, Wyoming
4. Alaska, Arkansas, California, Georgia, Kentucky, Michigan, Mississippi, Montana, North Carolina, Ohio, Oregon, Pennsylvania, Texas
   These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.

Area 1: Delivering Well-Prepared Teachers

Goal E – Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that new middle school teachers pass a licensing test in every core academic area that they are licensed to teach.
2. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.
3. The state should encourage middle school candidates who are licensed to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates licensed to teach a single subject area should earn a major in that area.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 19

How States are Faring in Middle School Teacher Preparation

4 Best Practice States
Georgia, Mississippi, New Jersey, South Carolina

19 States Meet Goal
Alabama, Arkansas, Connecticut, Delaware, District of Columbia, FLORIDA, Indiana, Iowa⬆, Kansas, Kentucky, Louisiana, Missouri, Ohio⬆, Pennsylvania, Rhode Island⬆, Texas⬆, Vermont, Virginia, West Virginia

4 States Nearly Meet Goal
Maryland, New York, North Carolina⬆, Tennessee

3 States Partly Meet Goal
Massachusetts, Minnesota, Wisconsin

7 States Meet a Small Part of Goal
Michigan, Nevada, New Mexico, North Dakota, Oklahoma, Utah, Wyoming

14 States Do Not Meet Goal
Alaska, Arizona, California, Colorado, Hawaii⬇, Idaho, Illinois, Maine, Montana, Nebraska, New Hampshire, Oregon, South Dakota, Washington

Progress on this Goal Since 2011:

⬆ : 5 ⟷ : 45 ⬇ : 1

1-E Analysis: Florida

State Meets Goal Progress Since 2011

ANALYSIS

Florida requires middle grades certification (grades 5-9) for all middle school teachers. The state offers middle grades certification for four specific subject areas: English, math, science and social science. Candidates must earn a major or complete 18 credit hours in their intended teaching field.

All new middle school teachers in Florida are also required to pass a specific subject-area test, one of the "Florida Teacher Certification Examination" tests, to attain licensure.

Commendably, Florida does not offer a K-8 generalist license.

Supporting Research

Test Requirements
www.fl.nesinc.com
Florida State Board of Education Administrative Rules 6A-4
Florida Statute 1012.56

RECOMMENDATION

- **Ensure meaningful content tests.**

  To ensure meaningful middle school content tests, Florida should make certain that its passing scores reflect high levels of performance.

- **Close the loophole that allows teachers to add middle grade levels to an existing license without demonstrating content knowledge.**

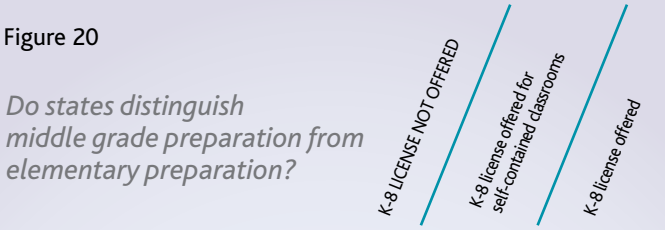
  Florida encourages districts to "provide mechanisms for those middle school teachers holding only a K-6 teaching certificate to obtain a subject area coverage for middle grades through postsecondary coursework or district add-on certification." The state is urged to require that all teachers who add the middle grade levels to their certificates pass a rigorous subject-matter test to ensure content knowledge of all subject areas before they are allowed in the classroom.

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 20

Do states distinguish middle grade preparation from elementary preparation?



	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■		
Alaska			■
Arizona			■[1]
Arkansas	■		
California		■[2]	
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			■[1]
Ohio	■		
Oklahoma			■[3]
Oregon			■[4]
Pennsylvania	■		
Rhode Island	■		
South Carolina	■		
South Dakota			■
Tennessee	■		
Texas	■		
Utah		■	
Vermont	■		
Virginia	■		
Washington			■
West Virginia	■		
Wisconsin			■[1]
Wyoming	■		
	31	**5**	**15**

EXAMPLES OF BEST PRACTICE

Georgia, **Mississippi**, **New Jersey** and **South Carolina** ensure that all middle school teacher candidates are adequately prepared to teach middle school-level content. None of these states offers a K-8 generalist license and all require passing scores on subject-specific content tests. Georgia, Mississippi and South Carolina explicitly require at least two content-area minors, and New Jersey requires a content major along with a minor for each additional area of certification.

1. Offers 1-8 license.
2. California offers a K-12 generalist license for all self-contained classrooms.
3. With the exception of mathematics.
4. Oregon offers 3-8 license.

Figure 21

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

	YES	No, test does not report subscores for all core subjects	No, K-8 license requires only elementary test	No, testing of all subjects not required
Alabama	■			
Alaska				■[1]
Arizona			■	
Arkansas	■			
California				■[2]
Colorado				■
Connecticut	■			
Delaware	■			
District of Columbia	■			
FLORIDA	■			
Georgia	■			
Hawaii				■
Idaho			■[3]	
Illinois			■	
Indiana	■			
Iowa	■			
Kansas	■			
Kentucky	■			
Louisiana	■			
Maine			■	
Maryland	■[4]			
Massachusetts		■		
Michigan			■	
Minnesota			■	
Mississippi	■			
Missouri	■			
Montana				■
Nebraska			■	
Nevada			■	
New Hampshire			■	
New Jersey	■			
New Mexico			■	
New York	■[5]			
North Carolina	■[6]			
North Dakota			■	
Ohio	■			
Oklahoma			■	
Oregon			■[7]	
Pennsylvania	■			
Rhode Island	■			
South Carolina	■			
South Dakota			■	
Tennessee		■		
Texas	■			
Utah			■	
Vermont	■			
Virginia	■			
Washington			■	
West Virginia	■			
Wisconsin		■		
Wyoming				■
	26	**3**	**16**	**6**

1. Alaska does not require content tests for initial licensure.
2. Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require test.
3. For K-8 license, Idaho also requires a single-subject test.
4. 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.
5. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass new assessment with three subtests.
6. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.
7. Candidates opting for middle-level endorsement may either complete a major or pass a content test.

Area 1: Delivering Well-Prepared Teachers

Goal F – Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that secondary teachers pass a licensing test in every subject they are licensed to teach.
2. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they are licensed to teach.
3. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 22

How States are Faring in Secondary Teacher Preparation

3 Best Practice States
Georgia, Indiana, Tennessee

2 States Meet Goal
Minnesota, South Dakota

28 States Nearly Meet Goal
Alabama, Arkansas, Connecticut, Delaware, FLORIDA, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Missouri⬆, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon⬆, Pennsylvania, Rhode Island⬆, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin

8 States Partly Meet Goal
District of Columbia, Iowa⬆, Louisiana, Maryland, Mississippi, Nebraska⬆, Nevada, New Mexico

1 State Meets a Small Part of Goal
North Carolina⬆

9 States Do Not Meet Goal
Alaska, Arizona, California, Colorado, Hawaii⬇, Montana, New Hampshire, Washington, Wyoming

Progress on this Goal Since 2011:

⬆ : 6 ⟷ : 44 ⬇ : 1

1-F Analysis: Florida

State Nearly Meets Goal Progress Since 2011

ANALYSIS

Florida requires that its secondary teacher candidates pass a content test (Florida Teacher Certification Examinations, or FTCE) to teach any core secondary subjects.

Unfortunately, Florida permits a significant loophole to this important policy by allowing a general social studies license, without requiring subject-matter testing for each subject area within this discipline. Candidates must pass the FTCE Social Science test. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas.

Further, to add an additional field to a secondary license, teachers must also pass a content test. However, as stated above, Florida cannot guarantee content knowledge in each specific subject for secondary teachers who add general social studies subject coverage.

Supporting Research

Florida State Board of Education Administrative Rules 6A-4.03321; 6A-4.0331; 6A-4.0233

Florida Teacher Certification Examinations
www.fl.nesinc.com

RECOMMENDATION

- **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—Florida 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.

FLORIDA RESPONSE TO ANALYSIS

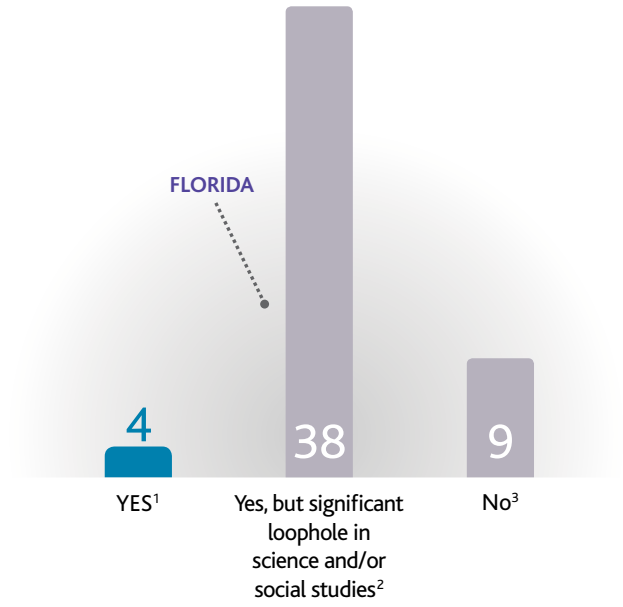
Florida recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

Georgia, **Indiana** and **Tennessee** require that all secondary teacher candidates pass a content test to teach any core secondary subject—both as a condition of licensure and to add an additional field to a secondary license. Further, none of these states offers secondary certification in general social studies; all teachers must be certified in a specific discipline. Also worthy of mention is **Missouri**, which now requires its general social studies teachers to pass a multi-content test with six independently scored subtests.

Figure 23

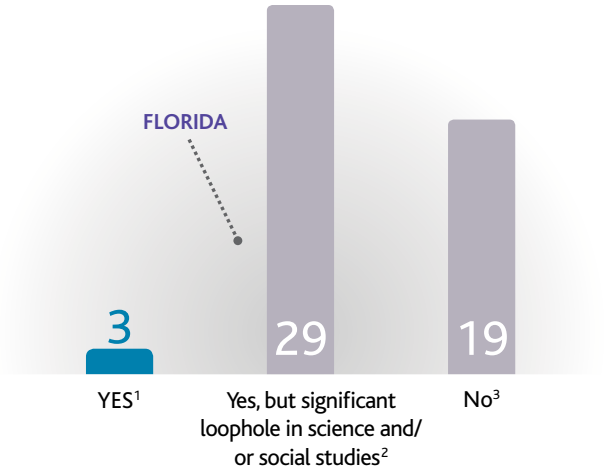
Does a secondary teacher have to pass a content test in every subject area for licensure?



1. Strong Practice: Indiana, Minnesota, Missouri, Tennessee
2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina[4], North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin [For more on loopholes, see Goal 1-G (science) and Figure 25 (social studies).]
3. Alaska, Arizona[5], California, Colorado, Hawaii, Montana, New Hampshire[5], Washington, Wyoming[6]
4. Teachers may also have until second year to pass tests, if they attempt to pass them during their first year.
5. Candidates with a master's degree in the subject area do not have to pass a content test.
6. Only secondary comprehensive social studies teachers must pass a content test.

Figure 24

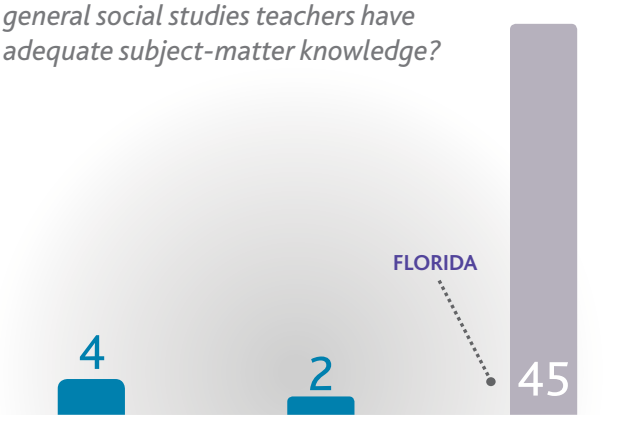
Does a secondary teacher have to pass a content test in every subject area to add an endorsement?



1. Strong Practice: Indiana, Minnesota, Tennessee
2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin (Science is discussed in Goal 1-G.)
3. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Iowa, Louisiana, Maryland, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Washington, Wyoming

Figure 25

Do states ensure that secondary general social studies teachers have adequate subject-matter knowledge?



1. Strong Practice: Georgia, Indiana, South Dakota, Tennessee
2. Strong Practice: Minnesota[4], Missouri
3. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware District of Columbia, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma[5], Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
4. Minnesota's test for general social studies is divided into two individually scored subtests.
5. Oklahoma offers combination licenses.

Area 1: Delivering Well-Prepared Teachers

Goal G – Secondary Teacher Preparation in Science

The state should ensure that secondary science teachers know all the subject matter they are licensed to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary science teachers to pass a subject-matter test in each science discipline they are licensed to teach.
2. If a general science or combination science certification is offered, the state should require teachers to pass a subject-matter test in each science discipline they are licensed to teach under those certifications.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 26

How States are Faring in Preparation to Teach Science

1 Best Practice State
Missouri ⬆

13 States Meet Goal
FLORIDA, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, Rhode Island ⬆, Tennessee, Virginia, West Virginia ⬆

2 States Nearly Meet Goal
Arizona ⬆, Arkansas

7 States Partly Meet Goal
Georgia, Illinois, Maine, Maryland, Oklahoma, South Dakota, Utah

0 States Meet a Small Part of Goal

28 States Do Not Meet Goal
Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Louisiana, Michigan, Mississippi, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin, Wyoming

Progress on this Goal Since 2011:

⬆ : 4 ⬌ : 47 ⬇ : 0

1-G Analysis: Florida

State Meets Goal Progress Since 2011

ANALYSIS

Commendably, Florida does not offer a certification in general science for secondary teachers.

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 27

Do states ensure that secondary general science teachers have adequate subject-matter knowledge?

	Offers only single-subject science license with adequate testing	Offers general science or combination license with adequate testing	Offers only single-subject science licenses without adequate testing	Offers general science or combination licenses without adequate testing
Alabama	☐	☐	☐	■
Alaska	☐	☐	☐	■
Arizona	☐	■[1]	☐	☐
Arkansas	☐	☐	☐	■
California	☐	☐	■	☐
Colorado	☐	☐	☐	■
Connecticut	☐	☐	☐	■
Delaware	☐	☐	☐	■
District of Columbia	☐	☐	☐	■
FLORIDA	■	☐	☐	☐
Georgia	☐	☐	☐	■[2]
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	☐	■[1]	☐	☐
South Carolina	☐	☐	☐	■
South Dakota	☐	☐	☐	■
Tennessee	■	☐	☐	☐
Texas	☐	☐	☐	■
Utah	☐	☐	☐	■
Vermont	☐	☐	☐	■
Virginia	■	☐	☐	☐
Washington	☐	☐	☐	■
West Virginia	☐	■[1]	☐	☐
Wisconsin	☐	☐	☐	■
Wyoming	☐	☐	☐	■
	10	**5**	**1**	**35**

EXAMPLE OF BEST PRACTICE

Missouri ensures that its secondary science teachers know the content they teach by taking a dual approach to general secondary science certification. The state offers general science certification but only allows these candidates to teach general science courses. Missouri also offers an umbrella certification—called unified science—that requires candidates to pass individual subtests in biology, chemistry, earth science and physics. These certifications are offered in addition to single-subject licenses.

1. Teachers with the general science license may only teach general science courses.
2. Georgia's science test consists of two subtests.

Area 1: Delivering Well-Prepared Teachers

Goal H – Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they are licensed to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
2. All elementary special education candidates should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
3. The state should ensure that secondary special education teachers possess adequate content knowledge.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 28

How States are Faring in Preparation to Teach Social Studies

0 Best Practice States

0 States Meet Goal

4 States Nearly Meet Goal
Alabama⬆, New York⬆, Rhode Island⬆, Texas⬆

8 States Partly Meet Goal
Idaho⬆, Iowa⬇, Louisiana, Massachusetts, New Jersey, Pennsylvania, West Virginia, Wisconsin

10 States Meet a Small Part of Goal
Colorado, Connecticut⬆, Illinois, Maine, Maryland, North Carolina⬆, Oregon, Tennessee⬆, Vermont, Virginia⬆

29 States Do Not Meet Goal
Alaska, Arizona, Arkansas⬇, California, Delaware, District of Columbia, FLORIDA, Georgia, Hawaii, Indiana, Kansas⬇, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Utah, Washington, Wyoming

Progress on this Goal Since 2011:

⬆: 9 ⬌: 39 ⬇: 3

1-H Analysis: Florida

State Does Not Meet Goal Progress Since 2011

ANALYSIS

Florida only offers a K-12 special education certification.

The state does not require content testing for any of its special education teacher candidates.

Supporting Research

Florida Administrative Code 6A-4.01795

RECOMMENDATION

- **End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.**

  It is virtually impossible and certainly impractical for Florida to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach, especially considering state and federal expectations that special education students should meet the same high standards as other students. While the broad K-12 umbrella may be appropriate for teachers of 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.

- **Require that elementary special education candidates pass a rigorous content test as a condition of initial licensure.**

  To ensure that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the subject matter at hand, Florida should require a rigorous content test that reports separate passing scores for each content area. Florida should also set these passing scores to reflect high levels of performance. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

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

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

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis. The state added that as it transitions to the Common Core State Standards, fundamental courses are being phased out of general education courses and will be deleted in school year 2014-2015. The courses will only be available for students with disabilities as academic skill-building courses that support a student's participation in general education classes by allowing more time to build the necessary skills for success. These courses are intended to supplement—not replace—academic courses.

Florida also noted that all new K-12 exceptional student education (ESE) teachers teaching core academic subjects must meet the certification requirements for the appropriate general education core academic subject area. For example, an ESE teacher teaching students in grades K-6 core academic subject courses or in the general education classroom must meet the content requirements for elementary education, which includes passing the state's elementary subject-area examination, as well as certification requirements for any ESE area.

Supporting Research

http://www.fldoe.org/articulation/CCD/files/CCDNarrative1314.pdf

LAST WORD

It is unclear how licensure testing requirements that are dependent on a teacher's job placement or assignment can be operationalized. A license should mean that a teacher is prepared to teach any subject or grade covered under that certificate.

Figure 29

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	■		
Utah			■
Vermont	■		
Virginia			■
Washington			■
West Virginia	■		
Wisconsin	■		
Wyoming		■	
	16	**7**	**28**

EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot award "best practice" honors to any state's policy in the area of special education. However, two states—**New York** and **Rhode Island**—are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are required to teach. Both states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers. Secondary special education teachers in New York must pass a newly developed multisubject content test for special education teachers comprised of three separately scored sections. Rhode Island requires its secondary special education teachers to hold certification in another secondary area.

Figure 30

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

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

1. 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.
2. 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 a dual certification as a reading specialist are similarly exempted.
3. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.

Figure 29:
1. Although New Jersey does issue a K-12 certificate, candidates must meet discrete elementary and/or secondary requirements.

Area 1: Delivering Well-Prepared Teachers

Goal I – Assessing Professional Knowledge

The state should use a licensing test to verify that all new teachers meet its professional standards.

Goal Component

(The factor considered in determining the states' rating for the goal.)

1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 31

How States are Faring in Special Education Teacher Preparation

0 Best Practice States

28 States Meet Goal
Alabama⬆, Arizona, Arkansas, California, District of Columbia, FLORIDA, Illinois, Indiana⬆, Iowa⬆, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island⬆, South Carolina, South Dakota, Tennessee, Texas, Washington⬆, West Virginia

2 States Nearly Meet Goal
Maryland, North Carolina⬆

3 States Partly Meet Goal
Connecticut, Pennsylvania⬆, Utah

3 States Meet a Small Part of Goal
Massachusetts, Missouri, Wyoming

15 States Do Not Meet Goal
Alaska, Colorado, Delaware, Georgia, Hawaii, Idaho⬇, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Wisconsin

Progress on this Goal Since 2011:

⬆ : 7 ⬌ : 43 ⬇ : 1

1-I Analysis: **Florida**

State Meets Goal Progress Since 2011

ANALYSIS

Florida requires teachers who are applying for the professional certificate to pass its Professional Education test, a pedagogy test that is part of the Florida Teacher Certification Examinations.

Supporting Research

http://www.fldoe.org/edcert/mast_prof.asp

FLORIDA RESPONSE TO ANALYSIS

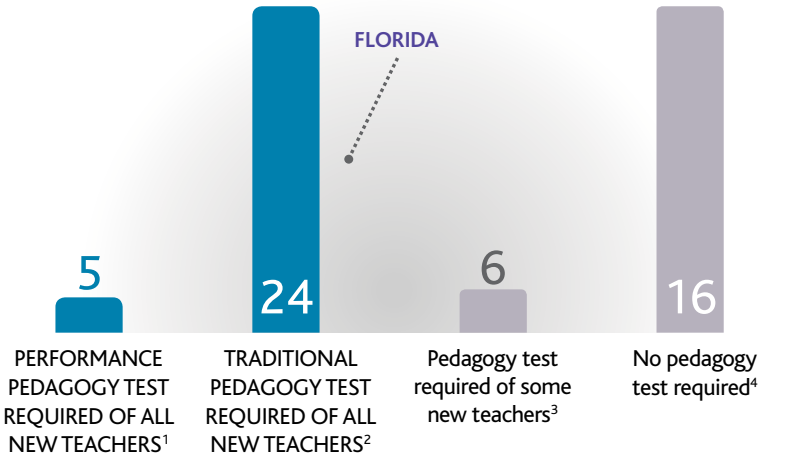
Florida recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

Although NCTQ has not singled out one state's policies for "best practice" honors, it commends the many states that require a pedagogy assessment to verify that all new teachers meet professional standards.

Figure 32

Do states measure new teachers' knowledge of teaching and learning?



1. Strong Practice: California, Illinois[5], New York, Tennessee[6], Washington
2. Strong Practice: Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, North Carolina[7], North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia
3. Connecticut, Maryland, Missouri, Pennsylvania, Utah[8], Wyoming
4. Alaska, Colorado, Delaware, Georgia, Hawaii, Idaho, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Wisconsin
5. Beginning in 2015.
6. Teachers may pass either the edTPA or a Praxis pedagogy test.
7. Teachers have until their second year to pass if they attempt to pass during their first year.
8. Not required until teacher advances from a Level One to a Level Two license.

Area 1: Delivering Well-Prepared Teachers

Goal J – Student Teaching

The state should ensure that teacher preparation programs provide teacher candidates with a high quality clinical experience.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that student teachers only be placed with cooperating teachers for whom there is evidence of their effectiveness as measured by consistent gains in student learning.
2. The state should require that teacher candidates spend at least 10 weeks student teaching.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 33

How States are Faring in Student Teaching

3 Best Practice States
FLORIDA, Rhode Island⬆, Tennessee

1 State Meets Goal
Massachusetts⬆

2 States Nearly Meet Goal
Connecticut⬆, Kentucky

24 States Partly Meet Goal
Alabama, Arkansas, Delaware⬆, Georgia⬆, Hawaii, Illinois⬆, Iowa, Kansas, Maine⬆, Minnesota, Mississippi, Missouri⬆, Nebraska, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin

4 States Meet a Small Part of Goal
Indiana, Michigan, Oregon, South Dakota

17 States Do Not Meet Goal
Alaska, Arizona, California, Colorado, District of Columbia, Idaho, Louisiana, Maryland, Montana, Nevada, New Hampshire⬇, New Mexico, New York, Utah, Virginia, West Virginia, Wyoming

Progress on this Goal Since 2011:

⬆ : 8 ⟷ : 42 ⬇ : 1

1-J Analysis: Florida

Best Practice State Progress Since 2011

ANALYSIS

Florida requires its preparation programs to provide "field experiences" for teacher candidates, which must include a culminating experience of no less than 10 weeks in duration. "Preservice field experience programs must provide specific guidance and demonstration of effective classroom management strategies, strategies for incorporating technology into classroom instruction, strategies for incorporating scientifically researched, knowledge-based reading literacy and computational skills acquisition into classroom instruction, and ways to link instructional plans to the Sunshine State Standards, as appropriate."

Florida also requires cooperating teachers to show evidence of "clinical educator" training as well as successfully demonstrate effective classroom management strategies that consistently result in improved student performance. Commendably, the state also passed recent legislation that requires all cooperating teachers to have earned an effective or highly effective rating on the prior year's performance evaluation.

Finally, teacher preparation programs must select the school sites for field experience activities. "These sites must represent the full spectrum of school communities, including, but not limited to, schools located in urban settings. In order to be selected, school sites must demonstrate commitment to the education of public school students and to the preparation of future teachers."

Supporting Research

Florida Statute 1004.04(6)

Florida State Board of Education Administration Rules 6A-5.066

SB 1664 (2013)

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 34

Do states ensure a high-quality student teaching experience?

	COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS	STUDENT TEACHING LASTS AT LEAST 10 WEEKS
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	☐	■[1]
Wisconsin	☐	■
Wyoming	☐	☐
	5	**32**

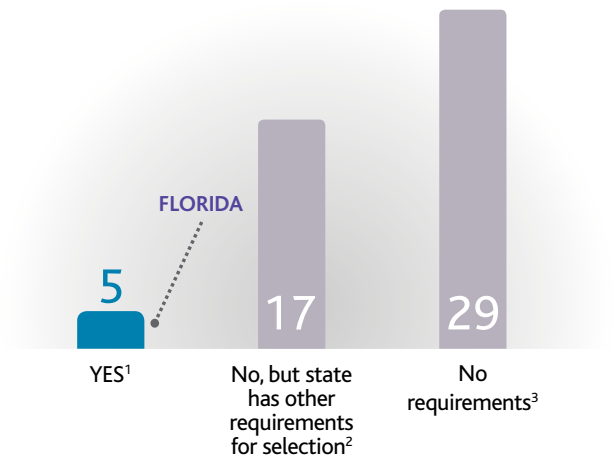
EXAMPLES OF BEST PRACTICE

Florida, **Rhode Island** and **Tennessee** not only require teacher candidates to complete at least 10 weeks of full-time student teaching, but they also all require that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

1. West Virginia allows candidates to student teach for less than 12 weeks if determined to be proficient.

Figure 35

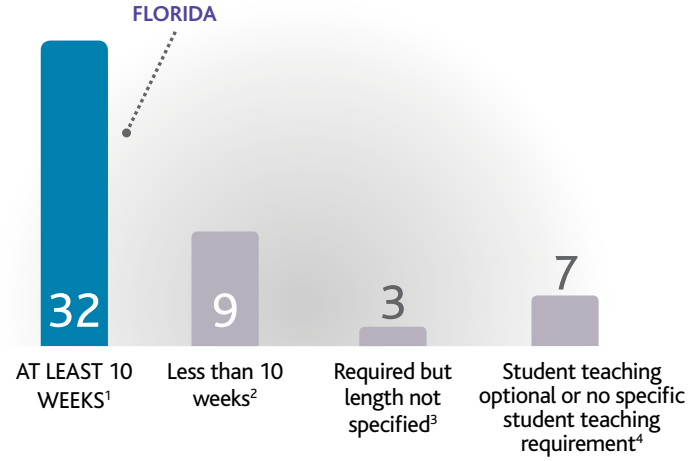
Is the selection of the cooperating teacher based on some measure of effectiveness?



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

Figure 36

Is the student teaching experience of sufficient length?



1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia[5], Wisconsin
2. Idaho, Indiana, Louisiana, Nevada, New Mexico, New York, Oregon, Virginia, Wyoming
3. Illinois, New Hampshire, Utah
4. Alaska, Arizona, California, Colorado, District of Columbia, Maryland, Montana
5. West Virginia allows candidates to student teach for less than 12 weeks if determined to be proficient.

Area 1: Delivering Well-Prepared Teachers

Goal K – Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should collect data that connects student achievement gains to teacher preparation programs. Such data can include value added or growth analyses conducted specifically for this purpose or evaluation ratings that incorporate objective measures of student learning to a significant extent.
2. The state should collect other meaningful data that reflect program performance, including some or all of the following:

   a. Average raw scores of teacher candidates on licensing tests, including academic proficiency, subject-matter and professional-knowledge tests;

   b. Number of times, on average, it takes teacher candidates to pass licensing tests;

   c. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison and

   d. Five-year retention rates of graduates in the teaching profession.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.
5. The state should retain full authority over its process for approving teacher preparation programs.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 37

How States are Faring in Teacher Preparation Program Accountability

0 Best Practice States

1 State Meets Goal
Louisiana

10 States Nearly Meet Goal
Alabama, Colorado, Delaware⬆, **FLORIDA**, Georgia, North Carolina⬆, Ohio⬆, Rhode Island⬆, Tennessee, Texas

8 States Partly Meet Goal
Indiana⬆, Kentucky, Massachusetts⬆, Michigan, Nevada, South Carolina, Washington⬆, Wisconsin⬆

18 States Meet a Small Part of Goal
Arizona, California⬆, Illinois, Iowa, Kansas⬆, Maine⬆, Maryland, Mississippi, Missouri, Montana, New Hampshire⬆, New Jersey, Oklahoma, Oregon⬆, Pennsylvania, Vermont, Virginia, West Virginia

14 States Do Not Meet Goal
Alaska, Arkansas, Connecticut, District of Columbia, Hawaii, Idaho, Minnesota, Nebraska, New Mexico, New York, North Dakota, South Dakota, Utah, Wyoming

Progress on this Goal Since 2011:

⬆ : 13 ⬌ : 38 ⬇ : 0

1-K Analysis: Florida

State Nearly Meets Goal Progress Since 2011

ANALYSIS

Recent legislation in Florida now requires that for approval, programs must collect data regarding placement rates of program completers, retention rates, performance of students who are assigned to in-field program completers on statewide assessments using results of student learning growth formula, and results of annual evaluations. Additional data may include program completers' and employers' satisfaction. Prior to program completion, teacher candidates must also demonstrate the ability to positively affect student learning growth in the area of program concentration during the field experience.

Also, preparation programs must guarantee high quality of its program completers during the two years following completion or initial certification, whichever comes first. Any program completer who is employed during this two-year period in a Florida public school and earns an evaluation result of developing or unsatisfactory on a district's evaluation system must be provided additional training by the program at no additional cost.

However, Florida does not apply any transparent, measurable criteria for conferring program approval.

The state posts an annual report on its website that includes satisfaction data; completer, employer and mentor surveys; and demographic comparisons.

In Florida, there is some overlap of accreditation and state approval. Members of NCATE/CAEP and the state make up the review team and decisions are made jointly; state members must complete NCATE/CAEP training. Florida conducts its own program reviews.

Supporting Research

SB 1664 (2013)

Florida State Board of Education Administration Rules 6A-5.066

Florida Statute Title XLVIII K-20 Education Code 1004.04

Report on State-Approved Teacher Preparation Programs
http://www.fldoe.org/profdev/pdf/ProgramCompletersSurvey2011.pdf

www.ncate.org

RECOMMENDATION

- **Establish the minimum standard of performance for accountability purposes.**

  In order to make use of the data Florida collects and publishes for accountability purposes, it is critical that the state establish minimum standards for teacher preparation program performance for each category of data. Programs should then be held accountable for meeting these standards, and there should be consequences for failing to do so, including loss of program approval.

- **Distinguish between alternate route programs and traditional preparation programs in public reporting.**

  It would be more useful to the public—especially hiring school districts—if Florida's reports on teacher preparation program performance included specific data at the program level.

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

  Florida 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.

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis. The state added that it is in the process of revising its state board of education rule governing the approval of all educator preparation programs—including alternate routes—with rule development workshops beginning in August 2013. Proposed revisions include setting performance levels/targets for the performance metrics that were recently passed in legislation for the continued approval of state-approved programs.

Figure 38

Do states hold teacher preparation programs accountable?

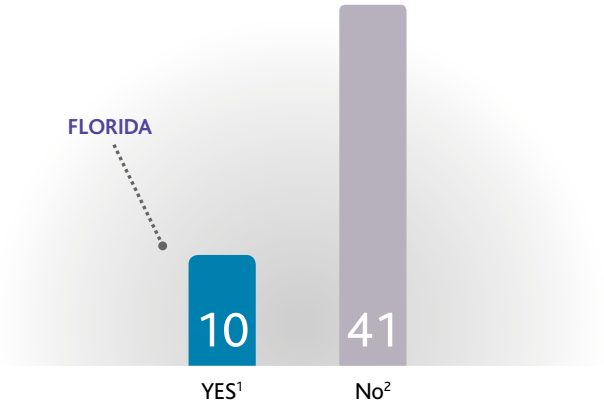
	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	■	■[1]	■
Alaska			
Arizona	■		
Arkansas			
California	■		
Colorado	■		■
Connecticut			
Delaware	■		■
District of Columbia			
FLORIDA	■		■[2]
Georgia	■		■
Hawaii			
Idaho			
Illinois	■		
Indiana	■		■
Iowa	■		
Kansas	■		
Kentucky	■		■[2]
Louisiana	■	■	■[2]
Maine	■[1]		
Maryland	■[3]		
Massachusetts	■		■
Michigan	■	■[1]	■
Minnesota			
Mississippi	■[1]		
Missouri	■		
Montana	■[1]		
Nebraska			
Nevada[1]	■	■	
New Hampshire	■		
New Jersey	■[1]		
New Mexico			
New York			
North Carolina	■		■[2]
North Dakota			
Ohio[1]	■		■
Oklahoma			■
Oregon	■		
Pennsylvania	■[1]		
Rhode Island	■		■
South Carolina[1]	■		■
South Dakota			
Tennessee	■		■
Texas	■		■
Utah			
Vermont	■		
Virginia	■[1]		
Washington	■		■
West Virginia	■[1]		
Wisconsin	■		■
Wyoming			
	36	**4**	**19**

EXAMPLES OF BEST PRACTICE

NCTQ is not awarding "best practice" honors to any state's policy in the area of teacher preparation program accountability. However, the following states should be commended for collecting data that connect student achievement gains to teacher preparation programs: **Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee and Texas.**

Figure 39

Do states connect student achievement data to teacher preparation programs?



1. Strong Practice: Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas
2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia[3], Hawaii[3], Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland[3], Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York[3], North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
3. Included in state's Race to the Top plan, but not in policy or yet implemented.

1. For traditional preparation programs only.
2. State does not distinguish between alternate route programs and traditional preparation programs in public reporting.
3. For alternate routes only.

Figure 40

Which states collect meaningful data?

STUDENT LEARNING GAINS
Colorado, Delaware, **FLORIDA**, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas

EVALUATION RESULTS FOR PROGRAM GRADUATES
Alabama, Arizona, **FLORIDA**, Illinois, Massachusetts, North Carolina, South Carolina, Tennessee, Texas

AVERAGE RAW SCORES ON LICENSING TESTS
Alabama, Indiana, Kentucky, Louisiana, Michigan, New Jersey, Ohio, Tennessee, Texas, Washington, West Virginia

SATISFACTION RATINGS FROM SCHOOLS
Alabama, Arizona, **FLORIDA**, Iowa, Kentucky, Maryland[1], Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia

TEACHER RETENTION RATES
Arizona, Colorado, **FLORIDA**, Indiana, Maine, Missouri, New Hampshire, New Jersey, Tennessee, Texas

1. For alternate route only

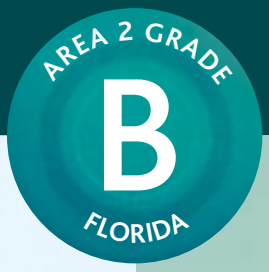
Figure 41

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

	STATE HAS ITS OWN APPROVAL PROCESS	Overlap of accreditation and state approval	National accreditation is required for program approval
Alabama	☐	■	☐
Alaska	☐	■	☐
Arizona	☐	■	☐
Arkansas	☐	☐	■
California	☐	■[1]	☐
Colorado	☐	■	☐
Connecticut	☐	■	☐
Delaware	☐	☐	■
District of Columbia	☐	☐	■
FLORIDA	☐	■	☐
Georgia	☐	■	☐
Hawaii	☐	☐	■
Idaho	■	☐	☐
Illinois	☐	■	☐
Indiana	☐	■	☐
Iowa	☐	■	☐
Kansas	☐	■	☐
Kentucky	☐	■	☐
Louisiana	☐	☐	■
Maine	☐	■[1]	☐
Maryland	☐	☐	■[2]
Massachusetts	☐	■	☐
Michigan	☐	☐	■
Minnesota	■	☐	☐
Mississippi	☐	■[1]	☐
Missouri	■	☐	☐
Montana	☐	■	☐
Nebraska	☐	■	☐
Nevada	☐	■	☐
New Hampshire	■	☐	☐
New Jersey	☐	☐	■
New Mexico	☐	■	☐
New York	☐	■	☐
North Carolina	☐	☐	■
North Dakota	☐	■	☐
Ohio	☐	■	☐
Oklahoma	☐	☐	■
Oregon	☐	■	☐
Pennsylvania	☐	■	☐
Rhode Island	☐	■	☐
South Carolina	☐	☐	■
South Dakota	☐	■	☐
Tennessee	☐	■	☐
Texas	☐	■	☐
Utah	☐	☐	■
Vermont	■	☐	☐
Virginia	☐	☐	■
Washington	■	☐	☐
West Virginia	☐	■	☐
Wisconsin	■	☐	☐
Wyoming	☐	■	☐
	7	**31**	**13**

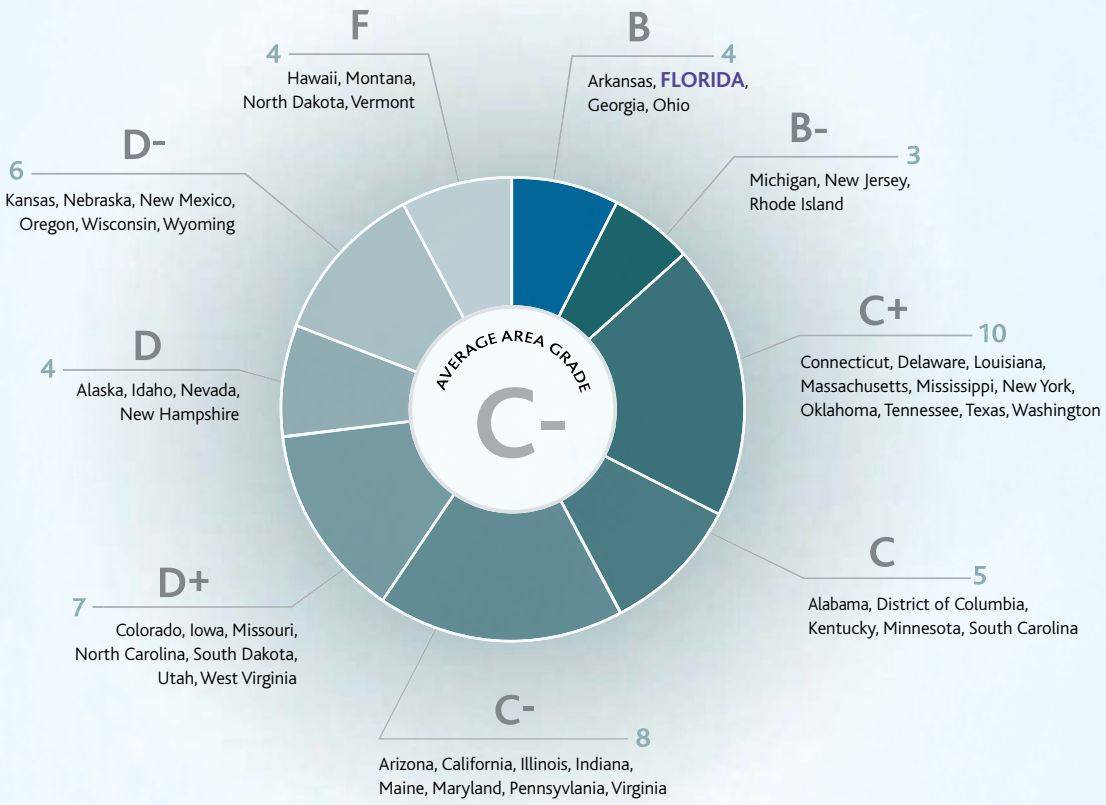
1. National accreditation can be substituted for state approval.
2. For institutions with 2,000 or more full-time equivalent students

Area 2 Summary



How States are Faring in Expanding the Pool of Teachers

State Area Grades



Topics Included In This Area

- **2-A:** Alternate Route Eligibility
- **2-B:** Alternate Route Preparation
- **2-C:** Alternate Route Usage and Providers
- **2-D:** Part-Time Teaching Licenses
- **2-E:** Licensure Reciprocity

Area 2: Expanding the Teaching Pool

Goal A – Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. With some accommodation for work experience, alternate route programs should set a rigorous bar for program entry by requiring that candidates take a rigorous test to demonstrate academic ability, such as the GRE.
2. All alternate route candidates, including elementary candidates and those having a major in their intended subject area, should be required to pass the state's subject-matter licensing test.
3. Alternate route candidates lacking a major in the intended subject area should be able to demonstrate subject-matter knowledge by passing a test of sufficient rigor.

The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 42

How States are Faring in Alternate Route Eligibility

2 Best Practice States
District of Columbia, Michigan

1 State Meets Goal
Minnesota

13 States Nearly Meet Goal
Arizona, Arkansas, Connecticut, **FLORIDA**, Louisiana, Maine, Massachusetts, Mississippi, New Jersey⬆, Ohio, Oklahoma, Rhode Island, Washington

11 States Partly Meet Goal
Alabama, Delaware, Illinois, Indiana, Iowa, Kentucky, New York, Pennsylvania, Tennessee, Texas⬆, Virginia

15 States Meet a Small Part of Goal
California, Colorado, Georgia, Idaho, Kansas, Maryland, Missouri, Nevada, New Hampshire, North Carolina, Oregon, South Carolina, South Dakota, Vermont, West Virginia

9 States Do Not Meet Goal
Alaska, Hawaii, Montana, Nebraska, New Mexico, North Dakota, Utah, Wisconsin, Wyoming

Progress on this Goal Since 2011:

⬆ : 2 ⬌ : 49 ⬇ : 0

2-A Analysis: Florida

State Nearly Meets Goal | Bar Raised for this Goal | Progress Since 2011

ANALYSIS

Florida has three alternate route programs: the Florida Alternative Certification Program (FACP), Educator Preparation Institutes (EPI), and the American Board for Certification of Teacher Excellence (ABCTE) alternate route program.

The state requires that FACP candidates obtain a Temporary Certificate statement of eligibility prior to admission. Candidates applying for the Temporary Certificate must have a minimum GPA of 2.5. Applicants must have a major in, or closely related to, the intended teaching field. The state will accept a passing score on a subject-matter exam in lieu of this requirement. Candidates are required to pass a basic skills test and a subject-matter test.

Individuals who are admitted into an EPI program must meet the minimum eligibility requirements for a Temporary Certificate; however, the certificate is not required unless the person is employed as the teacher of record in a Florida public school. Candidates applying for a Temporary Certificate are required to have a minimum GPA of 2.5. Applicants must have a major in, or closely related to, the intended field of teaching; however, the major requirement can be waived by passing a content area exam. Candidates must pass both a basic skills and a subject-matter test.

Individuals with a bachelor's or higher degree who have earned an ABCTE certificate are eligible for a Temporary Certificate.

Supporting Research

Florida Statutes 1012.56; 1004.85

Florida Certification Types and Requirements
http://www.fldoe.org/edcert/cert_types.asp

Routes to a Florida Professional Certificate
http://www.fldoe.org/edcert/pdf/routesChart.pdf

RECOMMENDATION

- **Increase academic requirements for admission**

  While a minimum GPA requirement is a first step toward ensuring that candidates are of good academic standing, the current standard of 2.5 does not serve as a sufficient indicator of past academic performance. Some accommodation in this standard may be appropriate for career changers. At a minimum, Florida should set a standard for academic proficiency higher than for traditional candidates. A rigorous test appropriate for candidates who have already completed a bachelor's degree, such as the GRE, would be ideal.

- **Eliminate basic skills test requirement.**

  The state's requirement that alternate route candidates also pass a basic skills test is impractical and ineffectual. 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. A test designed for individuals who already have a bachelor's degree, such as the GRE, would be a much more appropriate measure of academic standing. At a minimum, the state should eliminate the basic skills test requirement or accept the equivalent in SAT or ACT scores.

FLORIDA RESPONSE TO ANALYSIS

Florida was helpful in providing NCTQ with facts that enhanced this analysis.

Figure 43

Are states' alternate routes selective yet flexible in admissions?

	ACADEMIC STANDARD FOR ADMISSION EXCEEDS TRADITIONAL PROGRAMS	SUBJECT-MATTER TEST REQUIRED	NO MAJOR REQUIRED OR TEST CAN BE USED IN LIEU OF MAJOR
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	☐	☐	☐

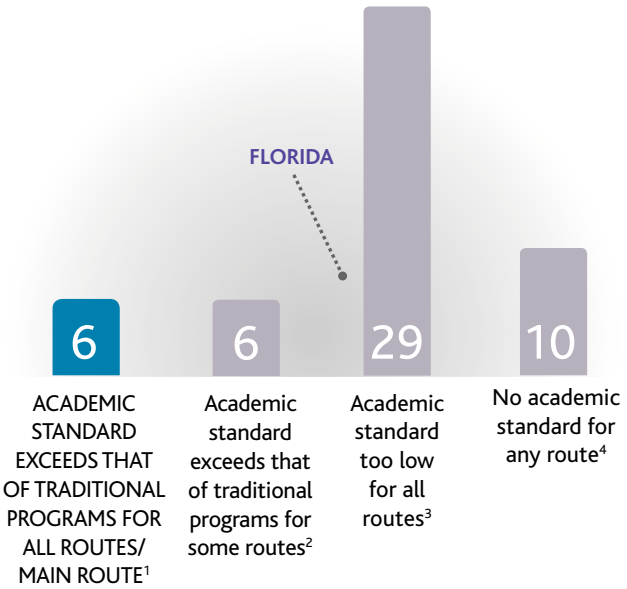
◪ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as a condition of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates.

Figure 44

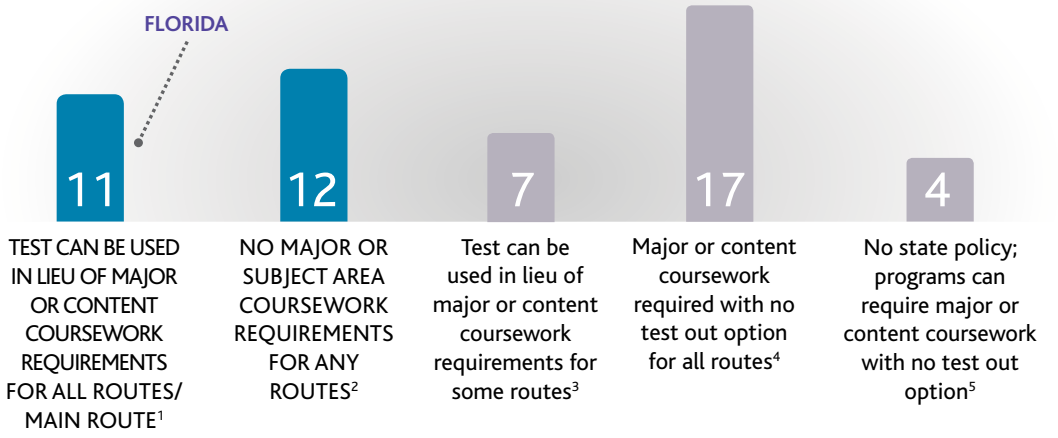
Do states require alternate routes to be selective?



1. Strong Practice: Connecticut, District of Columbia, Michigan, Minnesota, New Jersey, Rhode Island
2. Alabama, Illinois[5], Indiana, Kentucky[6], New York, Pennsylvania
3. Alaska, Arkansas, California, Colorado, Delaware, Florida, Georgia, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, Ohio, Oklahoma, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
4. Arizona, Hawaii, Idaho, Maine, Montana, New Mexico, North Dakota, Oregon, South Carolina, Utah
5. Illinois' routes are in the process of converting to a single new license.
6. Only one of Kentucky's eight alternate routes has a 3.0 GPA requirement.

Figure 45

Do states accommodate the nontraditional background of alternate route candidates?



1. Strong Practice: Alabama, California, Colorado, Florida, Georgia, Maine, North Carolina, Oklahoma, Rhode Island, Tennessee, Texas
2. Strong Practice: Arizona, Arkansas, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Ohio, Washington
3. Connecticut, Delaware, Kentucky, Maryland, Oregon, Pennsylvania, Virginia
4. Alaska, Indiana, Kansas, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wisconsin, Wyoming
5. Hawaii, Idaho, New Mexico, North Dakota

Area 2: Expanding the Teaching Pool

Goal B – Alternate Route Preparation

The state should ensure that its alternate routes provide efficient preparation that is relevant to the immediate needs of new teachers, as well as adequate mentoring and support.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that the amount of coursework it either requires or allows is manageable for a novice teacher. Anything exceeding 12 credit hours of coursework in the first year may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than 6 credit hours in the summer, three in the fall and three in the spring.
2. The state should ensure that alternate route programs offer accelerated study not to exceed six (three credit) courses for secondary teachers and eight (three credit) courses for elementary teachers (exclusive of any credit for practice teaching or mentoring) over the duration of the program. Programs should be limited to two years, at which time the new teacher should be eligible for a standard certificate.
3. All coursework requirements should target the immediate needs of the new teacher (e.g., seminars with other grade-level teachers, training in a particular curriculum, reading instruction, classroom management techniques).
4. The state should require intensive induction support, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced over the course of the entire first year. The state should support only induction strategies that can be effective even in a poorly managed school: intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers. Ideally, candidates would also have an opportunity to practice teach in a summer training program.

The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Figure 46

How States are Faring in Alternate Route Preparation

2 Best Practice States
Delaware, New Jersey

2 States Meet Goal
Arkansas, Georgia

4 States Nearly Meet Goal
Connecticut, Maryland, Mississippi, South Carolina

15 States Partly Meet Goal
Alabama, Alaska, California, FLORIDA, Kentucky, Louisiana, Massachusetts, Missouri, New York, Ohio, Rhode Island, South Dakota, Virginia, Washington, West Virginia

20 States Meet a Small Part of Goal
Arizona, Colorado, District of Columbia, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Nebraska, Nevada, New Mexico, Oklahoma, Pennsylvania, Tennessee, Texas, Utah, Wyoming

8 States Do Not Meet Goal
Hawaii, Montana, New Hampshire, North Carolina, North Dakota, Oregon, Vermont, Wisconsin

Progress on this Goal Since 2011:

↑ : 0 ↔ : 51 ↓ : 0

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

2-B Analysis: Florida

State Partly Meets Goal | Bar Raised for this Goal | Progress Since 2011

ANALYSIS

Florida's Alternative Certification Program (FACP) offers a preservice component known as "Survival Training." The specifics of this training are left up to individual school districts. New teachers complete a preassessment which then informs their individual action plan. Coursework requirements are based on this action plan. As needed, new teachers complete online professional development courses in the 12 Educator Accomplished Practices, including assessment, communication, continuous improvement, critical thinking, diversity, ethics, human development and learning, knowledge of subject matter, learning environments, planning, role of the teacher and technology.

Florida also prepares alternate route candidates through Educator Preparation Institutes (EPI). New teachers participating in an EPI must receive instruction in professional knowledge and subject-matter content; however, the state does not outline specific coursework for EPI programs.

FACP teachers do not have a practice-teaching requirement but are assigned a peer mentor. Individuals participating in an EPI program must complete a field experience but are not required to have mentor support during their first year. District Alternative Certification programs do not include a practice-teaching component, as candidates are teachers of record and receive on-the-job training from a mentor.

Florida's alternate routes make all candidates eligible to earn a Professional Certificate in two years..

Supporting Research

Florida Statutes 1004.85

Florida's Alternative Certification Program Overview
https://www.altcertflorida.org/programOverview.htm

Florida Educator Preparation Institutes
http://www.teachinflorida.com/Preparation/EducatorPreparationInstitutes/tabid/187/Default.aspx

RECOMMENDATION

- **Establish coursework guidelines for all alternate route preparation programs.**

  Florida is commended for both the amount and nature of coursework requirements for teachers in the FACP. Florida should establish similar guidelines for the Educator Preparation Institutes. Simply mandating coursework without specifying the purpose can inadvertently send the wrong message to program providers—that "anything goes" as long as credits are granted. However constructive, any course that is not fundamentally practical and immediately necessary should be eliminated as a requirement.

- **Provide induction support to all alternate route teachers.**

  While Florida is commended for requiring FACP teachers to work with a mentor, new teachers in an EPI program should also receive this support. In addition, the state should consider providing sufficient guidelines to ensure that the induction program is structured for new teacher success. Effective strategies include practice teaching prior to teaching in the classroom, intensive mentoring with full classroom support in the first few weeks or months of school, a reduced teaching load and release time to allow new teachers to observe experienced teachers during each school day. Mentors should also observe new teachers and provide written feedback.

FLORIDA RESPONSE TO ANALYSIS

Florida noted that although the FACP program is the state model for district alternative certification programs, not all districts use this program. Approximately half of the districts use the state's program; all others have developed their own programs, which have been reviewed and approved by the Department. All are based on the same standards, but perhaps with different delivery models. The state added that legislation was passed in 2013 aligning the curriculum of all state-approved teacher preparation programs —both traditional and alternative routes. In addition, all programs' (traditional and two alternative routes) uniform core curricula are based on the 2010 Florida Educator Accomplished Practices, teaching standards that have been revised and updated to reflect contemporary research in state-of-the-art instructional practices.

Figure 47

Do states' alternate routes provide efficient preparation that meets the immediate needs of new teachers?

	EFFICIENT COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING OPPORTUNITY	INTENSIVE SUPPORT
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

★ EXAMPLES OF BEST PRACTICE

Delaware and **New Jersey** ensure that alternate routes provide efficient preparation that meets the needs of new teachers. Both states require a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring.

Area 2: Expanding the Teaching Pool

Goal C – Alternate Route Usage and Providers

The state should provide an alternate route that is free from limitations on its usage and allows a diversity of providers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades or geographic areas.
2. The state should allow districts and nonprofit organizations other than institutions of higher education to operate alternate route programs.
3. The state should ensure that its alternate route has no requirements that would be difficult to meet for a provider that is not an institution of higher education (e.g., an approval process based on institutional accreditation).

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 48

How States are Faring in Alternate Route Usage and Providers

0 Best Practice States

23 States Meet Goal
Arizona, California, Colorado, Connecticut, District of Columbia, **FLORIDA**, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, New Hampshire, New York, North Carolina, Ohio, Rhode Island, Tennessee, Texas, Virginia, Washington

5 States Nearly Meet Goal
Minnesota, New Jersey, Pennsylvania⬇, South Carolina⬆, Utah

12 States Partly Meet Goal
Alabama, Arkansas⬇, Delaware, Maine, Mississippi, Montana, Nevada, New Mexico, Oklahoma, Vermont, West Virginia, Wisconsin

4 States Meet a Small Part of Goal
Hawaii, Idaho, Missouri, South Dakota⬇

7 States Do Not Meet Goal
Alaska, Iowa, Kansas, Nebraska, North Dakota, Oregon, Wyoming

Progress on this Goal Since 2011:

⬆ : 1 ⟷ : 47 ⬇ : 3

2-C Analysis: Florida

State Meets Goal Progress Since 2011

ANALYSIS

Florida does not limit the usage or providers of its alternate routes.

Florida is commended for having no restrictions on the usage of its alternate routes with regard to subject, grade or geographic areas.

All Florida school districts can offer, but are no longer required to offer, an alternate route program. These programs are prohibited from requiring college coursework. Private providers, like the American Board for the Certification of Teacher Excellence (ABCTE), are also permitted. In addition, Florida offers Educator Preparation Institutes that are created by a postsecondary institution and approved by the Department of Education to offer alternative certification programs.

The state is commended for structuring its programs to allow a diversity of providers. A good diversity of providers helps all programs, both university- and nonuniversity-based, to improve.

Supporting Research

Florida Administrative Code 6A-5.066

Florida Statutes 1004.85

Florida Certification Types and Requirements
http://www.fldoe.org/edcert/cert_types.asp

FLORIDA RESPONSE TO ANALYSIS

Florida was helpful in providing NCTQ with facts that enhanced this analysis.

Figure 49

Are states' alternate routes free from limitations?

	BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS	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	☐	☐

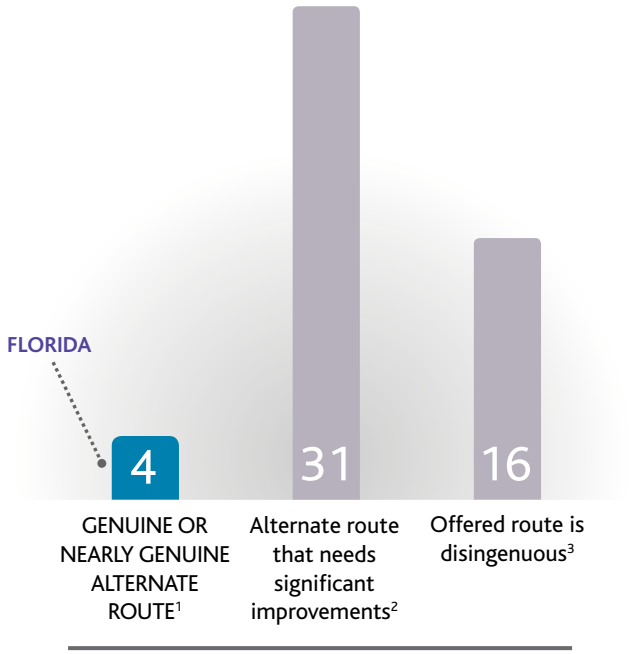
◪ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ EXAMPLES OF BEST PRACTICE

Twenty-three states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it commends all states that pemit both broad usage and a diversity of providers for their alternate routes.

Figure 50

Do states provide real alternative pathways to certification?



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

Figure 51

What are the characteristics of states' alternate routes?

	Prerequisite of strong academic performance	Verification of subject-matter knowledge	Availability of test out options	Efficient coursework	Relevant coursework	Reasonable program length	Practice teaching	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

Area 2: Expanding the Teaching Pool

Goal D – Part-Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Either through a discrete license or by waiving most licensure requirements, the state should license individuals with content expertise as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license should be limited to those addressing public safety (e.g., background screening) and those of immediate use to the novice instructor (e.g., classroom management training).

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 52

How States are Faring in Part Time Teaching Licenses

1 Best Practice State
Georgia

2 States Meet Goal
Arkansas, **FLORIDA**

7 States Nearly Meet Goal
Kentucky, Michigan⬆, Ohio, South Carolina, Tennessee, Texas, Utah

3 States Partly Meet Goal
California, Louisiana, Oklahoma

10 States Meet a Small Part of Goal
Colorado, Kansas, Mississippi, Missouri, Montana, Nebraska, New York, Pennsylvania⬆, Washington, Wisconsin

28 States Do Not Meet Goal
Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Maine, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Rhode Island, South Dakota, Vermont, Virginia, West Virginia, Wyoming

Progress on this Goal Since 2011:

⬆ : 2 ⬌ : 49 ⬇ : 0

2-D Analysis: **Florida**

State Meets Goal Progress Since 2011

ANALYSIS

Florida offers an Adjunct Certification as a part-time license. Candidates must demonstrate expertise in a subject area by passing a subject-matter test.

Supporting Research

Florida Statutes 1012.57

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 53

Do states offer a license with minimal requirements that allows content experts to teach part-time?

	YES	Restricted or vague license offered	No
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	☐	☐	■
	10	**12**	**29**

EXAMPLE OF BEST PRACTICE

Georgia offers a license with minimal requirements that allows content experts to teach part time. Individuals seeking this license must pass a subject-matter test and will be assigned a mentor.

Area 2: Expanding the Teaching Pool

Goal E – Licensure Reciprocity

The state should help to make licenses fully portable among states, with appropriate safeguards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of effective teaching in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet its own testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program as it accords teachers prepared in a traditional preparation program.
4. Consistent with these principles of portability, state requirements for online teachers based in other states should protect student interests without creating unnecessary obstacles for teachers.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 54

How States are Faring in Licensure Reciprocity

2 Best Practice States
Alabama, Texas

3 States Meet Goal
North Carolina, Ohio, Rhode Island⬆

5 States Nearly Meet Goal
Delaware⬆, Indiana⬆, Oklahoma⬆, Washington, Wisconsin

22 States Partly Meet Goal
Alaska, Colorado, FLORIDA, Georgia, Idaho⬇, Illinois, Iowa⬆, Massachusetts, Minnesota, Mississippi, Missouri, New Hampshire, New York, North Dakota, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Virginia, West Virginia, Wyoming

12 States Meet a Small Part of Goal
Arizona, Arkansas, Connecticut, Hawaii, Louisiana, Maine, Maryland, Michigan, Montana, Nebraska, New Mexico, South Carolina

7 States Do Not Meet Goal
California, District of Columbia, Kansas, Kentucky, Nevada, New Jersey, Vermont

Progress on this Goal Since 2011:

⬆ : 5 ⟷ : 45 ⬇ : 1

2-E Analysis: Florida

State Partly Meets Goal Progress Since 2011

ANALYSIS

Regrettably, Florida grants a waiver for its licensing tests to any out-of-state teacher with a comparable standard certificate.

Teachers with comparable out-of-state certificates are eligible for Florida's professional certificate. There is no state-mandated recency requirement; however, transcripts are required for all applicants. It is not clear whether the state analyzes these transcripts to determine whether a teacher was prepared through a traditional or alternate route or whether additional coursework will be required.

Florida is also a participant in the NASDTEC Interstate Agreement, which outlines which other states' certificates will be accepted by the receiving state. This agreement is not a collection of two-way reciprocal acceptances, nor is it a guarantee that all certificates will be accepted by the receiving state, and is therefore not included in this analysis.

The state articulates that all teachers providing online instruction must hold appropriate Florida teaching certificates and/or endorsements in the areas of instruction.

Supporting Research

Florida Statute, Title XLVIII, 1012.56

Virtual Schools
http://www.fldoe.org/schools/virtual-schools/pdf/DistrictVIP-FAQ.pdf

HB 7197 (2011)

RECOMMENDATION

- **To uphold standards, require that teachers coming from other states meet testing requirements.**

  Florida takes considerable risk by granting a waiver for its licensing tests to any out-of-state teacher with a standard certificate. The state should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards. The negative impact on student learning stemming from a teacher's inadequate subject-matter knowledge is not mitigated by the teacher's having a certificate from another state.

- **Accord the same license to out-of-state alternate route teachers as would be accorded to traditionally prepared teachers.**

  Florida should consider discontinuing its requirement for the submission of transcripts. Transcript analysis is likely to result in additional coursework requirements, even for traditionally prepared teachers; alternate route teachers, on the other hand, may have to virtually begin anew, repeating some, most or all of a teacher preparation program in Florida. Regardless of whether a teacher was prepared through a traditional or alternate route, all certified out-of-state teachers should receive equal treatment.

- **Require evidence of effective teaching when determining eligibility for full certification.**

  Rather than rely on transcripts to assess credentials, Florida should instead require that evidence of teacher effectiveness be considered for all out-of-state candidates. Such evidence is especially important for candidates who come from states that make student growth at least a significant factor of a teacher evaluation (see Goal 3-B).

- **Ensure that requirements for out-of-state online teachers are not burdensome.**

  Secondary students in Florida are required to complete at least one online course prior to graduation. Therefore, although Florida ensures that online teachers based in other states are at least equally as qualified as those who teach in the state, the state should balance the interests of its students in having qualified online instructors with making certain that these requirements do not create unnecessary obstacles for out-of-state teachers.

FLORIDA RESPONSE TO ANALYSIS

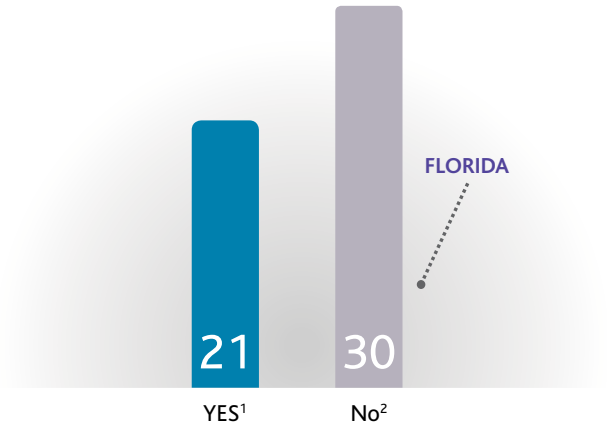
Florida asserted that it requires an official transcript to ensure that all applicants comply with the statutory requirement to document receipt of a bachelor's or higher degree. This requirement must be satisfied by all out-of-state teacher applicants, including those with an acceptable valid, standard certificate issued by another state, regardless of the preparation route. The state added that transcripts provided by licensed out-of-state teachers are analyzed only to ensure compliance with the statutory requirement for a bachelor's or higher degree, and that analysis does not result in additional coursework for out-of-state applicants.

LAST WORD

The submission of transcripts should be unnecessary for certified out-of-state teachers, unless the state has some reason to suspect that the certifying state routinely licenses teachers who do not have a degree.

Figure 55

Do states require all out-of-state teachers to pass their licensure tests?



1. Strong Practice: Alabama, Alaska[3], Idaho, Illinois, Indiana, Iowa, Maine[4], Massachusetts[3], Minnesota, New York[5], North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas[3], Utah, Washington[6], Wisconsin
2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana[7], Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, Oregon, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming
3. Allows one year to meet testing requirements.
4. Maine grants waiver for basic skills and pedagogy tests.
5. Waiver for teachers with National Board Certification; all others given two years to meet testing requirements.
6. Waiver for teachers with National Board Certification.
7. No subject-matter testing for any teacher certification.

Figure 56

What do states require of teachers transferring from other states?

	LICENSE RECIPROCITY WITH NO STRINGS ATTACHED	Submission of transcripts	Recency requirements
Alabama	■	□	□
Alaska	□	■	■
Arizona	□	■	□
Arkansas	□	■	□
California	□	■	□
Colorado	□	■	□
Connecticut	□	■	■
Delaware	□	■	□
District of Columbia	□	■[1]	□
FLORIDA	□	■	□
Georgia	□	□	■
Hawaii	□	■	□
Idaho	□	■	□
Illinois	□	■	□
Indiana	□	■	□
Iowa	□	■[1]	■[2]
Kansas	□	■[1]	□
Kentucky	□	■[1]	□
Louisiana	□	■	■
Maine	□	■[1]	■
Maryland	□	■	□
Massachusetts	□	■[1]	■
Michigan	□	■	□
Minnesota	□	■[1]	□
Mississippi	□	■	□
Missouri	□	■	□
Montana	□	■	□
Nebraska	□	■	■
Nevada	□	■[1]	□
New Hampshire	□	■	□
New Jersey	□	■	□
New Mexico	□	■	□
New York	■[3]	□	□
North Carolina	□	■	□
North Dakota	□	■[1]	□
Ohio	□	■	□
Oklahoma	□	■	□
Oregon	□	■	□
Pennsylvania	□	■[1]	□
Rhode Island	□	■	□
South Carolina	□	■	■
South Dakota	□	■	■
Tennessee	□	■	□
Texas	■	□	□
Utah	□	■[1]	□
Vermont	□	■[1]	□
Virginia	□	■	□
Washington	■[4]	□	□
West Virginia	■	□	□
Wisconsin	□	■	■
Wyoming	■[3]	□	□
	6	**44**	**11**

1. State conducts transcript reviews.
2. Recency requirement is for alternate route.
3. For traditionally prepared teachers only.
4. Teachers with less than 3 years' experience are subject to transcript review.

Figure 57

Do states treat out-of-state teachers the same whether they were prepared in a traditional or an alternate route program?

	STATE TREATS TEACHERS EQUALLY REGARDLESS OF PREPARATION	State specifies different requirements for alternate route teachers	State has policies with the potential to create obstacles for alternate route teachers
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	☐	■	☐
	4	**6**	**41**

EXAMPLES OF BEST PRACTICE

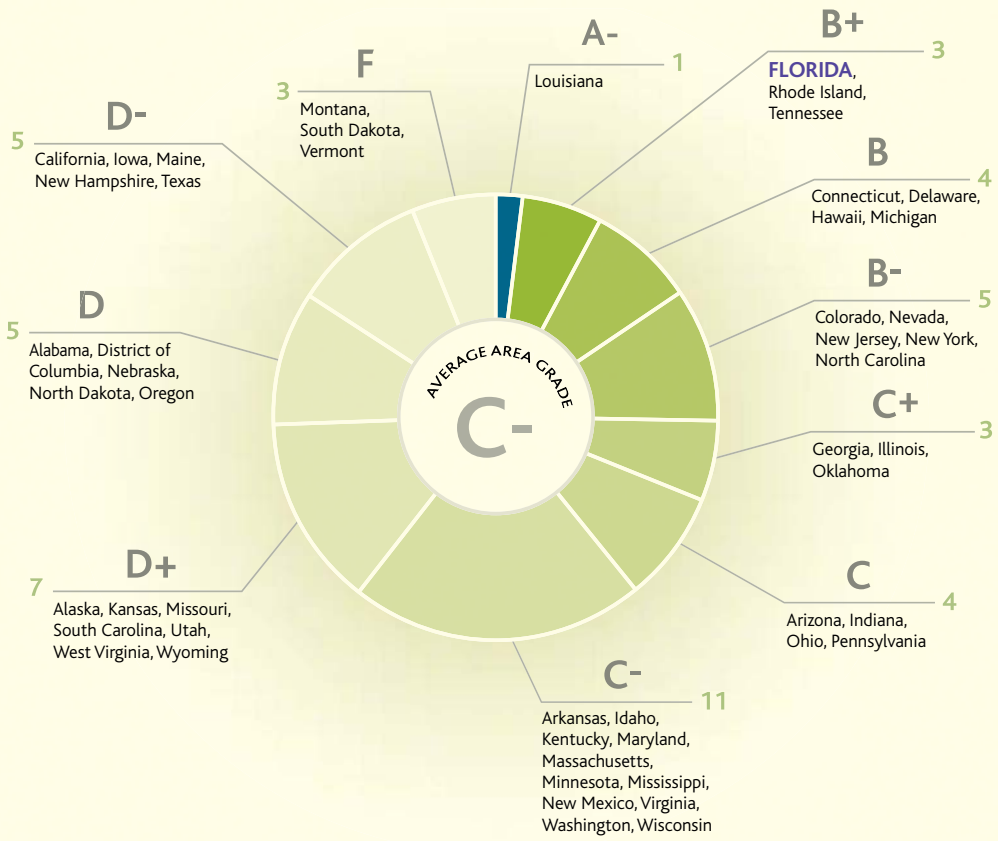
Alabama and **Texas** appropriately support licensure reciprocity by requiring that certified teachers from other states meet Alabama's and Texas's own testing requirements, and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers. Also worthy of mention is **Delaware** for its reciprocity policy that limits the evidence of "successful" experience it will accept to evaluation results from states with rigorous requirements similar to its own.

Area 3 Summary

AREA 3 GRADE B+ FLORIDA

How States are Faring in Identifying Effective Teachers

State Area Grades



Topics Included In This Area

3-A: State Data Systems

3-B: Evaluation of Effectiveness

3-C: Frequency of Evaluations

3-D: Tenure

3-E: Licensure Advancement

3-F: Equitable Distribution

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should establish a longitudinal data system with at least the following key components:

   a. A unique statewide student identifier number that connects student data across key databases across years;

   b. A unique teacher identifier system that can match individual teacher records with individual student records and

   c. An assessment system that can match individual student test records from year to year in order to measure academic growth.

2. Student growth or value-added data provided through the state's longitudinal data system should be considered among the criteria used to determine teachers' effectiveness.
3. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.
4. Data provided through the state's longitudinal data system should be used to publicly report information on teacher production.

The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 58

How States are Faring in State Data Systems

2 Best Practice States
Hawaii, New York

0 States Meet Goal

19 States Nearly Meet Goal
Arizona⬆, Arkansas, Connecticut⬆, Delaware, District of Columbia⬆, **FLORIDA**, Georgia, Idaho, Illinois, Kansas, Kentucky, Maryland, Michigan⬆, North Carolina, Ohio, Rhode Island, Texas⬆, Washington, Wyoming

25 States Partly Meet Goal
Alabama, Alaska⬆, California⬆, Indiana, Iowa, Louisiana, Massachusetts, Minnesota, Mississippi, Missouri, Montana⬆, Nebraska, Nevada⬆, New Hampshire, New Jersey⬆, New Mexico, North Dakota, Oregon⬆, South Carolina, Tennessee, Utah, Vermont⬆, Virginia⬆, West Virginia, Wisconsin

2 States Meet a Small Part of Goal
Colorado, Pennsylvania⬇

3 States Do Not Meet Goal
Maine, Oklahoma⬇, South Dakota

Progress on this Goal Since 2011:

⬆ : 13 ⟷ : 36 ⬇ : 2

3-A Analysis: **Florida**

State Nearly Meets Goal | Bar Raised for this Goal | Progress Since 2011

ANALYSIS

Florida has a data system with the capacity to provide evidence of teacher effectiveness.

Florida has all three necessary elements of a student- and teacher-level longitudinal data system. The state has assigned unique student identifiers that connect student data across key databases across years and has assigned unique teacher identifiers that enable it to match individual teacher records with individual student records. The state also has the capacity to match student test records from year to year in order to measure student academic growth.

Commendably, Florida defines teacher of record as the instructor responsible for providing instruction for a specific group of students. Operationally, it is the individual reported (teacher course format) with a group of students (associated student course formats). Although the state's teacher-student data link cannot connect more than one educator to a particular student in a given course, it does have in place a process for teacher roster verification.

Florida published a report entitled "Teachers from Florida Teacher Preparation Programs: A Report on State Approved Teacher Preparation Programs with Results of Surveys of 2010-2011 Program Completers." The document contains the number of 2010-2011 program completers who were employed by the state. Information is broken down by grade level (PK, K-5, 6-8, 9-12) as well as by program type: initial teacher preparation programs, educator preparation institutes or district alternative certification programs. However, no connection is made between these data and district-level hiring statistics, and consequently this report provides an incomplete analysis of teacher production in Florida.

Supporting Research

Data Quality Campaign
www.dataqualitycampaign.org

Report
http://www.fldoe.org/profdev/pdf/2012TeacherPreparationStudyFinalReport.pdf

RECOMMENDATION

- **Strengthen data link between teachers and students.**

  Florida should ensure that its teacher-student data link can connect more than one educator to a particular student in a given course. This is of particular importance for using the data system to provide evidence of teacher effectiveness.

- **Connect supply data to district hiring statistics.**

  Florida is on the right track in reporting teacher production data. However, it should strengthen its data collection practices by connecting program completion and licensure rates to district hiring statistics and using these data to inform policy decisions.

FLORIDA RESPONSE TO ANALYSIS

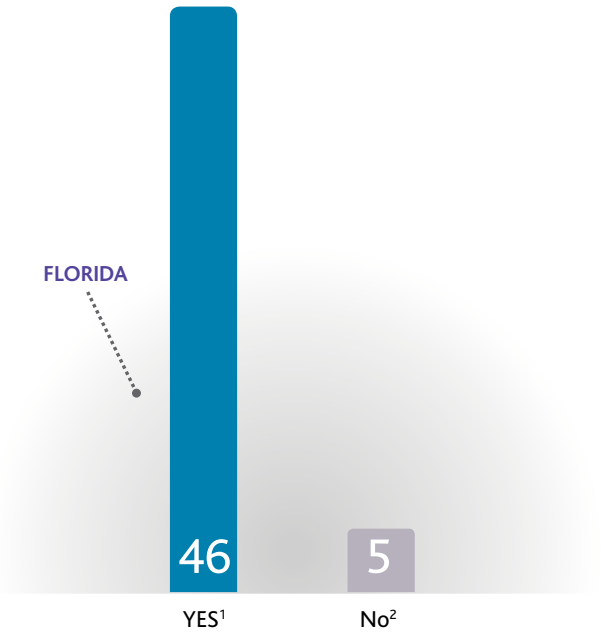
Florida recognized the factual accuracy of this analysis.

LAST WORD

This analysis was revised subsequent to the state's review based on updated data from the Data Quality Campaign.

Figure 59

Do states' data systems have the basic elements needed to assess teacher effectiveness: unique teacher and student identifiers that can be matched to test records over time?



1. Strong Practice: Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

2. Colorado, Maine, Oklahoma, Pennsylvania, South Dakota

Figure 60

Do states' data systems include more advanced elements needed to assess teacher effectiveness?

	ADEQUATE TEACHER OF RECORD DEFINITION	CAN CONNECT MORE THAN ONE EDUCATOR TO A STUDENT	TEACHER ROSTER VERIFICATION
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	■	☐	☐
	19	**32**	**24**

Figure 61

Do states track teacher production?

	SOME TEACHER PRODUCTION DATA PUBLISHED	Some data published but not connected to district hiring	No related data published
Alabama	☐	■	☐
Alaska	☐	☐	■
Arizona	☐	☐	■
Arkansas	☐	☐	■
California	☐	■	☐
Colorado	☐	■	☐
Connecticut	■	☐	☐
Delaware	☐	■	☐
District of Columbia	☐	☐	■
FLORIDA	☐	■	☐
Georgia	☐	☐	■
Hawaii	■	☐	☐
Idaho	☐	☐	■
Illinois	■	☐	☐
Indiana	☐	☐	■
Iowa	☐	☐	■
Kansas	☐	☐	■
Kentucky	☐	☐	■
Louisiana	☐	☐	■
Maine	☐	☐	■
Maryland	■	☐	☐
Massachusetts	☐	☐	■
Michigan	☐	☐	■
Minnesota	☐	☐	■
Mississippi	☐	☐	■
Missouri	☐	☐	■
Montana	☐	☐	■
Nebraska	☐	☐	■
Nevada	☐	☐	■
New Hampshire	☐	☐	■
New Jersey	☐	☐	■
New Mexico	☐	☐	■
New York	■	☐	☐
North Carolina	☐	■	☐
North Dakota	☐	☐	■
Ohio	☐	☐	■
Oklahoma	☐	☐	■
Oregon	☐	☐	■
Pennsylvania	☐	☐	■
Rhode Island	☐	☐	■
South Carolina	☐	☐	■
South Dakota	☐	☐	■
Tennessee	☐	■	☐
Texas	☐	☐	■
Utah	☐	■	☐
Vermont	☐	☐	■
Virginia	☐	☐	■
Washington	■	☐	☐
West Virginia	☐	☐	■
Wisconsin	☐	☐	■
Wyoming	☐	☐	■
	6	**8**	**37**

EXAMPLES OF BEST PRACTICE

Hawaii and **New York** have all three necessary elements of a student- and teacher-level longitudinal data system. Both states have developed definitions of "teacher of record" that reflect instruction. Their data links can connect multiple teachers to a particular student, and there is a process for teacher roster verification. In addition, Hawaii and New York publish teacher production data. Also worthy of mention is **Maryland** for its "Teacher Staffing Report," which serves as a model for other states. The report's primary purpose is to determine teacher shortage areas, while also identifying areas of surplus.

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or should specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured so as to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.
2. Evaluation instruments should require classroom observations that focus on and document the effectiveness of instruction.
3. The state should encourage the use of student surveys, which have been shown to correlate strongly with teacher effectiveness.
4. The state should require that evaluation instruments differentiate among various levels of teacher performance. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 62

How States are Faring in Evaluation of Effectiveness

0 Best Practice States

19 States Meet Goal
Alaska⬆, Colorado, Connecticut⬆, Delaware, FLORIDA, Georgia⬆, Hawaii⬆, Louisiana⬆, Michigan, Mississippi⬆, Nevada, New Mexico⬆, North Carolina⬆, Ohio, Oklahoma, Pennsylvania⬆, Rhode Island, Tennessee, Wisconsin⬆

5 States Nearly Meet Goal
Arizona, Maryland, New Jersey, New York, Virginia⬆

16 States Partly Meet Goal
Arkansas, District of Columbia⬆, Illinois, Indiana, Kansas⬆, Kentucky⬆, Maine⬆, Massachusetts, Minnesota, Missouri⬆, Oregon⬆, South Carolina⬆, South Dakota⬆, Utah, West Virginia⬆, Wyoming⬆

7 States Meet a Small Part of Goal
Alabama, California, Idaho⬇, Iowa⬆, Nebraska, Texas, Washington⬇

4 States Do Not Meet Goal
Montana, New Hampshire, North Dakota, Vermont

Progress on this Goal Since 2011:

⬆ : 22 ⬌ : 27 ⬇ : 2

3-B Analysis: **Florida**

State Meets Goal Progress Since 2011

ANALYSIS

Commendably, Florida requires that objective evidence of student learning be the preponderant criterion of its teacher evaluations. Districts develop teacher evaluation systems based on the state's criteria.

In Florida, at least 50 percent of teacher evaluations must be based on data and indicators of student learning growth as measured by statewide assessments. The remaining portion must be based on factors identified in district-determined, state-approved evaluation system plans.

The student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least three years. If three years of data are not available, the percentage of the evaluation based on student learning growth may be reduced to not less than 40 percent.

Legislation was passed recently that requires test score data to come from a teacher's students. "Student performance data must reflect actual contribution of the teacher to the performance of the students assigned to that teacher and in the teacher's subject matter."

Performance level standards for the value-added model are highly effective, effective and unsatisfactory. Summative evaluation rating must be based on four performance ratings: highly effective, effective, needs improvement (or for new teachers who need improvement, developing) and unsatisfactory.

Classroom observations are required.

Supporting Research

SB 736 (2011), amending Florida Statute 1012.34; SB 1664 (2013)

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 63

Do states consider classroom effectiveness as part of teacher evaluations?

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS PREPONDERANT CRITERION	Requires that student achievement/growth is a significant criterion (explicitly defined)	Requires that student achievement/growth is a "significant" criterion without explicit guidelines	Requires some objective evidence of student learning	Student achievement data not required
Alabama	☐	☐	☐	☐	■[1]
Alaska	■	☐	☐	☐	☐
Arizona	☐	■	☐	☐	☐
Arkansas	☐	☐	■	☐	☐
California	☐	☐	☐	☐	■
Colorado	■	☐	☐	☐	☐
Connecticut	■	☐	☐	☐	☐
Delaware	■	☐	☐	☐	☐
District of Columbia	☐	☐	☐	■	☐
FLORIDA	■	☐	☐	☐	☐
Georgia	■	☐	☐	☐	☐
Hawaii	■	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	■[1]
Illinois	☐	■	☐	☐	☐
Indiana	☐	☐	■	☐	☐
Iowa	☐	☐	☐	☐	■
Kansas	☐	☐	■	☐	☐
Kentucky	☐	☐	■	☐	☐
Louisiana	■	☐	☐	☐	☐
Maine	☐	☐	☐	■	☐
Maryland	☐	■	☐	☐	☐
Massachusetts	☐	☐	☐	■	☐
Michigan	■	☐	☐	☐	☐
Minnesota	☐	■	☐	☐	☐
Mississippi	■	☐	☐	☐	☐
Missouri	☐	☐	■	☐	☐
Montana	☐	☐	☐	☐	■
Nebraska	☐	☐	☐	☐	■
Nevada	■	☐	☐	☐	☐
New Hampshire	☐	☐	☐	☐	■[1]
New Jersey	☐	■	☐	☐	☐
New Mexico	■	☐	☐	☐	☐
New York	☐	■	☐	☐	☐
North Carolina	■	☐	☐	☐	☐
North Dakota	☐	☐	☐	☐	■
Ohio	■	☐	☐	☐	☐
Oklahoma	■	☐	☐	☐	☐
Oregon	☐	☐	■	☐	☐
Pennsylvania	■	☐	☐	☐	☐
Rhode Island	■	☐	☐	☐	☐
South Carolina	☐	☐	■	☐	☐
South Dakota	☐	☐	■	☐	☐
Tennessee	■	☐	☐	☐	☐
Texas	☐	☐	☐	☐	■[1]
Utah	☐	☐	■	☐	☐
Vermont	☐	☐	☐	☐	■
Virginia	☐	■[2]	☐	☐	☐
Washington	☐	☐	☐	■	☐
West Virginia	☐	☐	☐	■	☐
Wisconsin	■	☐	☐	☐	☐
Wyoming	☐	☐	☐	■	☐
	19	**7**	**9**	**6**	**10**

1. The state has an ESEA waiver requiring an evaluation system that includes student achievement as a significant factor. However, no specific guidelines or policies have been articulated.

2. Explicitly defined for the 2013-2014 school year.

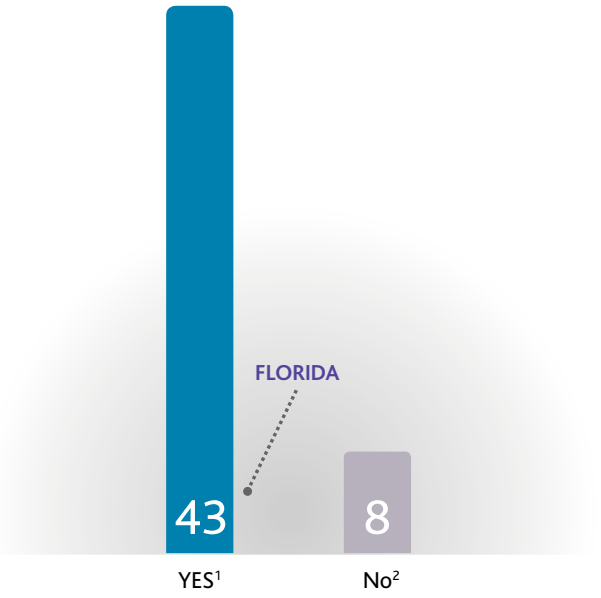
Figure 64

Is survey data used as part of teacher evaluations?

	Student surveys	Parent surveys	Peer surveys	Type of survey not specified	Surveys not permitted
Alabama	☐	☐	☐	☐	■
Alaska[1]	■	■	■	☐	☐
Arizona	☐	☐	☐	■[2]	☐
Arkansas	☐	☐	☐	☐	■
California	☐	☐	☐	☐	■
Colorado	■[2]	■[2]	■[2]	☐	☐
Connecticut[3]	■	■	■	☐	☐
Delaware	☐	☐	☐	☐	■
District of Columbia	■[2]	■[2]	☐	☐	☐
FLORIDA	☐	☐	☐	☐	■
Georgia	■	☐	☐	☐	☐
Hawaii	■	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	■
Illinois	☐	☐	☐	☐	■
Indiana	☐	☐	☐	☐	■
Iowa[1]	■	■	■	☐	☐
Kansas	☐	☐	☐	☐	■
Kentucky	☐	■	☐	☐	☐
Louisiana	☐	☐	☐	☐	■
Maine	☐	☐	■[2]	☐	☐
Maryland	☐	☐	☐	☐	■
Massachusetts	■	☐	☐	☐	☐
Michigan	☐	☐	☐	☐	■
Minnesota	■[2]	☐	☐	☐	■
Mississippi	■[2]	☐	☐	☐	☐
Missouri	■[2]	■[2]	■[2]	☐	☐
Montana	☐	☐	☐	☐	■
Nebraska	☐	■	☐	☐	☐
Nevada	☐	☐	☐	☐	■
New Hampshire	☐	☐	☐	☐	■
New Jersey	☐	☐	☐	☐	■
New Mexico	■[2]	■[2]	☐	☐	☐
New York	■[2]	■[2]	☐	☐	☐
North Carolina	☐	☐	☐	☐	■
North Dakota	☐	☐	☐	☐	■
Ohio	☐	☐	☐	☐	■
Oklahoma	☐	☐	☐	■	☐
Oregon	☐	☐	☐	☐	■
Pennsylvania	☐	☐	☐	☐	■
Rhode Island	☐	☐	☐	☐	■
South Carolina	☐	☐	☐	☐	■
South Dakota	☐	☐	☐	☐	■
Tennessee	☐	☐	☐	☐	■
Texas	☐	☐	☐	☐	■
Utah	■	■	☐	☐	☐
Vermont	☐	☐	☐	☐	■
Virginia	☐	☐	☐	☐	■
Washington	☐	☐	☐	☐	■
West Virginia	☐	☐	☐	☐	■
Wisconsin	☐	☐	☐	☐	■
Wyoming	☐	☐	☐	☐	■
	14	**11**	**6**	**2**	**33**

Figure 65

Do states require more than two categories for teacher evaluation ratings?



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

1. Input from students, teachers and peers is required, but there is no explicit indication that this must come from surveys.
2. Explicitly allowed but not required.
3. Requires parent or peer surveys; whole-school student learning or student surveys.

EXAMPLES OF BEST PRACTICE

NCTQ has not singled out any one state for "best practice" honors. Many states continue to make significant strides in the area of teacher evaluation by requiring that objective evidence of student learning be the preponderant criterion. Because there are many different approaches that result in student learning being the preponderant criterion, all 19 states that meet this goal are commended for their efforts.

Figure 66

Do states direct how teachers should be evaluated?

	Single statewide evaluation system	Presumptive state evaluation model for districts with possible opt-out	District-designed evaluation system consistent with state frame work/criteria
Alabama	■		
Alaska			■
Arizona			■
Arkansas	■		
California			■
Colorado			■
Connecticut		■	
Delaware	■		
District of Columbia			■
FLORIDA			■
Georgia			■
Hawaii	■		
Idaho			■
Illinois			■
Indiana			■
Iowa			■
Kansas		■	
Kentucky		■	
Louisiana		■	
Maine			■
Maryland			■
Massachusetts			■
Michigan			■
Minnesota			■
Mississippi	■		
Missouri		■	
Montana			■
Nebraska			■
Nevada			■
New Hampshire			■[1]
New Jersey			■
New Mexico			■
New York			■
North Carolina		■	
North Dakota			■
Ohio		■	
Oklahoma	■		
Oregon			■
Pennsylvania		■	
Rhode Island		■	
South Carolina	■		
South Dakota			■
Tennessee		■	
Texas		■	
Utah			■
Vermont			■
Virginia			■
Washington	■		
West Virginia	■		
Wisconsin		■	
Wyoming			■
	9	**12**	**30**

1. New Hampshire is in the process of developing a state model/criteria for teacher evaluations.

Figure 67

What requirements have states established for evaluators?

	MULTIPLE EVALUATORS / OBSERVERS	EVALUATOR TRAINING	EVALUATORS MUST BE / HAVE BEEN EFFECTIVE TEACHERS	EVALUATOR CERTIFICATION
Alabama	☐	☐	☐	☐
Alaska	☐	■	☐	☐
Arizona	☐	■	☐	☐
Arkansas	☐	■	☐	■
California	☐	☐	☐	☐
Colorado	☐	■	☐	☐
Connecticut	☐	■	☐	☐
Delaware	☐	■	☐	■
District of Columbia	☐	☐	☐	☐
FLORIDA	☐	■	☐	☐
Georgia	☐	■	☐	■
Hawaii	☐	☐	☐	■
Idaho	☐	☐	☐	☐
Illinois	☐	■	☐	■
Indiana	☐	■	■	☐
Iowa	■	■	☐	■
Kansas	☐	☐	☐	☐
Kentucky	☐	■	☐	☐
Louisiana	☐	■	☐	■
Maine	☐	■	☐	☐
Maryland	☐[1]	■	☐	■
Massachusetts	☐	■	☐	☐
Michigan	☐	■	☐	☐
Minnesota	☐	■	☐	☐
Mississippi	☐[2]	■	☐	☐
Missouri	☐	■	☐	☐
Montana	☐	☐	☐	☐
Nebraska	☐	☐	☐	☐
Nevada	☐	☐	☐	☐
New Hampshire	☐	☐	☐	☐
New Jersey	■	■	☐	■
New Mexico	☐[2]	■	■	■
New York	☐	■	■	☐
North Carolina	■	■	☐	☐
North Dakota	☐	☐	☐	☐
Ohio	☐[2]	☐	☐	☐
Oklahoma	☐	■	☐	■
Oregon	☐	☐	☐	☐
Pennsylvania	☐	■	☐	☐
Rhode Island	☐	■	☐	☐
South Carolina	■	■	☐	☐
South Dakota	☐	☐	☐	☐
Tennessee	☐	■	☐	■
Texas	☐	☐	☐	☐
Utah	☐	☐	☐	☐
Vermont	☐	■	☐	☐
Virginia	☐	■	☐	☐
Washington	☐	■	☐	☐
West Virginia	☐	■	☐	☐
Wisconsin	☐	■	☐	■
Wyoming	☐	☐	☐	☐
	4	**34**	**3**	**13**

1. Maryland requires multiple observers for ineffective teachers.
2. Multiple evaluators are explicitly allowed but not required.

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers receive a formal evaluation rating each year.
2. While all teachers should have multiple observations that contribute to their formal evaluation rating, the state should ensure that new teachers are observed and receive feedback early in the school year.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 68

How States are Faring in Frequency of Evaluations

0 Best Practice States

12 States Meet Goal
Alabama, Delaware⬆, Hawaii⬆, Idaho, Mississippi⬆, Nevada, New Jersey, North Dakota, Oklahoma, Rhode Island, Tennessee, Washington

15 States Nearly Meet Goal
Arizona, Colorado, Connecticut⬆, **FLORIDA**, Georgia, Indiana, Louisiana⬆, New Mexico⬆, New York, North Carolina, Pennsylvania, Utah, West Virginia⬆, Wisconsin⬆, Wyoming

8 States Partly Meet Goal
Kansas, Kentucky, Maryland, Michigan, Minnesota, Nebraska, Ohio⬇, South Carolina

5 States Meet a Small Part of Goal
Alaska, Arkansas, Iowa⬆, Maine⬆, Virginia⬆

11 States Do Not Meet Goal
California, District of Columbia, Illinois, Massachusetts, Missouri⬇, Montana, New Hampshire, Oregon, South Dakota, Texas, Vermont

Progress on this Goal Since 2011:

⬆ : 11 ⟷ : 38 ⬇ : 2

3-C Analysis: Florida

State Nearly Meets Goal Progress Since 2011

ANALYSIS

Commendably, all teachers in Florida must be evaluated at least annually.

Nonprobationary teachers are required to have a formal evaluation at least once a year. Newly hired teachers in Florida must now be observed and evaluated at least twice in their first year of teaching. However, the state does not articulate when the first observation should occur.

Supporting Research

SB 736, amending Florida Statute 1012.34

RECOMMENDATION

- **Base evaluations on multiple observations.**

  To guarantee that annual evaluations are based on an adequate collection of information, Florida should require multiple observations for all teachers. This is important for all probationary teachers, not just those in their first year of teaching, as well as teachers who have nonprobationary status.

- **Ensure that new teachers are observed and receive feedback early in the school year.**

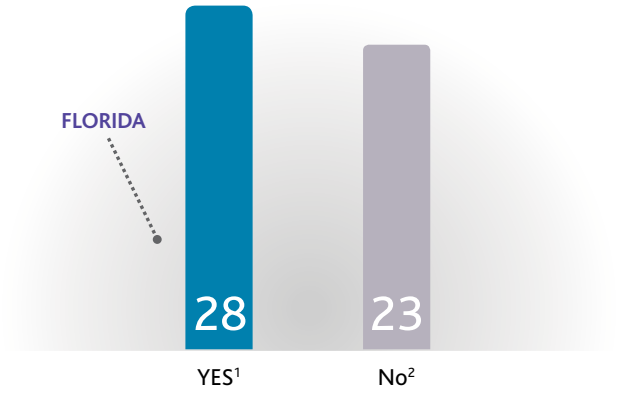
  It is critical that schools and districts closely monitor the performance of new teachers. Florida should ensure that its new teachers get the support they need, and that supervisors know early on which new teachers may be struggling or at risk for unacceptable levels of performance. As evaluation instruments become more data driven, it may not be feasible to issue a formal evaluation rating until applicable student data are available later in the year

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 69

Do states require districts to evaluate all teachers each year?



1. Strong Practice: Alabama, Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Louisiana, Maryland[3], Mississippi, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Utah, Washington, West Virginia, Wisconsin, Wyoming
2. Alaska, Arkansas, California, District of Columbia, Illinois, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, Ohio, Oregon, South Carolina, South Dakota, Texas, Vermont, Virginia
3. Regulations sunset on September 30, 2014.

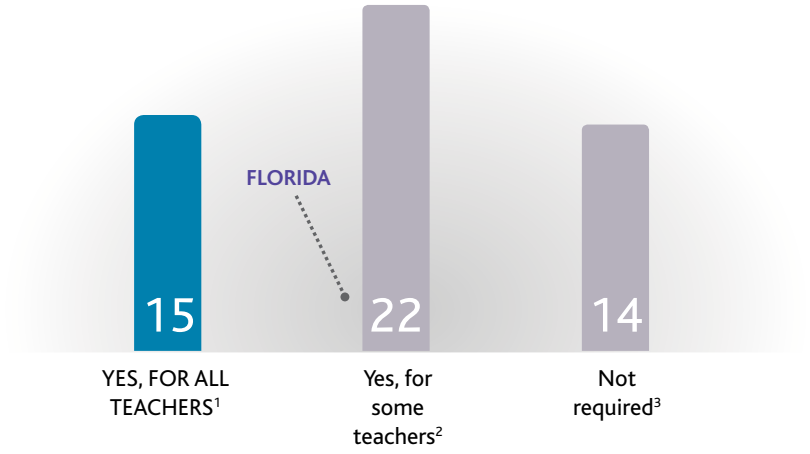
Figure 70

Do states require districts to evaluate all teachers each year?

	ANNUAL EVALUATION OF ALL VETERAN TEACHERS	ANNUAL EVALUATION OF ALL PROBATIONARY TEACHERS
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	■	■
	28	**44**

Figure 71

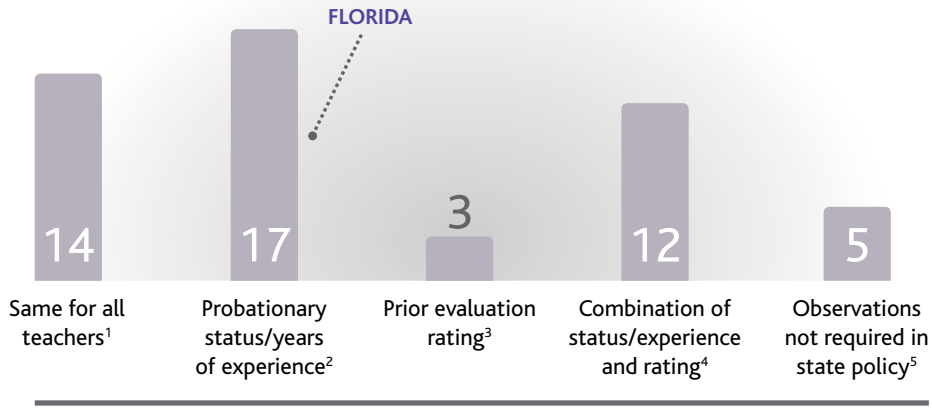
Do states require multiple classroom observations?



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

Figure 72

What is the determining factor for frequency of observations?



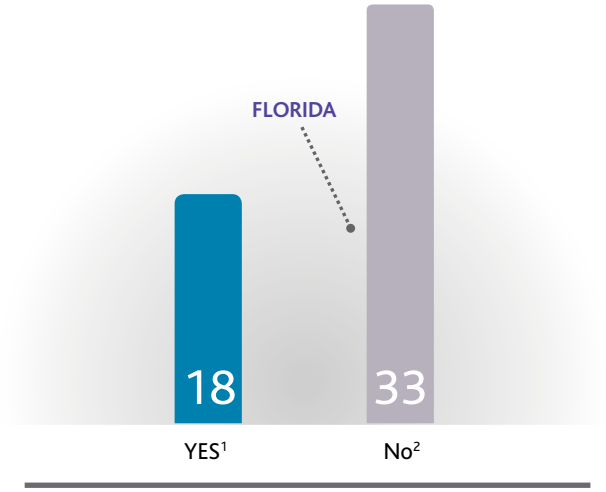
1. Alabama, District of Columbia[6], Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Mississippi, Missouri, New Jersey, New Mexico, New York, Rhode Island
2. Alaska, Arkansas[7], California[7], Colorado, Florida, Kansas[7], Minnesota[7], Nebraska, North Carolina, Oklahoma[7], Oregon, Pennsylvania[7], South Carolina, South Dakota[7], Utah[7], Washington, West Virginia[8]
3. Louisiana, Michigan, Ohio
4. Arizona[9], Connecticut, Delaware, Illinois, Kentucky, Maryland, Massachusetts[7], Nevada, Tennessee, Texas[7], Virginia[7], Wisconsin[7]
5. Montana, New Hampshire, North Dakota, Vermont, Wyoming
6. Depends on LEA requirements.
7. Frequency is based on evaluation cycle, not year.
8. No observations required after year 5.
9. Second observation may be waived for tenured teachers with high performance on first observation.

EXAMPLES OF BEST PRACTICE

NCTQ is not awarding "best practice" honors for frequency of evaluations but commends **Alabama**, **Hawaii**, **Idaho**, **Mississippi**, **New Jersey**, **Tennessee** and **Washington**. These states not only require annual evaluations and multiple observations for all teachers, but they also ensure that new teachers are observed and receive feedback during the first half of the school year.

Figure 73

Do states require that new teachers are observed early in the year?



1. Strong Practice: Alabama, Delaware, Hawaii, Idaho, Kansas, Kentucky, Minnesota, Mississippi, Nebraska, Nevada, New Jersey, North Dakota[3], Oklahoma, Rhode Island, South Carolina, Tennessee, Washington, West Virginia
2. Alaska, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia[4], Wisconsin, Wyoming
3. New teachers must be evaluated early in the year; observations not explicit.
4. Teachers in their first year are informally evaluated early in the year.

Area 3: Identifying Effective Teachers

Goal D – Tenure

The state should require that tenure decisions are based on evidence of teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; four to five years is the ideal minimum.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 74

How States are Faring in Tenure

2 Best Practice States
Connecticut⬆, Michigan

3 States Meet Goal
Colorado, FLORIDA, Louisiana⬆

7 States Nearly Meet Goal
Delaware, Hawaii⬆, Nevada, New Jersey⬆, Oklahoma, Rhode Island, Tennessee

7 States Partly Meet Goal
Arizona⬆, Illinois, Indiana, Massachusetts, New York, North Carolina⬆, Virginia⬆

7 States Meet a Small Part of Goal
Idaho, Kentucky, Minnesota, Missouri, New Hampshire, Ohio, Washington

25 States Do Not Meet Goal
Alabama, Alaska, Arkansas, California, District of Columbia, Georgia, Iowa, Kansas, Maine, Maryland, Mississippi, Montana, Nebraska, New Mexico, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2011:

⬆ : 7 ⟷ : 44 ⬇ : 0

State Meets Goal Progress Since 2011

ANALYSIS

Florida bases the leap in professional standing from probationary to nonprobationary status on evidence of classroom effectiveness.

To be awarded an annual contract (nonprobationary status), a probationary teacher must not have received any of the following evaluation ratings: two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a three-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory. Further, a district is prohibited from renewing an annual contract if a nonprobationary teacher receives any of the above evaluation ratings.

Because Florida's teacher evaluation ratings are centered primarily on evidence of student learning (see Goal 3-B), basing tenure decisions on these evaluation ratings ensures that classroom effectiveness is appropriately considered.

Further, because all teachers are awarded an annual contract regardless of probationary status, Florida has essentially eliminated tenure.

Supporting Research

Florida Statute 1012.335

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 75

How long before a teacher earns tenure?

	No Policy	1 Year	2 Years	3 years	4 YEARS	5 YEARS	STATE ONLY AWARDS ANNUAL CONTRACTS
Alabama	☐	☐	☐	■	☐	☐	☐
Alaska	☐	☐	☐	■	☐	☐	☐
Arizona	☐	☐	☐	■	☐	☐	☐
Arkansas	☐	☐	☐	■	☐	☐	☐
California	☐	☐	■	☐	☐	☐	☐
Colorado	☐	☐	☐	■	☐	☐	☐
Connecticut	☐	☐	☐	☐	■	☐	☐
Delaware	☐	☐	☐	■	☐	☐	☐
District of Columbia	■	☐	☐	☐	☐	☐	☐
FLORIDA	☐	☐	☐	☐	☐	☐	■
Georgia	☐	☐	☐	■	☐	☐	☐
Hawaii	☐	☐	☐	■	☐	☐	☐
Idaho	☐	☐	☐	■[1]	☐	☐	☐
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	☐	☐	☐	☐	☐	☐	■[2]
North Dakota	☐	☐	■	☐	☐	☐	☐
Ohio	☐	☐	☐	☐	☐	■[3]	☐
Oklahoma	☐	☐	☐	■[4]	☐	☐	☐
Oregon	☐	☐	☐	■	☐	☐	☐
Pennsylvania	☐	☐	☐	■	☐	☐	☐
Rhode Island	☐	☐	☐	☐	☐	☐	■[5]
South Carolina	☐	☐	■	☐	☐	☐	☐
South Dakota	☐	☐	☐	■	☐	☐	☐
Tennessee	☐	☐	☐	☐	☐	■	☐
Texas	☐	☐	☐	■	☐	☐	☐
Utah	☐	☐	☐	■	☐	☐	☐
Vermont	☐	☐	■	☐	☐	☐	☐
Virginia	☐	☐	☐	■[6]	☐	☐	☐
Washington	☐	☐	☐	■[7]	☐	☐	☐
West Virginia	☐	☐	☐	■	☐	☐	☐
Wisconsin	☐	☐	☐	■	☐	☐	☐
Wyoming	☐	☐	☐	■	☐	☐	☐
	1	**1**	**4**	**32**	**4**	**6**	**3**

1. Idaho limits teacher contract terms to one year.
2. A teacher can receive up to a 4-year contract if deemed proficient on evaluation.
3. Teachers must hold an educator license for at least seven years and have taught in the district at least three of the last five years.
4. Teachers may also earn career status with an average rating of at least effective for a four-year period and a rating of at least effective for the last two years.
5. While technically not on annual contracts, Rhode Island teachers who receive two years of ineffective ratings are dismissed.
6. Local school board may extend up to five years.
7. At a district's discretion, a teacher may be granted tenure after the second year if he/she receives one of the top two evaluation ratings.

EXAMPLES OF BEST PRACTICE

Connecticut and **Michigan** appropriately base tenure decisions on evidence of teacher effectiveness. In Connecticut, tenure is awarded after four years and must be earned on the basis of effective practice as demonstrated in evaluation ratings. Michigan requires a probationary period of five years, with teachers having to earn a rating of effective or highly effective on their three most recent performance evaluations. Both states require that student growth be the preponderant criterion of teacher evaluations.

Figure 76

How are tenure decisions made?

	Evidence of student learning is the preponderant criterion	Some evidence of student learning is considered	Virtually automatically
Alabama			■
Alaska			■
Arizona		■	
Arkansas			■
California			■
Colorado	■		
Connecticut	■		
Delaware	■		
District of Columbia			■
FLORIDA	■[1]		
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		■[2]	
North Dakota			■
Ohio			■
Oklahoma	■[3]		
Oregon			■
Pennsylvania			■
Rhode Island	■		
South Carolina			■
South Dakota			■
Tennessee	■		
Texas			■
Utah			■
Vermont			■
Virginia		■	
Washington		■	
West Virginia			■
Wisconsin			■
Wyoming			■
	11	**9**	**31**

1. Florida only awards annual contracts.
2. North Carolina has recently eliminated tenure. The state requires some evidence of effectiveness in awarding multiple-year contracts.
3. Oklahoma has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should base advancement from a probationary to a nonprobationary license on evidence of effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require teachers to have an advanced degree as a condition of professional licensure.
4. Evidence of effectiveness should be a factor in the renewal of a professional licenses.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 77

How States are Faring in Licensure Advancement

1 Best Practice State
Rhode Island

2 States Meet Goal
Louisiana, Tennessee⬆

0 States Nearly Meet Goal

5 States Partly Meet Goal
Delaware, Georgia⬆, Illinois, Maryland, Pennsylvania⬆

7 States Meet a Small Part of Goal
Arkansas, California, Michigan⬆, Minnesota, New Mexico, Utah, Washington

36 States Do Not Meet Goal
Alabama, Alaska⬇, Arizona, Colorado, Connecticut, District of Columbia, **FLORIDA**, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2011:

⬆ : 4 ⟷ : 46 ⬇ : 1

3-E Analysis: Florida

State Does Not Meet Goal Progress Since 2011

ANALYSIS

Florida's requirements for licensure advancement and renewal are not based on evidence of teacher effectiveness.

To advance from a Temporary Certificate to a Professional Certificate, the state requires teachers to demonstrate "mastery of general knowledge (e.g., passing scores on basic skills exam)," "mastery of subject-area knowledge (e.g., passing scores on subject-area exam)" and "mastery of professional preparation and education competence (e.g., passing scores on competency exam)."

Florida also does not include evidence of effectiveness as a factor in the renewal of a professional license. Florida teachers must renew their licenses every five years by completing six semester hours of college credit at an accredited college or university.

Supporting Research

http://www.fldoe.org/edcert/renew.asp

RECOMMENDATION

- **Require evidence of effectiveness as a part of teacher licensing policy.**

  Florida should require evidence of teacher effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license. The state should use evidence of effectiveness from teacher evaluations as a factor in determining whether teachers advance to the next licensure level (see Goal 3-B). However, states must consider carefully how to use this evidence, as the standard for denying licensure—the right to practice in the state—should not necessarily be the same standard that might result in termination from a particular position.

- **Discontinue licensure requirements with no direct connection to classroom effectiveness.**

  While targeted requirements may potentially expand teacher knowledge and improve teacher practice, Florida's general, nonspecific coursework requirements for license renewal merely call for teachers to complete a certain amount of seat time. These requirements do not correlate with teacher effectiveness.

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 78

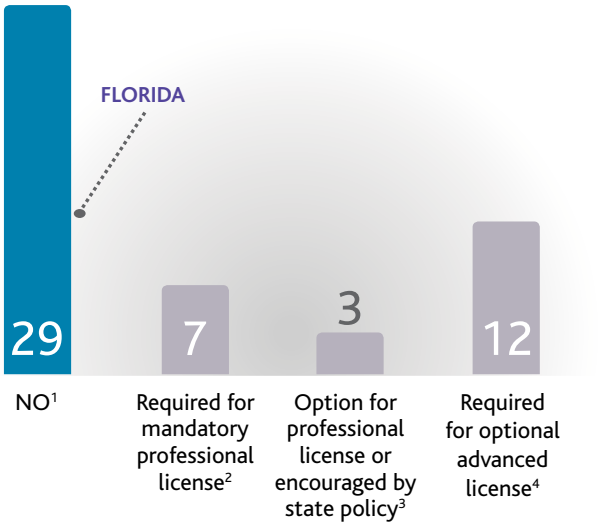
Do states require teachers to show evidence of effectiveness before conferring professional licensure?

	OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED	Some objective evidence is considered	Consideration given to teacher performance but performance is not tied to classroom effectiveness	Performance not considered
Alabama	☐	☐	☐	■
Alaska	☐	☐	☐	■
Arizona	☐	☐	☐	■
Arkansas	☐	☐	■	☐
California	☐	☐	■	☐
Colorado	☐	☐	☐	■
Connecticut	☐	☐	☐	■
Delaware	■	☐	☐	☐
District of Columbia	☐	☐	☐	■
FLORIDA	☐	☐	☐	■
Georgia	■[1]	☐	☐	☐
Hawaii	☐	☐	■	☐
Idaho	☐	☐	☐	■
Illinois	☐	■[2]	☐	☐
Indiana	☐	☐	■	☐
Iowa	☐	☐	■	☐
Kansas	☐	☐	■	☐
Kentucky	☐	☐	■	☐
Louisiana	■	☐	☐	☐
Maine	☐	☐	☐	■
Maryland	☐	■[3]	☐	☐
Massachusetts	☐	☐	☐	■
Michigan	☐	☐	☐	■
Minnesota	☐	☐	☐	■
Mississippi	☐	☐	☐	■
Missouri	☐	☐	☐	■
Montana	☐	☐	☐	■
Nebraska	☐	☐	☐	■
Nevada	☐	☐	☐	■
New Hampshire	☐	☐	☐	■
New Jersey	☐	☐	☐	■
New Mexico	☐	■	☐	☐
New York	☐	☐	☐	■
North Carolina	☐	☐	■	☐
North Dakota	☐	☐	☐	■
Ohio	☐	☐	☐	■
Oklahoma	☐	☐	☐	■
Oregon	☐	☐	☐	■
Pennsylvania	■	☐	☐	☐
Rhode Island	■	☐	☐	☐
South Carolina	☐	☐	☐	■
South Dakota	☐	☐	☐	■
Tennessee	■	☐	☐	☐
Texas	☐	☐	☐	■
Utah	☐	■	☐	☐
Vermont	☐	☐	☐	■
Virginia	☐	☐	☐	■
Washington	☐	☐	■	☐
West Virginia	☐	☐	☐	■
Wisconsin	☐	☐	☐	■
Wyoming	☐	☐	☐	■
	6	**4**	**9**	**32**

1. Evidence of effectiveness is required for license renewal but not for conferring of professional license.
2. Illinois allows revocation of licenses based on ineffectiveness.
3. Maryland uses some objective evidence through their evaluation systems for renewal, but advancement to professional license is still based on earning an advanced degree.

Figure 79

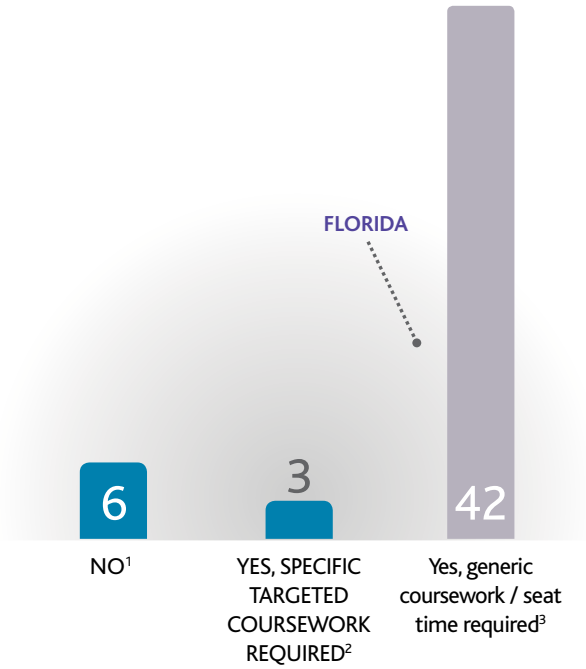
Do states require teachers to earn advanced degrees before conferring professional licensure?



1. Strong Practice: Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Kansas, Maine, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Washington, Wisconsin, Wyoming
2. Connecticut, Kentucky, Maryland, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree.
3. Illinois, Massachusetts, Missouri
4. Alabama, Hawaii, Indiana, Iowa, Louisiana, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia

Figure 80

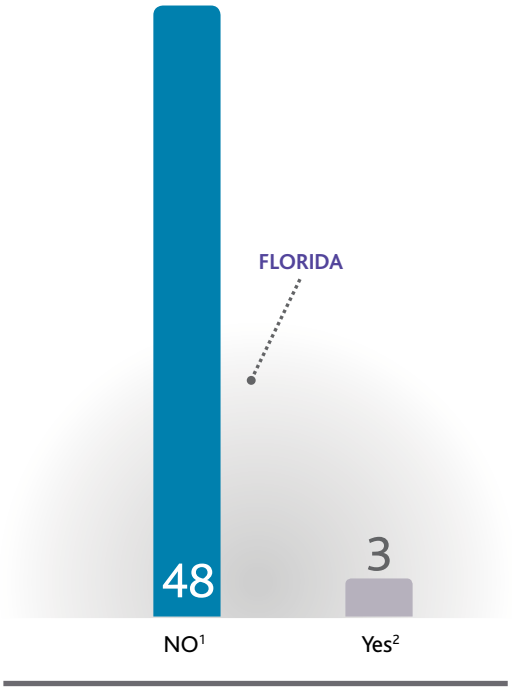
Do states require teachers to take additional coursework before conferring or renewing professional licenses?



1. Strong Practice: Hawaii, Louisiana, New Jersey, New Mexico, Rhode Island, Tennessee
2. Strong Practice: California, Georgia, Minnesota
3. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina[4], North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
4. Some required coursework is targeted.

Figure 81

Do states award lifetime licenses?



1. Strong Practice: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut[3], 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 Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming
2. New Jersey, Pennsylvania, West Virginia
3. Although teachers in Connecticut must renew their licenses every five years, there are no requirements for renewal.

EXAMPLE OF BEST PRACTICE

Rhode Island is integrating certification, certification renewal and educator evaluations. Teachers who receive poor evaluations for five consecutive years are not eligible to renew their licenses. In addition, teachers who consistently receive "highly effective" ratings will be eligible for a special license designation.

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should make aggregate school-level data about teacher performance —from an evaluation system based on instructional effectiveness as described in Goal 3-B — publicly available.
2. In the absence of such an evaluation system, the state should make the following data publicly available:

   a. An "Academic Quality" index for each school that includes factors research has found to be associated with teacher effectiveness such as:

   - percentage of new teachers;
   - percentage of teachers failing basic skills licensure tests at least once;
   - percentage of teachers on emergency credentials;
   - average selectivity of teachers' undergraduate institutions and
   - teachers' average ACT or SAT scores

   b. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area.

   c. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school.

   d. The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 82

How States are Faring in Equitable Distribution

0 Best Practice States

9 States Meet Goal
Arkansas⬆, Illinois⬆, Indiana⬆, Louisiana⬆, Massachusetts⬆, Missouri⬆, New York⬆, North Carolina⬆, Pennsylvania⬆

0 States Nearly Meet Goal

5 States Partly Meet Goal
Connecticut, FLORIDA⬆, New Jersey, South Carolina, Utah⬆

29 States Meet a Small Part of Goal
Alaska, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, Ohio, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin

8 States Do Not Meet Goal
Alabama, Arizona, Iowa, Michigan, New Mexico, North Dakota, Oklahoma, Wyoming

Progress on this Goal Since 2011:

⬆ : 11 ⟷ : 40 ⬇ : 0

3-F Analysis: Florida

State Partly Meets Goal Progress Since 2011

ANALYSIS

Providing comprehensive reporting may be the state's most important role for ensuring the equitable distribution of teachers among schools. Florida reports some school-level data that can help support the equitable distribution of teacher talent.

Florida requires districts to publicly report aggregate district-level data about teacher performance. The state publishes teacher evaluation ratings—from an evaluation system based on instructional effectiveness—by district. The public can access the report and see the number of teachers in any district rated highly effective, effective, needs improvement, three years developing, or unsatisfactory. While an important step in the right direction, unfortunately this system only allows comparison between and not within school districts.

The state also reports on the percentage of newly hired teachers for each school. While Florida does not report on percentages of teachers with emergency credentials—the state indicates that it has no noncertified teachers—it does provide data on classes taught by teachers temporarily assigned to areas outside of their field of specialization.

Florida reports on the percentage of highly qualified teachers. Commendably, these data are reported for each school, rather than aggregated by district. The state is also commended for comparing the average percentages of highly qualified teachers in high- and low-poverty schools within each district.

The state also does not report on teacher absenteeism or turnover rates.

Supporting Research

Personnel Evaluation Data for Classroom Teachers by District http://www.fldoe.org/profdev/pdf/TeacherEvaluationResults.pdf 2011-2012 School Report Cards http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1112/main1112.cfm

RECOMMENDATION

- **Report school-level teacher effectiveness data.**

  Although Florida is on the right track by publishing data about teacher performance at the district level, the state should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness—publicly available. Given that Florida requires teacher evaluations to be based to a significant extent on evidence of student learning (see Goal 3-B), such data about the effectiveness of a school's teachers can shine a light on how equitably teachers are distributed across and within school districts.

- **Publish other data that facilitate comparisons across schools.**

  Florida should collect and report other school-level data that reflect the stability of a school's faculty, including the rates of teacher absenteeism and turnover.

- **Provide comparative data based on school demographics.**

  As Florida does with highly qualified teachers, the state should provide comparative data for schools with similar poverty and minority populations. This would yield a more comprehensive picture of gaps in the equitable distribution of teachers.

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis; however, this analysis was changed subsequent to the state's review.

Figure 83

Do states publicly report school-level data about teachers?

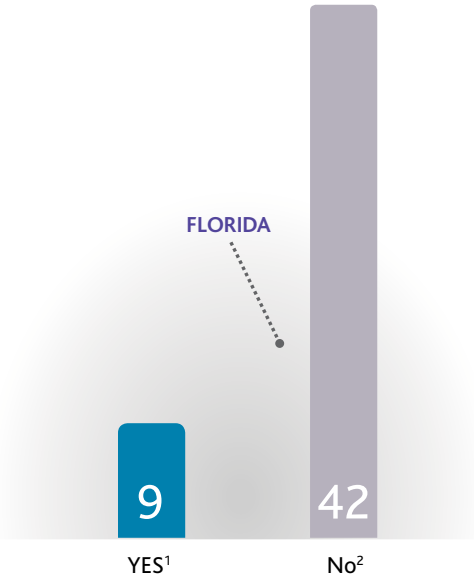
Alabama	☐	☐	☐	☐	☐	☐	☐
Alaska	☐	☐	☐	☐	■	☐	☐
Arizona	☐	☐	☐	☐	☐	☐	☐
Arkansas	■	☐	■	☐	■	☐	☐
California	☐	☐	■	☐	■	☐	☐
Colorado	☐	☐	☐	☐	■	☐	☐
Connecticut	☐	☐	☐	■	■	☐	☐
Delaware	☐	☐	☐	■	■	☐	☐
District of Columbia	☐	☐	☐	☐	■	☐	☐
FLORIDA	☐	☐	☐	■	■	☐	☐
Georgia	☐	☐	■	☐	■	☐	☐
Hawaii	☐	☐	☐	☐	■	☐	☐
Idaho	☐	☐	■	☐	■	☐	☐
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	☐	☐	☐	☐	☐	☐	☐
	9	**0**	**16**	**8**	**39**	**5**	**4**

EXAMPLES OF BEST PRACTICE

Although not awarding "best practice" honors for this goal, NCTQ commends the nine states that meet the goal for giving the public access to teacher performance data aggregated to the school level. This transparency can help shine a light on on how equitably teachers are distributed across and within school districts and help to ensure that all students have access to effective teachers.

Figure 84

Do states publicly report school-level data about teacher effectiveness?



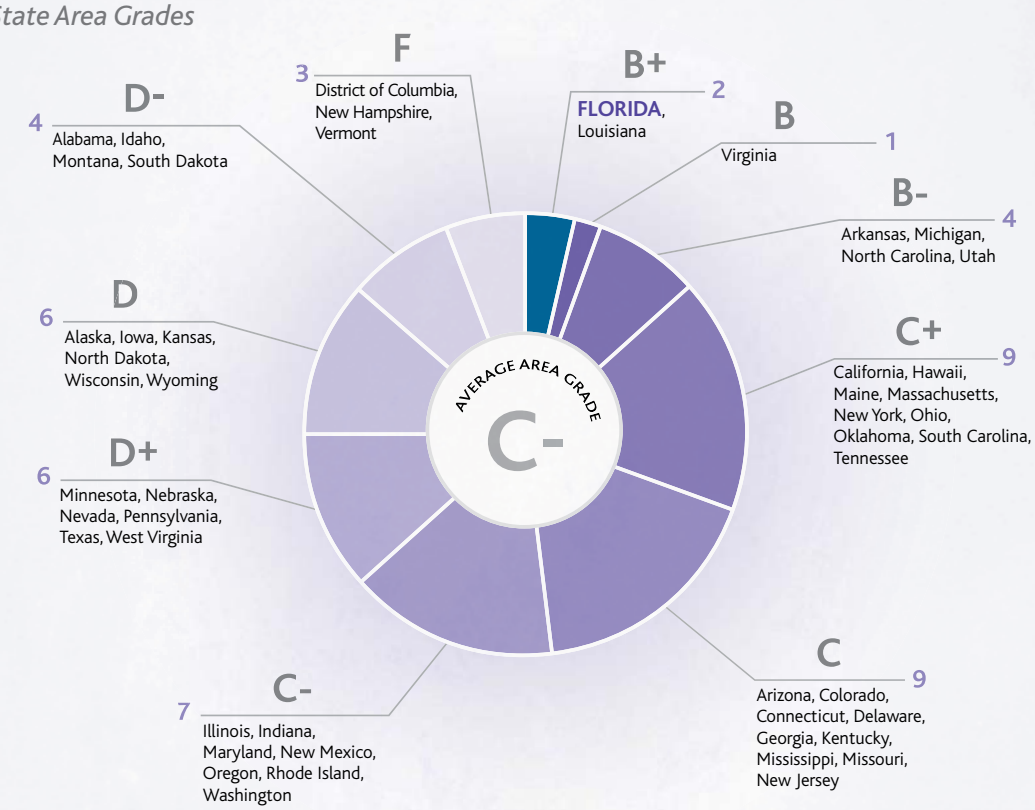
1. Strong Practice: Arkansas[3], Illinois, Indiana, Louisiana, Massachusetts[4], Missouri, New York, North Carolina, Pennsylvania
2. Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida[5], Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah[5], Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
3. Reporting of teacher effectiveness data will begin in 2017.
4. Massachusetts' evaluation system is not based primarily on evidence of teacher effectiveness.
5. Reports data about teacher effectiveness at the district level.

Area 4 Summary

AREA 4 GRADE B+ FLORIDA

How States are Faring in Retaining Effective Teachers

State Area Grades



Topics Included In This Area

- **4-A:** Induction
- **4-B:** Professional Development
- **4-C:** Pay Scales
- **4-D:** Compensation for Prior Work Experience
- **4-E:** Differential Pay
- **4-F:** Performance Pay

Area 4: Retaining Effective Teachers

Goal A – Induction

The state should require effective induction for all new teachers, with special emphasis on teachers in high-need schools.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, and their performance as mentors should be evaluated.
3. Induction programs should include only strategies that can be successfully implemented, even in a poorly managed school. Such strategies include intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 85

How States are Faring in Induction

1 Best Practice State
South Carolina

10 States Meet Goal
Alabama, Arkansas, Hawaii⬆, Illinois⬆, Kentucky, Massachusetts, Missouri, New Jersey, North Carolina, Virginia⬆

15 States Nearly Meet Goal
California, Colorado, Connecticut, Delaware, Iowa, Maine, Maryland, Michigan, Mississippi, Nebraska, North Dakota⬆, Ohio, Oklahoma, Rhode Island, Utah

11 States Partly Meet Goal
Alaska, Arizona, Kansas, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Washington, West Virginia⬇, Wisconsin

4 States Meet a Small Part of Goal
FLORIDA, Idaho, Montana⬆, Texas

10 States Do Not Meet Goal
District of Columbia, Georgia, Indiana, Louisiana, Minnesota, Nevada, New Hampshire, South Dakota, Vermont, Wyoming

Progress on this Goal Since 2011:

⬆: 5 ⬌: 45 ⬇: 1

4-A Analysis: Florida

State Meets a Small Part of Goal | Progress Since 2011

ANALYSIS

Florida only requires that some of its new teachers receive mentoring. Only teachers completing an alternative certification program are required to have a mentor. Adjunct (part-time) teachers are no longer required to be assigned to a peer mentor by their principal for the first year of employment.

National Board-certified teachers who serve as mentors are eligible for a bonus equal to 10 percent of the prior fiscal year's statewide average salary for classroom teachers.

Supporting Research

Florida K-20 Education Code 1012.56; 1012.72

RECOMMENDATION

- **Ensure that a high-quality mentoring experience is available to all new teachers, especially those in low-performing schools.**

  Although Florida does provide mentoring to teachers in its alternative certification program, the state should ensure that all new teachers—especially any teacher in a low-performing school—receive mentoring support, especially in the first critical weeks of school. Florida should consider expanding its program throughout the state.

- **Set more specific parameters.**

  To ensure that all teachers receive high-quality mentoring, the state should specify how long the program lasts for a new teacher, who selects the mentors and a method of performance evaluation.

- **Require induction strategies that can be successfully implemented, even in poorly managed schools.**

  To ensure that the experience is meaningful, Florida should make certain that induction includes strategies such as intensive mentoring, seminars appropriate to grade level or subject area and a reduced teaching load and/or frequent release time to observe other teachers.

FLORIDA RESPONSE TO ANALYSIS

Florida stated that it has not funded a mentoring bonus for National Board-certified teachers for the past few years. Although Florida does not require mentors for beginning-level teachers (except for district alternative certification program candidates), the vast majority of districts provide mentors for these teachers.

Figure 86

Do states have policies that articulate the elements of effective induction?

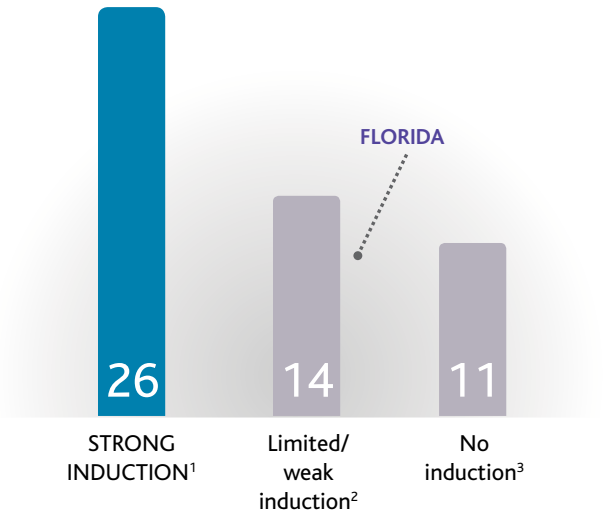
	Mentoring for all new teachers	Mentoring of sufficient frequency and duration	Mentoring provided at beginning of school year	Careful selection of mentors	Mentors must be trained	Mentors / programs must be evaluated	Mentors are compensated	Use of a variety of effective induction strategies
Alabama	■	■	■	■	■	■	■	■
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	□	□	□	□	□	□	□	□
	31	**22**	**9**	**24**	**29**	**20**	**20**	**21**

EXAMPLE OF BEST PRACTICE

South Carolina requires that all new teachers, prior to the start of the school year, be assigned mentors for at least one year. Districts carefully select mentors based on experience and similar certifications and grade levels, and mentors undergo additional training. Adequate release time is mandated by the state so that mentors and new teachers may observe each other in the classroom, collaborate on effective teaching techniques and develop professional growth plans. Mentor evaluations are mandatory and stipends are recommended.

Figure 87

Do states have policies that articulate the elements of effective induction?



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

Area 4: Retaining Effective Teachers

Goal B – Professional Development

The state should ensure that teachers receive feedback about their performance and require professional development to be based on needs identified through teacher evaluations.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should require that all teachers who receive a rating of ineffective/ unsatisfactory or needs improvement on their evaluations be placed on an improvement plan.
3. The state should direct districts to align professional development activities with findings from teachers' evaluations.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 88

How States are Faring in Professional Development

2 Best Practice States
Louisiana, North Carolina

14 States Meet Goal
Arizona⬆, Arkansas, Colorado⬆, Connecticut, Delaware, FLORIDA, Maine⬆, Michigan, Mississippi⬆, New Jersey⬆, Rhode Island, South Carolina, Virginia⬆, West Virginia⬆

4 States Nearly Meet Goal
Illinois, Massachusetts, New Mexico, Utah⬆

13 States Partly Meet Goal
Georgia, Hawaii⬆, Indiana, Kentucky, Minnesota, Missouri⬇, New York, Ohio, Oregon, Tennessee, Texas, Washington, Wyoming

7 States Meet a Small Part of Goal
Alaska, Idaho, Kansas, Maryland, Oklahoma, Pennsylvania⬆, South Dakota⬆

11 States Do Not Meet Goal
Alabama, California, District of Columbia, Iowa, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Vermont, Wisconsin

Progress on this Goal Since 2011:

⬆ : 11 ⟷ : 39 ⬇ : 1

4-B Analysis: Florida

State Meets Goal Progress Since 2011

ANALYSIS

Florida requires that teachers receive written copies of their evaluations "no later than ten days after the evaluation takes place," and that "the evaluator must discuss the written evaluation report of assessment with the employee." The state also specifies that teacher evaluations must be used when identifying professional development. Teachers rated unsatisfactory are placed on "performance probation" for 90 days. During that time, the teacher "must be provided assistance and in-service training opportunities to help correct the noted performance deficiencies."

Supporting Research

Florida Statute 1012.34

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

Louisiana and **North Carolina** require that teachers receive feedback about their performance from their evaluations and direct districts to connect professional development to teachers' identified needs. Both states also require that teachers with unsatisfactory evaluations are placed on structured improvement plans. These improvement plans include specific performance goals, a description of resources and assistance provided, as well as timelines for improvement.

Figure 89

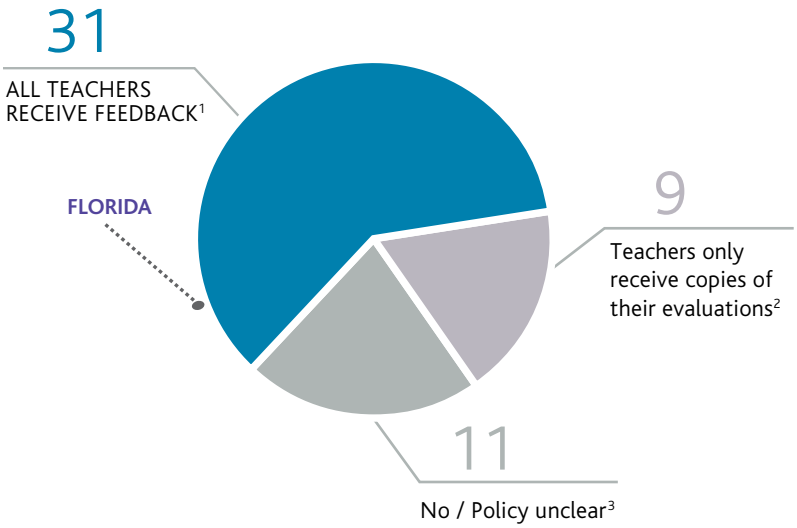
Do states ensure that evaluations are used to help teachers improve?

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS	IMPROVEMENT PLANS FOR TEACHERS WITH POOR RATINGS
Alabama	☐	☐	☐
Alaska	☐	☐	☐[1]
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	☐	☐	☐[2]
Tennessee	■	■	☐
Texas	■	☐	☐
Utah	■	☐	■
Vermont	☐	☐	☐
Virginia	■	■	■
Washington	■	☐	■
West Virginia	■	■	■
Wisconsin[3]	☐	☐	☐
Wyoming	■	■	☐
	31	**21**	**29**

1. Improvement plans are required for tenured teachers only.
2. Improvement plans are required only for teachers teaching for four years or more.
3. Wisconsin's educator effectiveness system includes many of these elements, but is still in the pilot stage. Full implementation will not begin until 2014-2015.

Figure 90

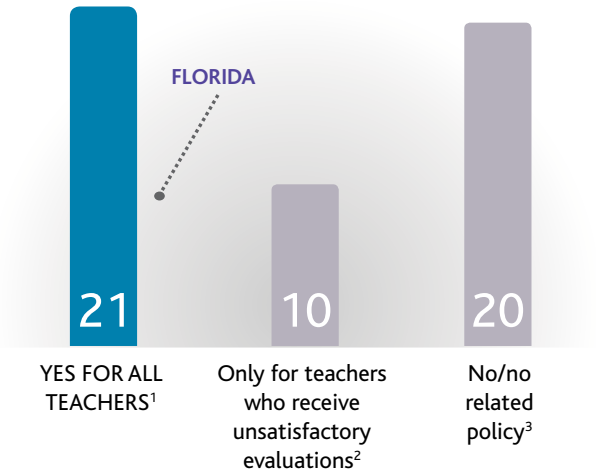
Do teachers receive feedback on their evaluations?



1. Strong Practice: Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wyoming
2. Alaska, California, Maryland, Montana, Nevada, New Mexico, Ohio, Oklahoma, Pennsylvania
3. Alabama, District of Columbia, Idaho, Iowa, Minnesota, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Wisconsin[4]
4. Wisconsin's educator effectiveness system requires that teachers receive feedback, but it is still in the pilot stages. Full implementation will not begin until 2014-15.

Figure 91

Do states require that teacher evaluations inform professional development?



1. Strong Practice: Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Louisiana, Maine, Michigan, Minnesota, Mississippi, New Jersey, New Mexico, North Carolina, Rhode Island, South Carolina, Tennessee, Virginia, West Virginia, Wyoming
2. Alaska, Hawaii, Illinois, Indiana, Maryland, Massachusetts, Missouri, Ohio, Pennsylvania, Texas
3. Alabama, California, District of Columbia, Idaho, Iowa, Kansas, Kentucky, Montana, Nebraska, Nevada, New Hampshire, New York, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Vermont, Washington, Wisconsin[4]
4. Wisconsin's educator effectiveness system requires that evaluations inform professional development, but it is still in the pilot stages. Full implementation will not begin until 2014-15.

Area 4: Retaining Effective Teachers

Goal C – Pay Scales

The state should give local districts authority over pay scales.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. While the state may find it appropriate to articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets minimum pay at each level.
2. The state should discourage districts from tying additional compensation to advanced degrees. The state should eliminate salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees.
3. The state should discourage salary schedules that imply that teachers with the most experience are the most effective. The state should eliminate salary schedules that require that the highest steps on the pay scale be determined solely be seniority.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 92

How States are Faring in Pay Scales

2 Best Practice States
FLORIDA, Indiana

1 State Meets Goal
Utah⬆

2 States Nearly Meet Goal
Louisiana⬆, Minnesota,

31 States Partly Meet Goal
Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Hawaii⬆, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina⬆, North Dakota, Oregon, Pennsylvania, South Dakota, Tennessee⬆, Vermont, Virginia, Wisconsin, Wyoming

4 States Meet a Small Part of Goal
Idaho⬇, Illinois, Rhode Island, Texas

11 States Do Not Meet Goal
Alabama, Arkansas, Delaware, Georgia, Kentucky, Mississippi, Ohio, Oklahoma, South Carolina, Washington, West Virginia

Progress on this Goal Since 2011:

⬆: 5 ⟷: 45 ⬇: 1

4-C Analysis: Florida

Best Practice State Progress Since 2011

ANALYSIS

While still allowing local districts to develop their own salary schedules, Florida prevents districts from focusing on elements not associated with teacher effectiveness.

Starting in 2014, local salary schedules must ensure that a highly effective teacher will receive a salary increase greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district. An effective teacher will receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective teacher, and an employee under any other performance rating is not eligible for a salary increase.

In addition, "a district school board may not use advanced degrees in setting a salary schedule...unless the advanced degree is held in the individual's area of certification and is only a salary supplement."

Supporting Research

Florida Statutes 1012.22(1)(c)(5)

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

Florida and **Indiana** allow local districts to develop their own salary schedules while preventing districts from prioritizing elements not associated with teacher effectiveness. In Florida, local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest salary adjustment available. Indiana requires local salary scales to be based on a combination of factors and limits the years of teacher experience and content-area degrees to account for no more than one-third of this calculation.

Figure 93

What role does the state play in deciding teacher pay rates?

	DISTRICTS SET SALARY SCHEDULE	State sets minimum salary	State sets minimum salary schedule
Alabama	☐	☐	■
Alaska	■	☐	☐
Arizona	■	☐	☐
Arkansas	☐	☐	■
California	☐	■	☐
Colorado	■[1]	☐	☐
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	■[2]	☐	☐
South Carolina	☐	☐	■
South Dakota	■	☐	☐
Tennessee	☐	☐	■
Texas	☐	☐	■
Utah	■	☐	☐
Vermont	■	☐	☐
Virginia	■	☐	☐
Washington	☐	☐	■
West Virginia	☐	☐	■
Wisconsin	■	☐	☐
Wyoming	■	☐	☐
	27	**9**	**15**

1. Colorado gives districts the option of a salary schedule, a performance pay policy or a combination of both.

2. Rhode Island requires that local district salary schedules are based on years of service, experience and training.

Figure 94

Do states prevent districts from basing teacher pay on advanced degrees?

	Requires performance to count more than advanced degrees	Prohibits additional pay for advanced degrees	Leaves pay to district discretion	Requires compensation for advanced degrees
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	☐	■[1]	☐	☐
North Dakota	☐	☐	■	☐
Ohio	☐	☐	☐	■
Oklahoma	☐	☐	☐	■
Oregon	☐	☐	■	☐
Pennsylvania	☐	☐	■	☐
Rhode Island	☐	☐	■[2]	☐
South Carolina	☐	☐	☐	■
South Dakota	☐	☐	■	☐
Tennessee	☐	☐	☐	■
Texas	☐	☐	■[3]	☐
Utah	■[4]	☐	☐	☐
Vermont	☐	☐	■	☐
Virginia	☐	☐	■	☐
Washington	☐	☐	☐	■
West Virginia	☐	☐	☐	■
Wisconsin	☐	☐	■	☐
Wyoming	☐	☐	■	☐
	3	**1**	**32**	**15**

1. For advanced degrees earned after April 2014.
2. Rhode Island requires local district salary schedules to include teacher "training".
3. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.
4. Beginning in 2015-2016.

Area 4: Retaining Effective Teachers

Goal D – Compensation for Prior Work Experience

The state should encourage districts to provide compensation for related prior subject-area work experience.

Goal Component

(The factor considered in determining the states' rating for the goal.)

1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 95

How States are Faring in Compensation for Prior Work Experience

1 Best Practice State
North Carolina

1 State Meets Goal
California

1 State Nearly Meets Goal
Louisiana ⬆

4 States Partly Meet Goal
Delaware, Georgia, Texas, Washington

1 State Meets a Small Part of Goal
Hawaii

43 States Do Not Meet Goal
Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, FLORIDA, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2011:

⬆ : 1 ⟷ : 50 ⬇ : 0

4-D Analysis: Florida

State Does Not Meet Goal Progress Since 2011

ANALYSIS

Florida does not encourage local districts to provide compensation for related prior subject-area work experience. However, the state does not seem to have regulatory language blocking such strategies.

RECOMMENDATION

- **Encourage local districts to compensate new teachers with relevant prior work experience.**

  While still leaving districts with the flexibility to determine their own pay scales, Florida should encourage districts to incorporate mechanisms such as starting these teachers at a higher salary than other new teachers. Such policies would be attractive to career changers with related work experience, such as in the STEM subjects.

FLORIDA RESPONSE TO ANALYSIS

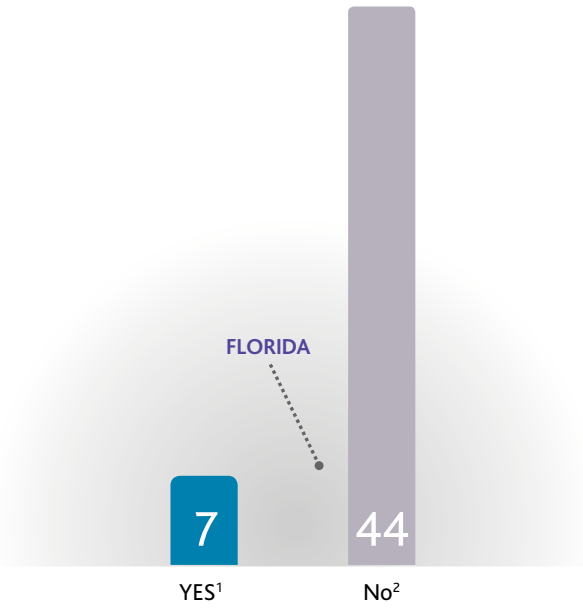
Florida recognized the factual accuracy of this analysis.

EXAMPLE OF BEST PRACTICE

North Carolina compensates new teachers with relevant prior-work experience by awarding them one year of experience credit for every year of full-time work after earning a bachelor's degree that is related to their area of licensure and work assignment. One year of credit is awarded for every two years of work experience completed prior to earning a bachelor's degree.

Figure 96

Do states direct districts to compensate teachers for related prior work experience?



1. Strong Practice: California, Delaware, Georgia, Louisiana, North Carolina, Texas, Washington
2. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii[3], Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming
3. Hawaii's compensation is limited to prior military experience.

Area 4: Retaining Effective Teachers

Goal E – Differential Pay

The state should support differential pay for effective teaching in shortage and high-need areas.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 97

How States are Faring in Differential Pay

1 Best Practice State
Georgia

11 States Meet Goal
Arkansas, California, FLORIDA, Kentucky, Louisiana, Nevada, New York, Ohio, Oklahoma, Tennessee, Virginia⬆

2 States Nearly Meet Goal
Maryland, Washington

10 States Partly Meet Goal
Colorado, Delaware⬆, Hawaii, New Mexico⬆, North Carolina, Pennsylvania, Texas, Utah, Wisconsin, Wyoming

8 States Meet a Small Part of Goal
Illinois, Mississippi, Montana, Nebraska, Oregon, South Carolina, South Dakota, Vermont

19 States Do Not Meet Goal
Alabama, Alaska, Arizona, Connecticut, District of Columbia, Idaho⬇, Indiana, Iowa, Kansas, Maine, Massachusetts⬇, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, North Dakota, Rhode Island, West Virginia

Progress on this Goal Since 2011:

⬆ : 3 ⟷ : 46 ⬇ : 2

4-E Analysis: **Florida**

State Meets Goal Progress Since 2011

ANALYSIS

Florida supports differential pay by which a teacher can earn additional compensation by teaching certain subjects or working at a school classified as high need. Under Florida's new salary schedule requirements, teachers will be provided salary supplements for teaching in a Title I-eligible school, or a school in the bottom two categories of the school improvement system, as well as for teaching in critical teaching-shortage areas.

Supporting Research

Florida Statutes 1012.22(1)(c)(5)

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 98

Do states provide incentives to teach in high-need schools or shortage subject areas?

	HIGH NEED SCHOOLS		SHORTAGE SUBJECT AREAS		
	DIFFERENTIAL PAY	Loan forgiveness	DIFFERENTIAL PAY	Loan forgiveness	No support
Alabama	☐	☐	☐	☐	■
Alaska	☐	☐	☐	☐	■
Arizona	☐	☐	☐	☐	■
Arkansas	■	☐	■	☐	☐
California	■	☐	■	☐	☐
Colorado	■	■	☐	☐	☐
Connecticut	☐	☐	☐	☐	■
Delaware	■	☐	☐	☐	☐
District of Columbia	☐	☐	☐	☐	■
FLORIDA	■	☐	■	☐	☐
Georgia	■	☐	■	☐	☐
Hawaii	■	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	■
Illinois	☐	☐	☐	■	☐
Indiana	☐	☐	☐	☐	■
Iowa	☐	☐	☐	☐	■
Kansas	☐	☐	☐	☐	■
Kentucky	■	☐	■	☐	☐
Louisiana	■	☐	■	☐	☐
Maine	☐	☐	☐	☐	■
Maryland	■[1]	☐	☐	☐	☐
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	☐	☐	☐	☐	■[2]
Tennessee	■	☐	■	☐	☐
Texas	■	☐	☐	☐	☐
Utah	☐	☐	■	☐	☐
Vermont	☐	☐	☐	■	☐
Virginia	■	☐	■	■	☐
Washington	■	☐	☐	■	☐
West Virginia	☐	☐	☐	☐	■
Wisconsin	■	☐	☐	☐	☐
Wyoming	■	☐	☐	☐	☐
	22	**7**	**15**	**11**	**20**

1. Maryland offers tuition reimbursement for teacher retraining in specified shortage subject areas and offers a stipend for alternate route candidates teaching in subject shortage areas.

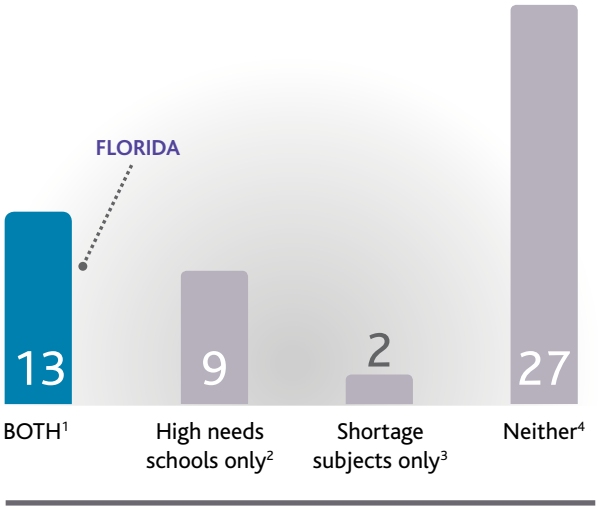
2. South Dakota offers scholarships to teachers in high-need schools.

EXAMPLE OF BEST PRACTICE

Georgia supports differential pay by which teachers can earn additional compensation by teaching certain subjects. The state is especially commended for its compensation strategy for math and science teachers, which moves teachers along the salary schedule rather just providing a bonus or stipend. The state also supports differential pay initiatives to link compensation more closely with district needs and to achieve a more equitable distribution of teachers.

Figure 99

Do states support differential pay for teaching in high need schools and shortage subjects?



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

Area 4: Retaining Effective Teachers

Goal F – Performance Pay

The state should support performance pay, but in a manner that recognizes its appropriate uses and limitations.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support performance pay efforts, rewarding teachers for their effectiveness in the classroom.
2. The state should allow districts flexibility to define the criteria for performance pay provided that such criteria connect to evidence of student achievement.
3. Any performance pay plan should allow for the participation of all teachers, not just those in tested subjects and grades.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 100

How States are Faring in Performance Pay

2 Best Practice States
FLORIDA, Indiana

16 States Meet Goal
Arizona, Arkansas, Georgia, Hawaii⬆, Louisiana⬆, Maine⬆, Massachusetts, Michigan, Minnesota, Mississippi⬆, New York⬆, Ohio⬆, Oklahoma, South Carolina, Tennessee, Utah

1 State Nearly Meets Goal
California

5 States Partly Meet Goal
Kentucky, Missouri, Nevada, Oregon, Virginia

1 State Meets a Small Part of Goal
Nebraska

26 States Do Not Meet Goal
Alabama, Alaska, Colorado, Connecticut, Delaware, District of Columbia, Idaho⬇, Illinois, Iowa, Kansas, Maryland, Montana, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Dakota⬇, Texas⬇, Vermont, Washington, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2011:

⬆ : 6 ⟷ : 42 ⬇ : 3

4-F Analysis: Florida

Best Practice State Progress Since 2011

ANALYSIS

Starting in 2014, Florida will require that districts tie teacher compensation to teacher performance.

A teacher determined to be highly effective will receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district. A teacher determined to be effective will receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective teacher.

Supporting Research

Florida Statutes 1012.22(1)(c)(5)

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 101

Do states support performance pay?

	PERFORMANCE FACTORED INTO SALARY FOR ALL TEACHERS	PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS	Performance pay permitted/ encouraged by the state	State-supported performance pay initiatives offered in select districts or schools	Does not support performance pay
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	☐	■[1]	☐	☐	☐
Nevada	☐	☐	■[2]	☐	☐
New Hampshire	☐	☐	☐	☐	■
New Jersey	☐	☐	☐	☐	■
New Mexico	☐	☐	☐	☐	■
New York	☐	☐	☐	■	☐
North Carolina	☐	☐	☐	☐	■
North Dakota	☐	☐	☐	☐	■
Ohio	☐	☐	☐	■	☐
Oklahoma	☐	☐	■	☐	☐
Oregon	☐	☐	☐	■	☐
Pennsylvania	☐	☐	☐	☐	■
Rhode Island	☐	☐	☐	☐	■
South Carolina	☐	■	☐	☐	☐
South Dakota	☐	☐	☐	☐	■
Tennessee	☐	☐	■	☐	☐
Texas	☐	☐	☐	☐	■
Utah	■	☐	☐	☐	☐
Vermont	☐	☐	☐	☐	■
Virginia	☐	☐	☐	■	☐
Washington	☐	☐	☐	☐	■
West Virginia	☐	☐	☐	☐	■
Wisconsin	☐	☐	☐	☐	■
Wyoming	☐	☐	☐	☐	■
	6	**2**	**8**	**9**	**26**

EXAMPLES OF BEST PRACTICE

An increasing number of states are supporting performance pay initiatives. **Florida** and **Indiana** are particularly noteworthy for their efforts to build performance into the salary schedule. Rather than award bonuses, teachers' salaries will be based in part on their performance in the classroom.

1. Nebraska's initiative does not go into effect until 2016.

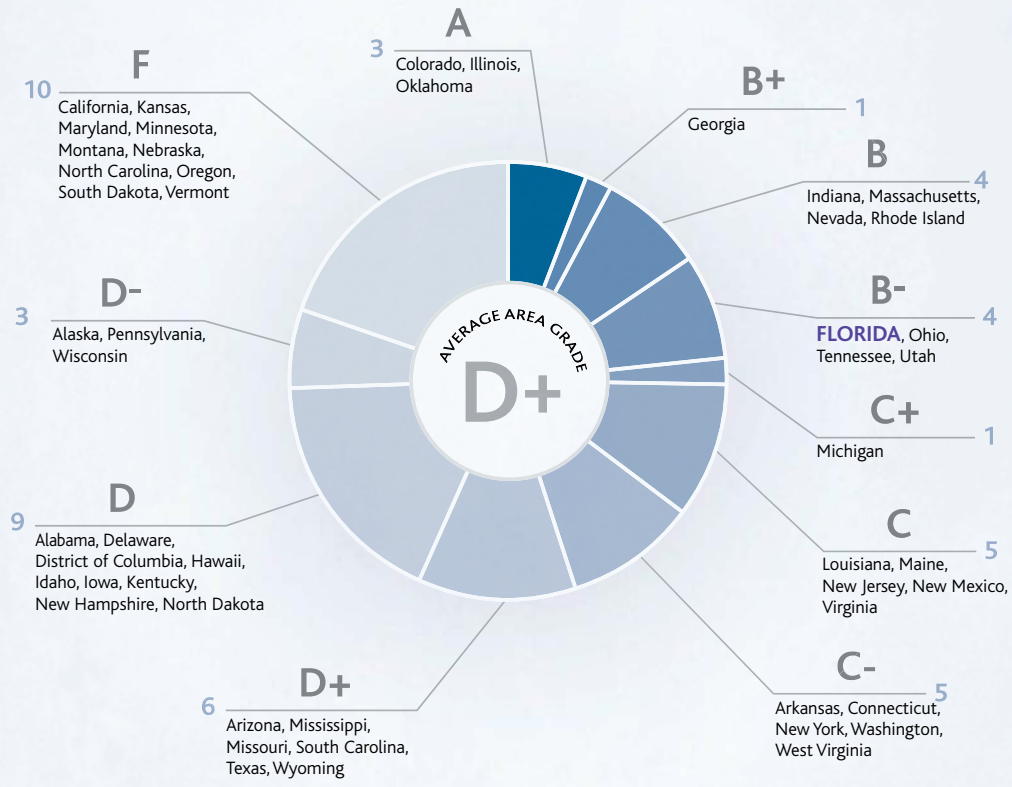
2. Nevada's initiative does not go into effect until 2015-2016.

Area 5 Summary

AREA 5 GRADE
B-
FLORIDA

How States are Faring in Exiting Ineffective Teachers

State Area Grades



Topics Included In This Area

- 5-A: Extended Emergency Licenses
- 5-B: Dismissal for Poor Performance
- 5-C: Reductions in Force

Area 5: Exiting Ineffective Teachers

Goal A – Extended Emergency Licenses

The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the required tests, the state should ensure that requirements are met within one year.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 102

How States are Faring in Licensure Loopholes

4 Best Practice States
Colorado, Illinois, Mississippi, New Jersey

3 States Meet Goal
Nevada, New Mexico, South Carolina

14 States Nearly Meet Goal
Alabama, Arkansas, Connecticut, District of Columbia, Georgia, Iowa⬆, Kentucky, Massachusetts, North Dakota, Ohio, Oklahoma, Rhode Island, Utah, West Virginia

2 States Partly Meet Goal
New York, Wyoming

2 States Meet a Small Part of Goal
Michigan, Vermont

26 States Do Not Meet Goal
Alaska, Arizona, California, Delaware, FLORIDA, Hawaii, Idaho, Indiana, Kansas, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Virginia, Washington, Wisconsin

Progress on this Goal Since 2011:

⬆: 1 ⟷: 50 ⬇: 0

5-A Analysis: Florida

State Does Not Meet Goal Progress Since 2011

ANALYSIS

Florida allows new teachers who have not passed required state licensing tests to teach for up to three years on a temporary certificate. Although the state requires teachers to pass its general knowledge test in the first year of teaching, it allows teachers to practice for up to three years without passing its required content test.

Supporting Research

Florida Statutes 1012.56

Florida Department of Education Certificate Types and Requirements
http://www.fldoe.org/edcert/cert_types.asp

RECOMMENDATION

- **Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.**

  All students are entitled to teachers who know the subject matter they are teaching. Permitting individuals who have not yet passed state licensing tests to teach neglects the needs of students, instead extending personal consideration to adults who may not be able to meet minimal state standards. Florida should ensure that all teachers have passed their licensing tests—an important minimum benchmark for entering the profession—prior to entering the classroom.

- **Limit exceptions to one year.**

  There might be limited and exceptional circumstances under which conditional licenses need to be granted. In these instances, it is reasonable for a state to give teachers up to one year to pass required licensure tests. However, Florida's current policy puts students at risk by allowing teachers to teach on emergency certificates for three years without passing required subject-matter tests.

FLORIDA RESPONSE TO ANALYSIS

Florida noted that to be issued the Florida Temporary Certificate valid for three years, a teacher candidate must complete the subject-area content requirements specified in state board rule or demonstrate mastery of subject-area knowledge by passing the Florida subject-area exam. The subject-area content requirements outline acceptance of specific degree majors or itemized content-area course credits necessary to ensure minimum subject-area specialization.

LAST WORD

NCTQ holds that showing a subject-area specialization through coursework is only a half measure, and that Florida should mandate that teacher candidates prove their mastery of the subject area through a subject-matter examination. Even a content major is only indicative of a general background in a particular subject area; only a subject-matter test ensures that candidates know the specific content they will need to teach.

Figure 103

How long can new teachers practice without passing licensing tests?

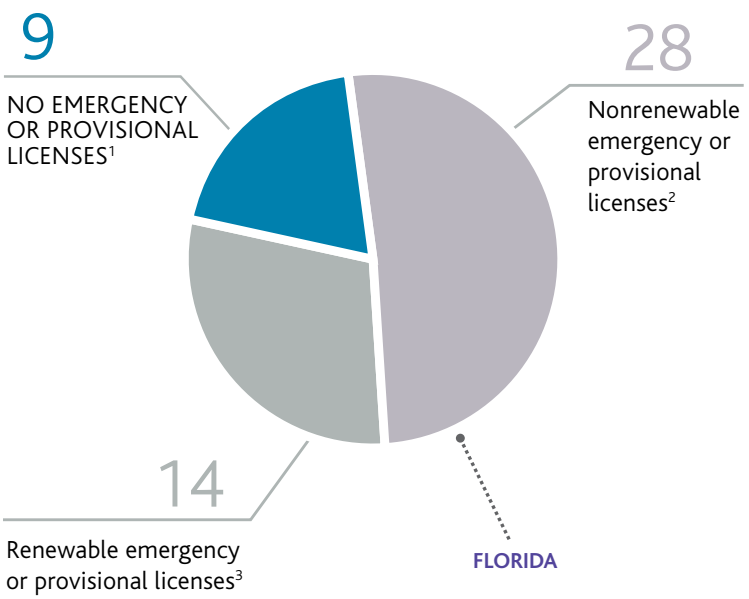
	NO DEFERRAL	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	☐	■	☐	☐
Alaska	☐	☐	☐	■
Arizona	☐	☐	☐	■
Arkansas	☐	■	☐	☐
California	☐	☐	■	☐
Colorado	■	☐	☐	☐
Connecticut	☐	■	☐	☐
Delaware	☐	☐	☐	■
District of Columbia	☐	■	☐	☐
FLORIDA	☐	☐	☐	■
Georgia	☐	■	☐	☐
Hawaii	☐	☐	☐	■
Idaho	☐	☐	☐	■
Illinois	■	☐	☐	☐
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	☐	■	☐	☐
	7	**14**	**8**	**22**

EXAMPLES OF BEST PRACTICE

Colorado, **Illinois**, **Mississippi**, and **New Jersey** require all new teachers to pass all required subject-matter tests as a condition of initial licensure.

Figure 104

Do states still award emergency licenses?



1. Strong Practice: Alaska[4], Colorado, Illinois, Mississippi, Montana[5], Nevada, New Jersey, New Mexico, South Carolina
2. Alabama, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota[6], Ohio[6], Oklahoma, Oregon, Rhode Island[6], Utah, Vermont, Virginia, Washington, West Virginia, Wyoming
3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Nebraska, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin
4. Alaska does not require subject-matter testing for initial certification.
5. Montana does not require subject-matter testing for certification.
6. License is renewable, but only if licensure tests are passed.

Area 5: Exiting Ineffective Teachers

Goal B – Dismissal for Poor Performance

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should articulate that teachers may be dismissed for ineffective classroom performance. Any teacher that receives two consecutive ineffective evaluations or two such ratings within five years should be formally eligible for dismissal, regardless of tenure status.
2. A teacher who is terminated for poor performance should have an opportunity to appeal. In the interest of both the teacher and the school district, the state should ensure that this appeal occurs within a reasonable time frame.
3. There should be a clear distinction between the process and accompanying due process rights for teachers dismissed for classroom ineffectiveness and the process and accompanying due process rights for teachers dismissed or facing license revocation for felony or morality violations or dereliction of duties.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 105

How States are Faring in Dismissal for Poor Performance

2 Best Practice States
FLORIDA, Oklahoma

1 State Meets Goal
Indiana

6 States Nearly Meet Goal
Colorado, Hawaii, Illinois, New York, Rhode Island, Tennessee

20 States Partly Meet Goal
Alaska⬆, Arizona⬆, Arkansas⬆, Connecticut⬆, Delaware, Georgia⬆, Louisiana⬆, Maine⬆, Massachusetts, Michigan, Nevada, New Jersey⬆, New Mexico⬆, Ohio, Pennsylvania⬆, Virginia⬆, Washington⬆, West Virginia⬆, Wisconsin, Wyoming

5 States Meet a Small Part of Goal
Idaho⬆, Minnesota⬆, New Hampshire, North Carolina⬆, Utah

17 States Do Not Meet Goal
Alabama, California, District of Columbia, Iowa, Kansas, Kentucky, Maryland, Mississippi, Missouri, Montana, Nebraska, North Dakota, Oregon, South Carolina, South Dakota, Texas, Vermont

Progress on this Goal Since 2011:

⬆ : 16 ⟷ : 35 ⬇ : 0

5-B Analysis: Florida

Best Practice State | Progress Since 2011

ANALYSIS

Florida ensures that teacher ineffectiveness is grounds for dismissal. All new teachers are placed on annual contracts (see Goal 3-D), and the state requires that such contracts are not renewed if a teacher's performance is unsatisfactory. An annual contract may not be awarded if the teacher has received "two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance ratings of unsatisfactory within a three-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory."

The state also distinguishes between the due process rights of teachers dismissed for ineffective performance as determined by annual performance evaluations and those facing other charges commonly associated with license revocation such as a felony and/or morality violations.

A teacher dismissed for "just cause," which includes "immorality, misconduct in office, incompetency, gross insubordination, willful neglect of duty, and being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude" is entitled to more than one appeal. After receiving written notice of dismissal, the teacher may file an appeal with the district school board within 15 days. The hearing on the appeal must then take place within 60 days. A teacher then has 30 days to appeal the district school board's decision for judicial review.

In contrast, a teacher may contest his or her dismissal based on a performance evaluation rating by requesting a hearing with the district school board, and that hearing must take place within 60 days. The district school board's decision is final.

Supporting Research

Florida Statutes Title XLVIII, Chapter 1012.33 (3) and Title X, Chapter 120.68

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

Florida and **Oklahoma** clearly articulate that teacher ineffectiveness in the classroom is grounds for dismissal. In both states, teachers are eligible for dismissal after two annual ratings of unsatisfactory performance. Each state has taken steps to ensure that the dismissal process for teachers deemed to be ineffective is expedited. Teachers facing dismissal have only one opportunity to appeal.

Figure 106

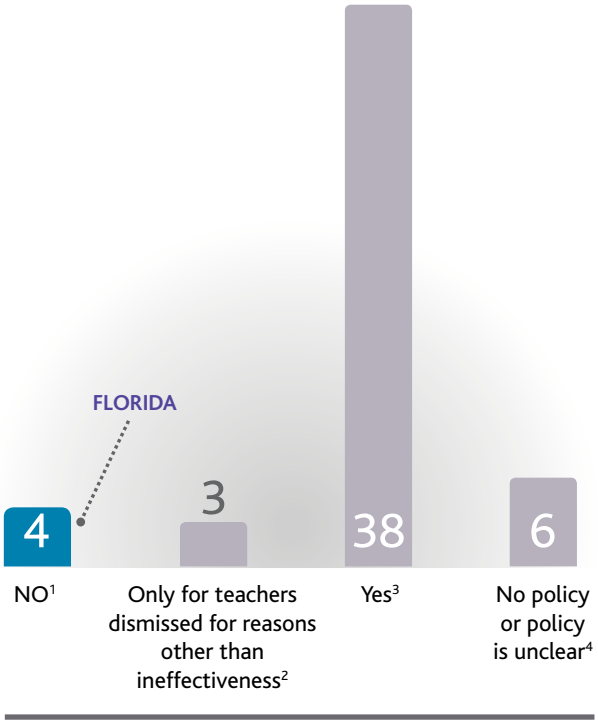
Do states articulate that ineffectiveness is grounds for dismissal?

	Yes, through dismissal and/or evaluation policy	No
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	☐	■[1]
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	■	☐
	29	**22**

1. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.

Figure 107

Do states allow multiple appeals of teacher dismissals?



1. Strong Practice: Florida, Louisiana, Oklahoma, Wisconsin
2. Teachers in these states revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals: Colorado, Indiana, Tennessee
3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia, Wyoming
4. District of Columbia, Maine, Nebraska, Nevada[5], Utah, Vermont
5. Though a teacher returns to probationary status after two consecutive unsatisfactory evaluations, Nevada does not articulate clear policy about its appeals process.

Area 5: Exiting Ineffective Teachers

Goal C – Reductions in Force

The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

Goal Component

(The factor considered in determining the states' rating for the goal.)

1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

Background

A detailed rationale and supporting research for this goal can be found at: nctq.org/statepolicy

Figure 108

How States are Faring in Reductions in Force

3 Best Practice States
Colorado, **FLORIDA**, Indiana

11 States Meet Goal
Georgia⬆, Illinois, Louisiana⬆, Maine⬆, Michigan, Missouri, Oklahoma, Tennessee⬆, Texas, Utah, Virginia⬆

5 States Nearly Meet Goal
Massachusetts⬆, Nevada, Ohio, Rhode Island, Washington⬆

3 States Partly Meet Goal
Arizona, Idaho, New Hampshire

0 States Meet a Small Part of Goal

29 States Do Not Meet Goal
Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Hawaii, Iowa, Kansas, Kentucky, Maryland, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2011:

⬆: 7 ⟷: 44 ⬇: 0

5-C Analysis: Florida

Best Practice State Progress Since 2011

ANALYSIS

Florida requires that teacher performance is a factor in determining which teachers are laid off during a reduction in force. In addition, the state ensures that seniority is not the sole factor in determining which teachers are laid off. Employees with the lowest performance evaluations are the first to be released, and school districts "may not prioritize retention of employees based upon seniority."

Supporting Research

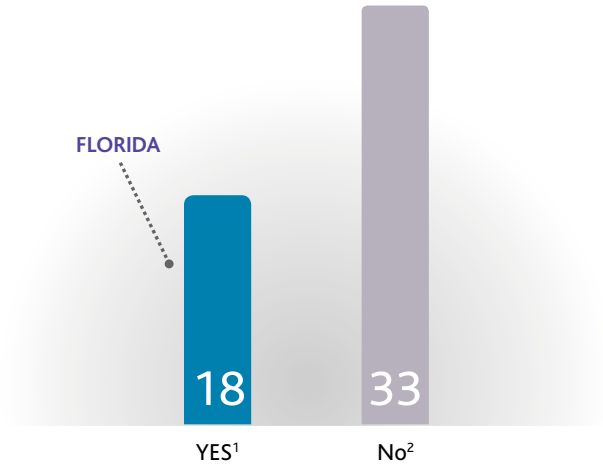
Florida Statutes Title XLVIII, Chapter 1012.33 (5)

FLORIDA RESPONSE TO ANALYSIS

Florida recognized the factual accuracy of this analysis.

Figure 109

Do districts have to consider performance in determining which teachers are laid off?



1. Strong Practice: Colorado, Florida, Georgia, Illinois, Indiana, Louisiana, Maine, Massachusetts[3], Michigan, Missouri, Ohio[3], Oklahoma, Rhode Island, Tennessee, Texas, Utah, Virginia, Washington

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.

Figure 110

Do states prevent districts from basing layoffs solely on "last in, first out"?

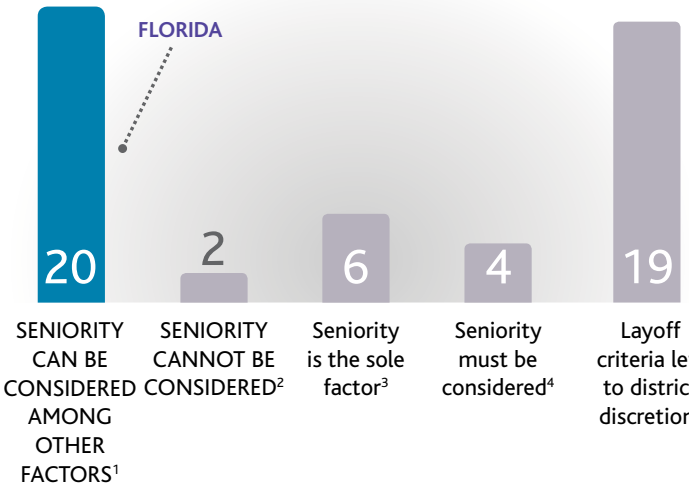
	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE ONLY FACTOR
Alabama	☐	☐
Alaska	☐	☐
Arizona	☐	■
Arkansas	☐	☐
California	☐	☐
Colorado	■	■
Connecticut	☐	☐
Delaware	☐	☐
District of Columbia	☐	☐
FLORIDA	■	■
Georgia	■	■
Hawaii	☐	☐
Idaho	☐	■
Illinois	■	■
Indiana	■	■
Iowa	☐	☐
Kansas	☐	☐
Kentucky	☐	☐
Louisiana	■	■
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	☐	☐
	18	**22**

EXAMPLES OF BEST PRACTICE

Colorado, **Florida**, and **Indiana** all specify that in determining which teachers to lay off during a reduction in force, classroom performance is the top criterion. These states also articulate that seniority can only be considered after a teacher's performance is taken into account.

Figure 111

Do states prevent districts from overemphasizing seniority in layoff decisions?



1. Strong Practice: Arizona, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Maine, Massachusetts[6], Michigan, Missouri[6], Nevada, New Hampshire, Ohio[6], Oklahoma, Rhode Island, Tennessee, Texas, Virginia, Washington
2. Strong Practice: Louisiana, Utah
3. Hawaii, Minnesota, New York, Pennsylvania, West Virginia, Wisconsin[7]
4. California, Kentucky, New Jersey, Oregon
5. Alabama, Alaska[6], Arkansas, Connecticut, Delaware, District of Columbia, Iowa, Kansas, Maryland, Mississippi, Montana, Nebraska[6], New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Wyoming
6. Nontenured teachers are laid off first.
7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

Goals and Keywords

GOAL	STATEMENT	KEY WORDS
AREA 1: Delivering Well Prepared Teachers		
1-A: Admission into Teacher Preparation	The state should require teacher preparation programs to admit only candidates with strong academic records.	*admission requirements, academic proficiency measures, basic skills tests, GPA*
1-B: Elementary Teacher Preparation	The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, providing the necessary foundation for teaching to the Common Core or similar state standards.	*license/certification, elementary teachers, early childhood teachers, content tests, elementary coursework/standards, content specialization requirements*
1-C: Elementary Teacher Preparation in Reading Instruction	The state should ensure that new elementary teachers know the science of reading instruction.	*license/certification, elementary teachers, early childhood teachers, science of reading tests, science of reading coursework/standards*
1-D: Elementary Teacher Preparation in Mathematics	The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.	*license/certification, elementary teachers, early childhood teachers, math content tests, math coursework/standards*
1-E: Middle School Teacher Preparation	The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.	*license/certification, middle school teachers, content tests, K-8 licenses, content specialization requirements*
1-F: Secondary Teacher Preparation	The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.	*license/certification, secondary teachers, secondary social studies, content tests, endorsements*
1-G: Secondary Teacher Preparation in Science	The state should ensure that secondary science teachers know all the subject matter they are licensed to teach.	*license/certification, secondary general science, content tests, combination sciences*
1-H: Special Education Teacher Preparation	The state should ensure that special education teachers know the subject matter they are licensed to teach.	*license/certification, special education teachers, content tests, K-12 special education license, elementary special education, secondary special education*
1-I: Assessing Professional Knowledge	The state should use a licensing test to verify that all new teachers meet its professional standards.	*license/certification, pedagogy, professional standards/knowledge, performance assessments, edTPA*
1-J: Student Teaching	The state should ensure that teacher preparation programs provide teacher candidates with a high quality clinical experience.	*student teaching, cooperating teachers, clinical preparation, placements*
1-K: Teacher Preparation Program Accountability	The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.	*teacher preparation programs, program accountability, student achievement, standard of performance, public reporting, national accreditation*

Goals and Keywords

GOAL	STATEMENT	KEY WORDS
AREA 2: Expanding the Teaching Pool		
2-A: Alternate Route Eligibility	The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.	*alternate route programs, admission requirements, GPA, academic proficiency measures, subject-matter test, flexibility/ test-out*
2-B: Alternate Route Preparation	The state should ensure that its alternate routes provide efficient preparation that is relevant to the immediate needs of new teachers, as well as adequate mentoring and support.	*alternate route programs, coursework requirements, length of program, student/ practice teaching, induction, mentoring*
2-C: Alternate Route Usage and Providers	The state should provide an alternate route that is free from limitations on its usage and allows a diversity of providers.	*alternate routes; subject, grade or geographic restrictions; college or university providers; district-run programs; non-profit providers*
2-D: Part-Time Teaching Licenses	The state should offer a license with minimal requirements that allows content experts to teach part time.	*part-time license/certificate, adjunct license*
2-E: Licensure Reciprocity	The state should help to make licenses fully portable among states, with appropriate safeguards.	*license reciprocity, license portability, out-of-state teachers, testing requirements, online teachers*
AREA 3: Identifying Effective Teachers		
3-A: State Data Systems	The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.	*longitudinal data systems, definition of teacher of record, teacher production*
3-B: Evaluation of Effectiveness	The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.	*teacher evaluation, teacher effectiveness, student learning, classroom observations, surveys, rating categories*
3-C: Frequency of Evaluations	The state should require annual evaluations of all teachers.	*teacher evaluation, evaluation frequency, classroom observations, feedback*
3-D: Tenure	The state should require that tenure decisions are based on evidence of teacher effectiveness.	*tenure, probationary period, continuing contracts, teacher effectiveness*
3-E: Licensure Advancement	The state should base licensure advancement on evidence of teacher effectiveness.	*probationary license, professional license, license renewal, evidence of teacher effectiveness, coursework requirements*
3-F: Equitable Distribution	The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.	*public reporting, aggregate school-level data, evaluation ratings, school report cards, teacher absenteeism rate, turnover rate*

Goals and Keywords

GOAL	STATEMENT	KEY WORDS
AREA 4: Retaining Effective Teachers		
4-A: Induction	The state should require effective induction for all new teachers, with special emphasis on teachers in high-need schools.	*mentoring, induction, mentor selection, reduced teaching load, release time*
4-B: Professional Development	The state should ensure that teachers receive feedback about their performance and should require professional development to be based on needs identified through teacher evaluations.	*feedback from observations/evaluations, professional development linked to evaluations results, improvement plans*
4-C: Pay Scales	The state should give local districts authority over pay scales.	*teacher compensation, salary schedules, pay scales, steps and lanes, advanced degrees, years of experience, teacher performance*
4-D: Compensation for Prior Work Experience	The state should encourage districts to provide compensation for related prior subject-area work experience.	*teacher compensation, relevant work experience*
4-E: Differential Pay	The state should support differential pay for effective teaching in shortage and high-need areas.	*teacher compensation, differential pay, shortage subject areas, high-need schools*
4-F: Performance Pay	The state should support performance pay, but in a manner that recognizes its appropriate uses and limitations.	*teacher compensation, performance pay, teacher performance, student achievement*
AREA 5: Exiting Ineffective Teachers		
5-A: Extended Emergency Licenses	The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.	*emergency licenses, provisional certificates, loopholes, subject-matter tests*
5-B: Dismissal for Poor Performance	The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.	*dismissal, ineffectiveness, poor performance, appeals, due process*
5-C: Reductions in Force	The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.	*reduction in force, layoffs, teacher performance, seniority*

Teacher Policy Priorities for Florida

AREA 1: Delivering Well Prepared Teachers

Require that the test used by teacher preparation programs to screen candidates prior to admission is normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.	Goal 1-A
Specifically require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.	Goal 1-F
Eliminate the K-12 special education certificate, and ensure that both elementary and secondary special education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.	Goal 1-H

AREA 2: Expanding the Teaching Pool

Establish guidelines for all alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.	Goal 2-B
Require out-of-state teachers to meet the state's own testing requirements.	Goal 2-E

AREA 3: Identifying Effective Teachers

Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.	Goal 3-E
Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.	Goal 3-F

AREA 4: Retaining Effective Teachers

Require effective induction for all new teachers, including mentoring of sufficient frequency and duration.	Goal 4-A

AREA 5: Exiting Ineffective Teachers

Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.	Goal 5-A

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