

January 2014

2013 State Teacher Policy Yearbook

Nebraska

OVERALL GRADE

D-

D-

2009

D-

2011



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.

FUNDERS

The primary funders for the 2013 *Yearbook* were:

- Bill and Melinda Gates Foundation
- Carnegie Corporation of New York
- Gleason Family Foundation
- The Joyce Foundation
- The Walton Family Foundation

The National Council on Teacher Quality does not accept any direct funding from the federal government.

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Special thanks to Leigh Zimnisky, Brittany Atkinson and Justin Rakowski at CPS Gumpert for their design of the 2013 *Yearbook*. Thanks also to Colleen Hale and Jeff Hale at EFA Solutions for the original *Yearbook* design and ongoing technical support.



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.

Nebraska at a Glance



Overall 2013 Yearbook Grade

Overall 2011 Yearbook Grade: D-

| Area Grades | | 2013 | 2011 |
|---|---|------|-----------------|
|  | Area 1 <i>Delivering Well-Prepared Teachers</i> | F | D- |
|  | Area 2 <i>Expanding the Teaching Pool</i> | D- | F |
|  | Area 3 <i>Identifying Effective Teachers</i> | D | D |
|  | Area 4 <i>Retaining Effective Teachers</i> | D+ | D+ ¹ |
|  | Area 5 <i>Exiting Ineffective Teachers</i> | F | F |












| Goal Breakdown | 2013 |
|---------------------------|------|
| ★ Best Practice | 0 |
| ● Fully Meets | 0 |
| ◐ Nearly Meets | 1 |
| ◑ Partially Meets | 5 |
| ◒ Meets Only a Small Part | 8 |
| ○ Does Not Meet | 17 |

| Progress on Goals Since 2011 | |
|--|----|
|  Progress has increased | 1 |
|  No change in progress | 30 |
|  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 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.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Elementary teacher candidates are not required to pass a science of reading test to ensure knowledge of effective reading instruction, and preparation programs are not required to address this critical topic.
- Middle school teachers are allowed to teach on a K-8 generalist license in self-contained classrooms.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they are licensed to teach.
- The state offers a K-12 special education certification and does not require any content testing for special education teacher candidates.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2: Expanding the Pool of Teachers

Page 53

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

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route programs do not provide preparation that is geared toward the immediate needs of new teachers.
- Usage and providers of the alternate route are restricted.
- The state does offer a license with minimal requirements that would allow content experts to teach part time, but its usage and intent are unclear.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

Area 3: Identifying Effective Teachers

Page 75

State Data Systems



Evaluation of Effectiveness



Frequency of Evaluations



Tenure



Licensure Advancement



Equitable Distribution



Policy Weaknesses

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- 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 105

Induction



Professional Development



Pay Scales



Compensation for Prior Work Experience



Differential Pay



Performance Pay



Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive performance pay starting in 2016.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations, and teachers who receive unsatisfactory evaluations are not placed on structured improvement plans.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Area 5: Exiting Ineffective Teachers

Page 129

Extended Emergency Licenses



Dismissal for Poor Performance



Reductions in Force



Policy Weaknesses

- Teachers can teach for one year on provisional certificates, which can be reissued an unspecified number of times.
- Ineffective classroom performance is not grounds for dismissal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

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:

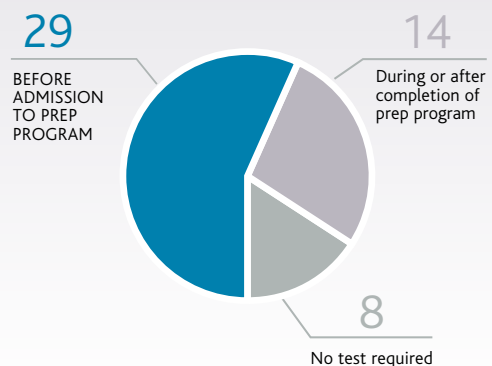
- ⬆ Goal progress has increased since 2011
- ⬇ Goal progress has decreased since 2011
- ↔ Goal progress has remained the same since 2011

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:

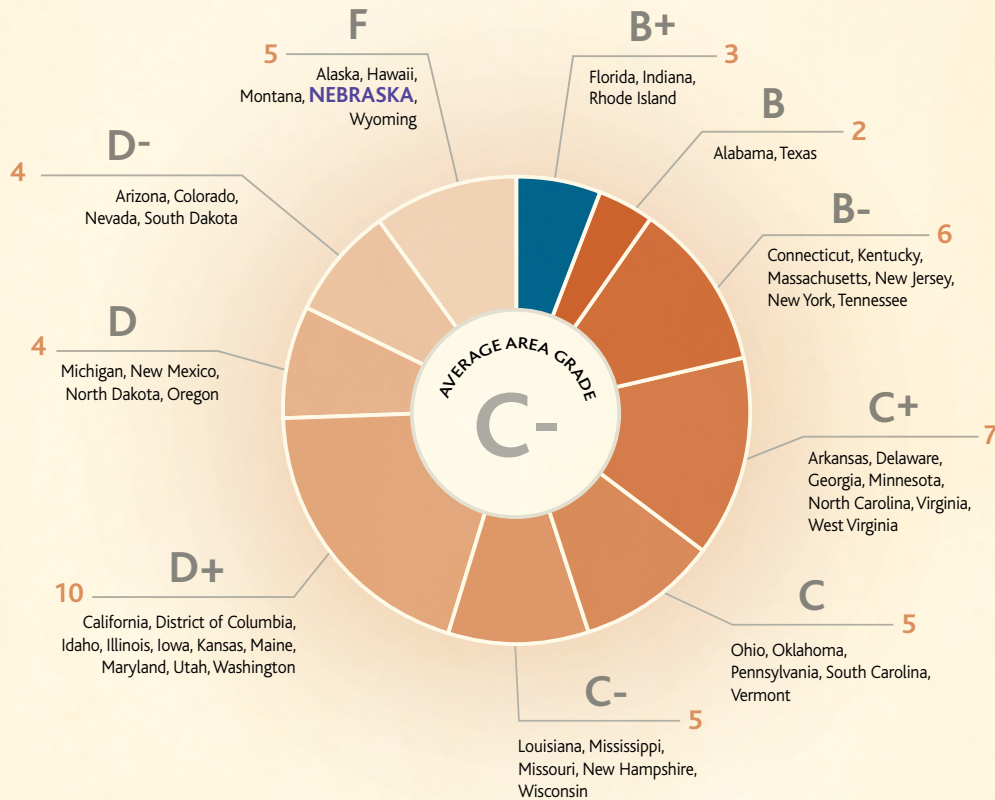


Area 1 Summary



How States are Faring on Delivering Well-Prepared Teachers

State Area Grades



Topics Included In This Area

- | | |
|---|--|
| 1-A: Admission into Teacher Preparation | 1-F: Secondary Teacher Preparation |
| 1-B: Elementary Teacher Preparation | 1-G: Secondary Teacher Preparation in Science |
| 1-C: Elementary Teacher Preparation in Reading Instruction | 1-H: Special Education Teacher Preparation |
| 1-D: Elementary Teacher Preparation in Mathematics | 1-I: Assessing Professional Knowledge |
| 1-E: Middle School Teacher Preparation | 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.



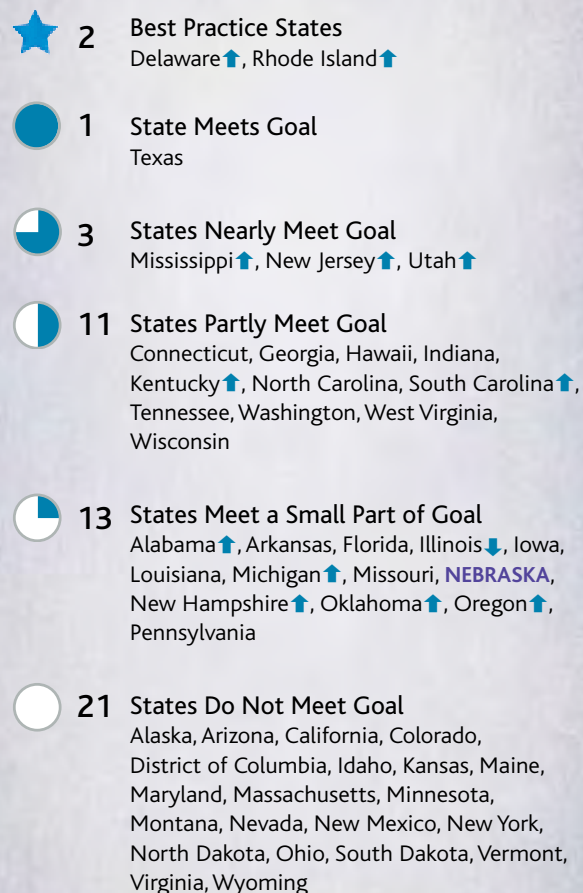
The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

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



Progress on this Goal Since 2011:

↑ : 12 ↔ : 38 ↓ : 1

1-A Analysis: Nebraska



State Meets Small Part of Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

Nebraska requires that approved undergraduate teacher preparation programs only accept teacher candidates who have passed a basic skills test, the Praxis I. Although the state sets the minimum score for this test, it is normed just to the prospective teacher population.

Nebraska does not allow teacher preparation programs to exempt candidates who demonstrate equivalent performance on a college entrance exam.

Supporting Research

Title 92, Nebraska Administrative Code, Chapter 23

RECOMMENDATION

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

Nebraska 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.**

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

- **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, Nebraska 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.

NEBRASKA RESPONSE TO ANALYSIS

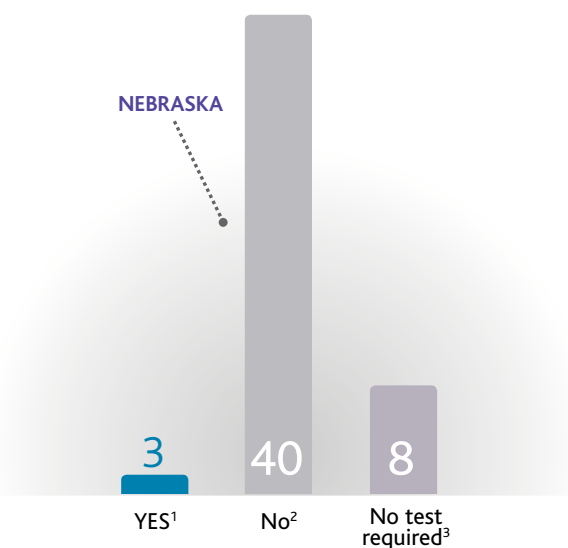
Nebraska recognized the factual accuracy of this analysis. The state also noted that it will begin phasing in content testing. Beginning September 1, 2015, applicants for initial certification will be required to pass the Praxis II in selected content areas.

★ 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?



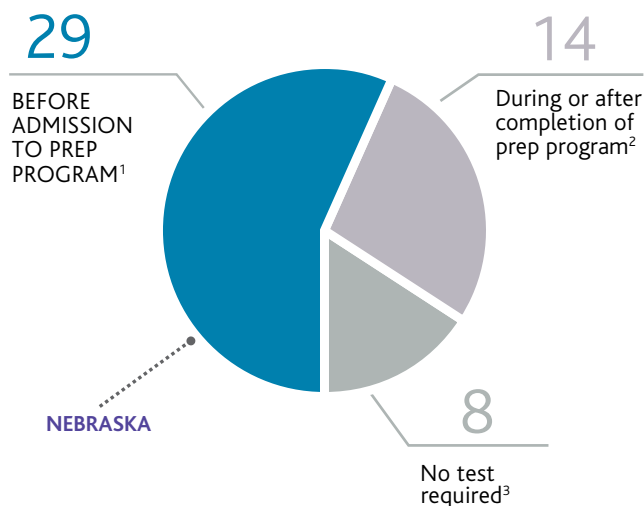
1. **Strong Practice:** Delaware, Rhode Island, Texas

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

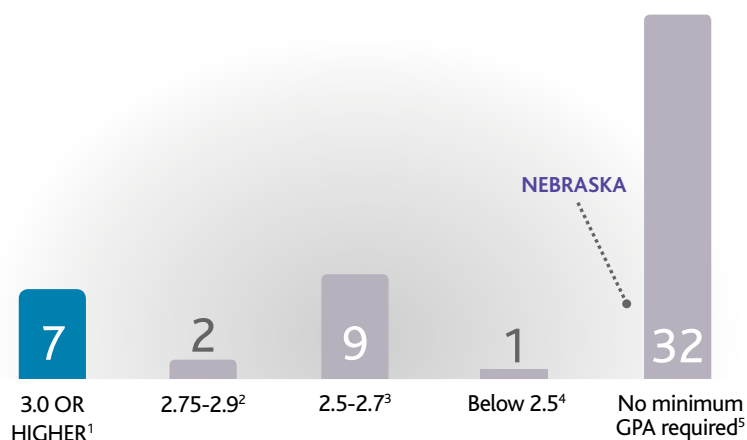
Do states measure the academic proficiency of teacher candidates?

| | 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 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, Mississippi⁶, New Jersey⁶, Oklahoma⁷, Pennsylvania⁸, Rhode Island⁶, Utah

2. Kentucky, Texas

3. Alabama, Arkansas, Connecticut⁹, Florida, Georgia, Michigan, South Carolina, South Dakota, Wisconsin¹⁰

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



Progress on this Goal Since 2011:

↑ : 24 ↔ : 27 ↓ : 0

1-B Analysis: Nebraska



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

Nebraska does not ensure that its elementary teacher candidates are adequately prepared to teach a broad range of elementary content.

Beginning September 1, 2015, all new elementary teacher candidates must pass the Praxis II Elementary Education: Curriculum, Instruction and Assessment test as a condition of initial licensure. Unfortunately, this test combines content with a pedagogy assessment and does not report teacher performance in each subject area, meaning that it is possible to pass the test and still fail some subject areas.

Nebraska only requires its early childhood education unified teacher candidates, who are allowed to teach up through grade 3, to pass the Education of Young Children test, which is not a content test.

Nebraska also does not require its elementary teacher candidates to earn an academic content specialization.

Supporting Research

Nebraska Department of Education Title 92 Chapter 20, Section 005.08 and Chapter 24, Section 006.21

Praxis II Requirements

<http://www.education.ne.gov/EducatorPrep/Archive/EmailArchive/Attachments/ContentTestScoresChart.pdf>

RECOMMENDATION

- **Require all elementary teacher candidates—including candidates for an early childhood license—to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.**

Nebraska should require both a rigorous content test as a condition of certification and separate, meaningful passing scores for each area on the test. Use of a composite passing score offers no assurance of adequate knowledge in each subject area. A candidate may achieve a passing score and still be seriously deficient in a particular subject area.

Nebraska is urged to require all early childhood education teacher candidates who teach elementary grades to pass an appropriate test, either the same test as other elementary teachers or a comparably rigorous one geared to early childhood content. It is especially worrisome that the state allows teachers up through grade 3 to teach without ever having passed a content test.

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

Nebraska should either articulate a specific set of standards or establish more comprehensive coursework requirements that are specifically geared to the areas of knowledge needed by PK-6 teachers. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts. Teacher candidates in Nebraska must complete 40 credit hours in "general education courses." This is a sensible amount of coursework to require, but without more guidance regarding the topics these courses should cover, this policy is not nearly specific enough to guarantee that they will be relevant to the topics taught in the PK-6 classroom. Nebraska

also requires elementary teacher candidates to complete at least 30 semester hours of coursework in areas that include English/language arts (communication, including literature, composition and speech), science, and social studies/history. A minimum of six semester hours is required in each area. (For math requirements, see Goal 1-D.) The state also requires an unspecified amount of coursework in fine arts, health and wellness, and humanities. These are all sensible requirements, but, again, they could benefit from a greater degree of specificity. The state's current policies offer no guarantee that its elementary teacher candidates will study American history and government, geography or biological science.

■ **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 Nebraska 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.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska noted that while the analysis correctly states that it requires 40 hours in general education coursework, the state also requires 40 hours in professional education coursework, which includes curriculum, methodology and assessment related to teaching K-8 students in all areas of the elementary curriculum. An additional 30 hours of coursework in the content area is also required.

Nebraska further noted that the Guidelines, which accompany the Rules, provide specific information about the competencies expected of a program completer and specifics content preparation for each endorsement. Although the Guidelines imply that they are "recommended," all institutions are held accountable to these elements through the program approval process. Nebraska asserted that it will continue to do poorly in an NCTQ review if the Guidelines, and the fact that institutions comply with them, are not considered.

Further, Nebraska stated that it continues to disagree with NCTQ's determination that elementary teachers are not prepared to teach a broad elementary curriculum. In addition to the comments above, the state added that general education courses and content courses are taught by arts and sciences faculty in all institutions; however, the state does not specifically dictate utilization of faculty in Rule. General education requirements include required coursework in science, social sciences, English/language arts and mathematics; however, educator preparation guidelines are not explicit about the distribution of these courses in the institution's general education requirements.

Supporting Research

Rules 20 and 24

LAST WORD

To ensure that information regarding expected competencies is applied uniformly and consistently with the state's intent, Nebraska is encouraged to codify the expectations outlined in the Guidelines. Although institutions may comply with the Guidelines, it does not appear that the state would have any recourse if they chose not to.

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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 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?

| | ENGLISH | | | | SCIENCE | | | | | SOCIAL STUDIES | | | | | | | FINE ARTS | |
|----------------------|--------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| | American Literature | World/British Literature | Writing/Grammar/Composition | Children's Literature | Chemistry | Physics | General Physical Science | Earth Science | Biology/Life Science | American History I | American History II | American Government | World History (Ancient) | World History (Modern) | World History (Non-Western) | Geography | Art History | Music |
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | <input type="checkbox"/> | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | ★ | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | ★ |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | ★ |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | ★ | <input type="checkbox"/> | <input type="checkbox"/> | ★ | ★ | ★ | ★ | ★ | ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

☐ Subject mentioned ★ Subject covered in depth

Figure 10

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

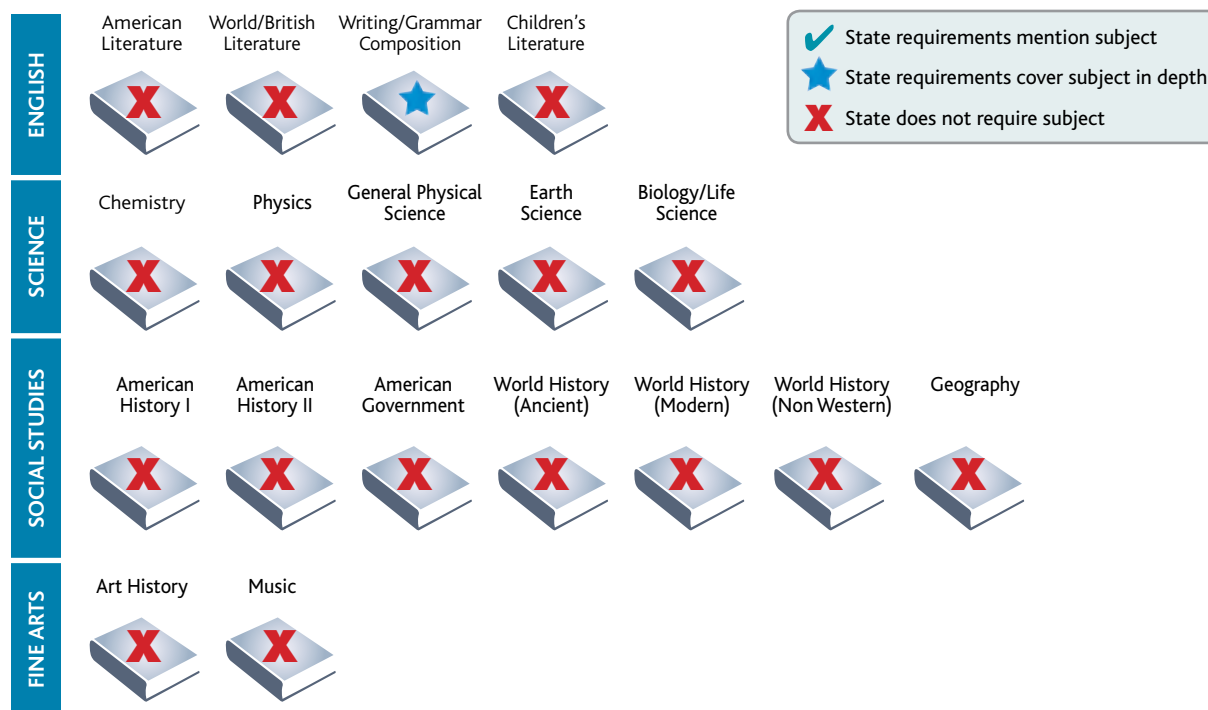
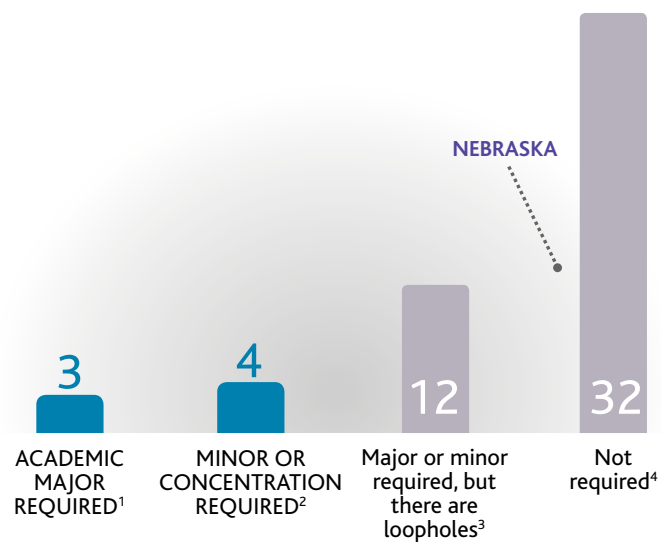


Figure 11

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.



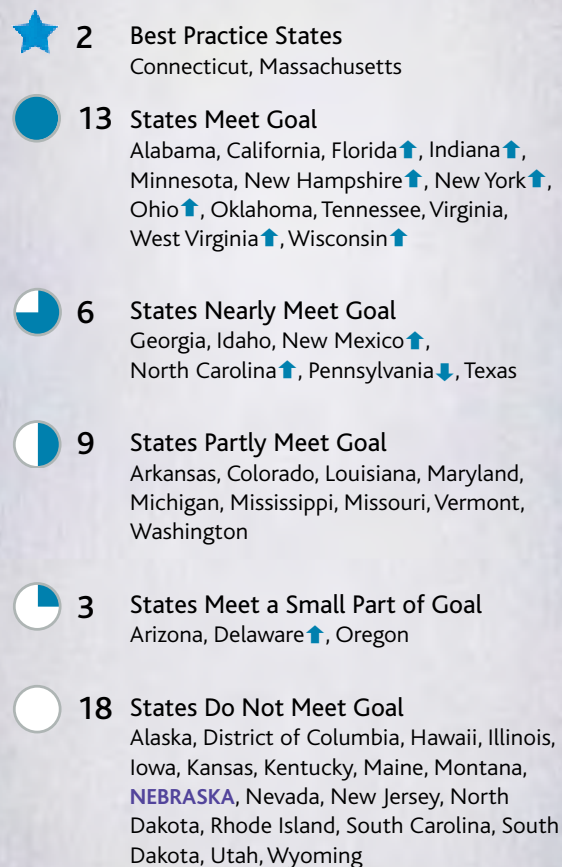
The components for this goal have changed since 2011. In light of state progress on this topic, the bar for this goal has been raised.

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



Progress on this Goal Since 2011:

↑ : 10 ↔ : 40 ↓ : 1

1-C Analysis: Nebraska



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

Nebraska does not require teacher candidates to pass an assessment that measures knowledge of scientifically based reading instruction prior to certification or at any point thereafter.

Nebraska also does not require that teacher preparation programs for elementary teacher candidates address the science of reading. The state has neither coursework requirements nor standards related to this critical area.

RECOMMENDATION

- **Require all teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.**

Nebraska should require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading, and address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

Nebraska should also require all early childhood education teacher candidates who teach elementary grades to pass a rigorous assessment to ensure that they are adequately prepared in the science of reading instruction before entering the classroom.

- **Ensure that teacher preparation programs prepare elementary teaching candidates in the science of reading instruction.**

Nebraska should require teacher preparation programs in the state to train candidates in scientifically based reading instruction.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska asserted that although its Rule Guidelines include the statement “recommended for use with Rule 24,” all institutions are held accountable for all elements contained in the document. In addition, Rule 20 Guidelines specify specific reading and writing competencies for all candidates. Nebraska reiterated that all institutions are held accountable for addressing the Guidelines, and that compliance is monitored during the annual program approval process as well as during the periodic comprehensive program approval review. Until NCTQ recognizes all components of Nebraska’s procedural system for preparation of educators, the state contended that it will continue to rate poorly on this element.

Supporting Research

Rules 20 and 24

LAST WORD

To ensure that information regarding expected competencies is applied uniformly and consistently with the state’s intent, Nebraska is encouraged to codify the expectations outlined in the Guidelines. Although institutions may comply with the Guidelines, it does not appear that the state would have any recourse if they chose not to.

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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 25 | 26 | 17 | 16 | 18 |

★ EXAMPLES OF BEST PRACTICE

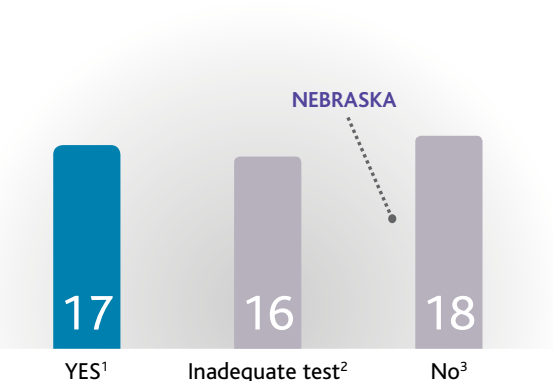
Fifteen states meet this goal by requiring that all candidates licensed to teach the elementary grades pass comprehensive assessments that specifically test the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews 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

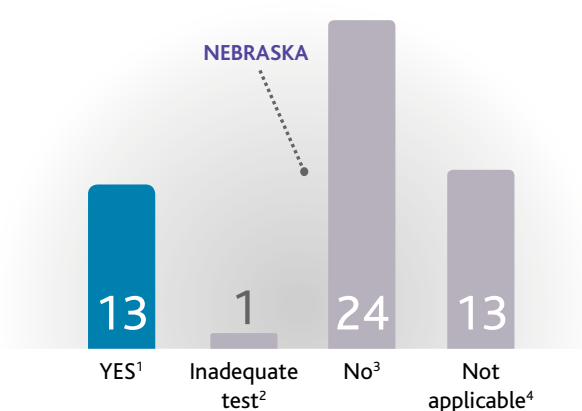
Do states measure new elementary teachers' knowledge of the science of reading?



1. **Strong Practice:** Alabama⁴, California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New Mexico, New York, North Carolina⁵, 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:** Alabama⁵, 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



Progress on this Goal Since 2011:

↑ : 20 ↔ : 30 ↓ : 1

1-D Analysis: Nebraska



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

Nebraska now requires, effective September 1, 2015, that all new elementary teachers pass a general elementary subject-matter test, the Praxis II. Unfortunately, this commercial test lacks a specific mathematics subscore, so one can fail the mathematics portion and still pass the test. Further, while this test does cover important elementary school-level content, it barely evaluates candidates' knowledge beyond an elementary school level, does not challenge candidates' understanding of underlying concepts and does not require candidates to apply knowledge in nonroutine, multistep procedures.

Regrettably, Nebraska's early childhood education teachers, who are allowed to teach through grade 3, are not required to pass a content test.

Further, although Nebraska requires elementary teaching candidates to earn a minimum of six semester hours of credit in mathematics, the state specifies neither the requisite content of these classes nor that they must meet the needs of elementary teachers.

Supporting Research

Nebraska Department of Education Title 92 Chapter 24, Section 006.21

Praxis II Requirements

<http://www.education.ne.gov/EducatorPrep/Archive/EmailArchive/Attachments/ContentTestScoresChart.pdf>

RECOMMENDATION

- **Require all teacher candidates who teach elementary grades to pass a rigorous mathematics assessment.**

Nebraska should assess mathematics content with a rigorous assessment tool, such as the test required in Massachusetts that evaluates mathematics knowledge beyond an elementary school level and challenges candidates' understanding of underlying mathematics concepts. Such a test could also be used to allow candidates to test out of coursework requirements. Teacher candidates who lack minimum mathematics knowledge should not be eligible for licensure.

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

Nebraska must ensure that new teachers are prepared to teach the mathematics content required by college and career-readiness standards. Although Nebraska requires some mathematics coursework, the state should require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. This includes specific coursework in foundations, algebra and geometry, with some statistics coursework.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska asserted that per Rule 24 Guidelines, the state does specify that math coursework must meet the needs of elementary teachers and that student standards are included in preparation coursework. Requirements are specified in Guidelines to which all institutions are held accountable.

Supporting Research

Rule 24

LAST WORD

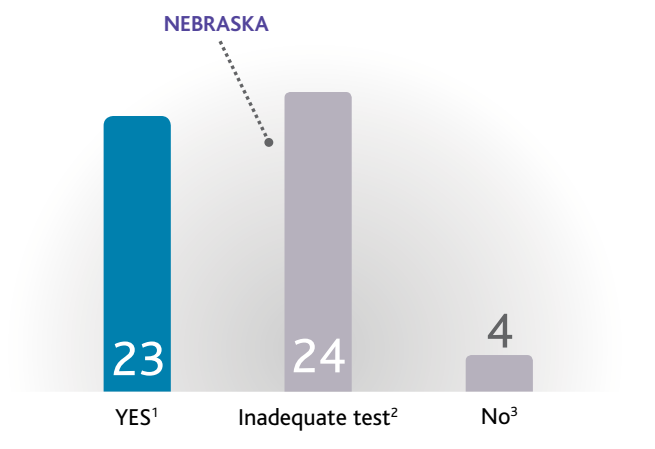
Although institutions may comply with the Guidelines, it does not appear that the state would have any recourse if they chose not to.

★ 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, Texas⁴, 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. Alaska⁵, Hawaii, Montana, Ohio⁶

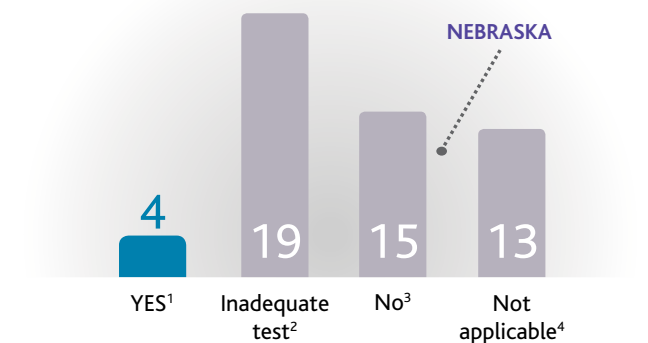
4. Test is not yet available for review.

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.)

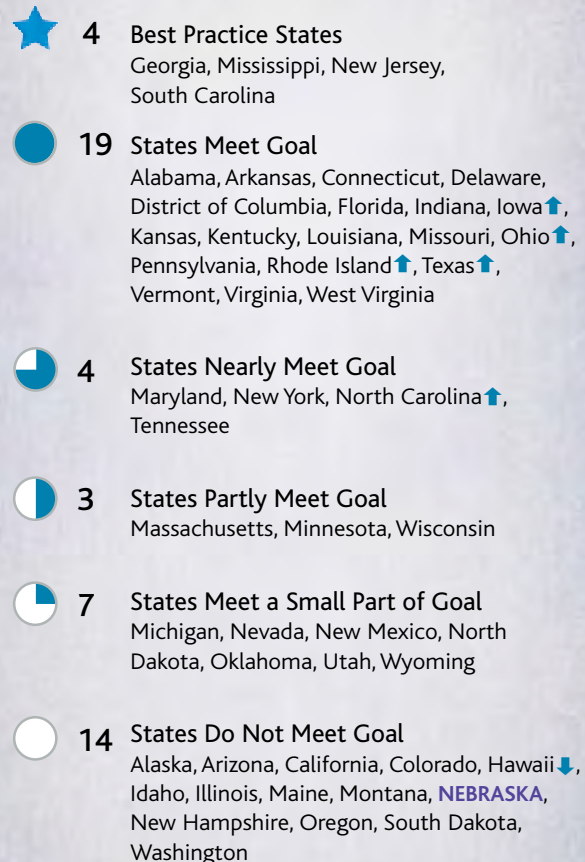
1. The state should require that new middle school teachers pass a licensing test in every core academic area that they are licensed to teach.
2. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers 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



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

1-E Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Regrettably, Nebraska allows middle school teachers to teach on a generalist K-8 license, if they are in self-contained classrooms.

The state articulates a middle grades (grades 4-9) endorsement; candidates must earn a minimum of 36 semester hours in two content areas. Teachers with secondary licenses may also teach single subjects in middle school; they must earn a major in their intended field.

Effective September 1, 2015, most teacher candidates must earn a passing score on a Praxis II content test as a condition of initial licensure. However, only elementary and secondary teachers teaching the middle grades are required to pass an assessment. At this time, testing is not required for middle grades education.

Supporting Research

Praxis Test Requirement

<http://www.education.ne.gov/EducatorPrep/Archive/EmailArchive/Attachments/ContentTestScoresChart.pdf>

Nebraska Department of Education Title 92 Chapter 24

RECOMMENDATION

■ **Require content testing in all core areas.**

Nebraska should require subject-matter testing for all middle school teacher candidates in every core academic area they intend to teach as a condition of initial licensure. To ensure meaningful middle school content tests, the state should set its passing scores to reflect high levels of performance.

■ **Eliminate the generalist license.**

Nebraska should not allow 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. These teachers are less likely to be adequately prepared to teach core academic areas at the middle school level because their preparation requirements are not specific to the middle or secondary levels and they need not pass a subject-matter test in each subject they teach. Adopting middle school teacher preparation policies for all such teachers will help ensure that students in grades 7 and 8 have teachers who are appropriately prepared to teach grade-level content, which is different and more advanced than what elementary teachers teach.

■ **Encourage middle school teachers licensed to teach multiple subjects to earn two subject-matter minors.**

This would allow candidates to gain sufficient knowledge to pass state licensing tests, and it would increase schools' staffing flexibility. However, middle school candidates in Nebraska who intend to teach a single subject should earn a major in that area.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska was helpful in providing NCTQ with facts that enhanced this analysis. The state added that it does not consider it "regrettable" that its licensing structure and associated preparation is designed to meet the needs of very small/geographically isolated schools.

Nebraska added that its middle grades endorsement is scheduled for revision in the next academic year, and the state will likely address some of NCTQ's recommendations. The intent is that a content testing requirement will be implemented after the endorsement is revised.

LAST WORD

NCTQ is certainly not advocating against K-8 schools and can see why such configurations are particularly advantageous for geographically isolated areas. But middle school-level students in a K-8 school still need teachers who are well prepared to teach middle school-level subject matter.

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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ⁵ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> ⁶ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁷ | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 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.)

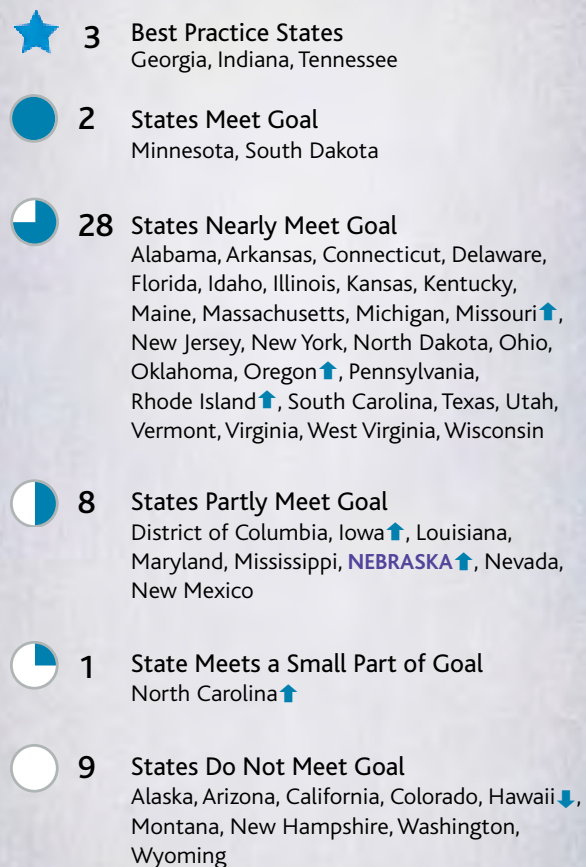
1. The state should require that secondary teachers pass a licensing test in every subject they are licensed to teach.
2. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they are licensed to teach.
3. The state should require 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



Progress on this Goal Since 2011:

↑ : 6 ↔ : 44 ↓ : 1

1-F Analysis: Nebraska



State Partly Meets Goal



Progress Since 2011

ANALYSIS

Beginning September 1, 2015, all new secondary teacher candidates will have to pass a content test as a condition of initial licensure.

Unfortunately, Nebraska permits a significant loophole to this important policy by allowing both general science and general social studies licenses, without requiring subject-matter testing for each subject area within these disciplines.

General social studies candidates must pass the Praxis II Social Studies: Content Knowledge test. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas. (For Nebraska's science loophole, see Goal 1-G.)

It does not appear at this time that content tests are required to add endorsements.

Supporting Research

Nebraska Administrative Code 92-24-006.57

Praxis Test Requirement

<http://www.education.ne.gov/EducatorPrep/Archive/EmailArchive/Attachments/ContentTestScoresChart.pdf>

RECOMMENDATION

- **Require subject-matter testing for all secondary teacher candidates.**

Nebraska wisely requires subject-matter tests for most secondary teachers but should address any loopholes that undermine this policy (see Goal 1-G).

- **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—Nebraska 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.

- **Require subject-matter testing when adding subject-area endorsements.**

Nebraska should require passing scores on subject-specific content tests, regardless of other coursework or degree requirements, for teachers who are licensed in core secondary subjects and wish to add another subject area, or endorsement, to their licenses.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska added that the social science endorsement is considered a "field endorsement" with what the state believes to be adequate preparation in each of the social science areas to allow individuals to teach courses in the discrete areas. Subject endorsements in each of the discrete areas are also available and are generally preferred with districts that have the size and resources to hire multiple individuals.

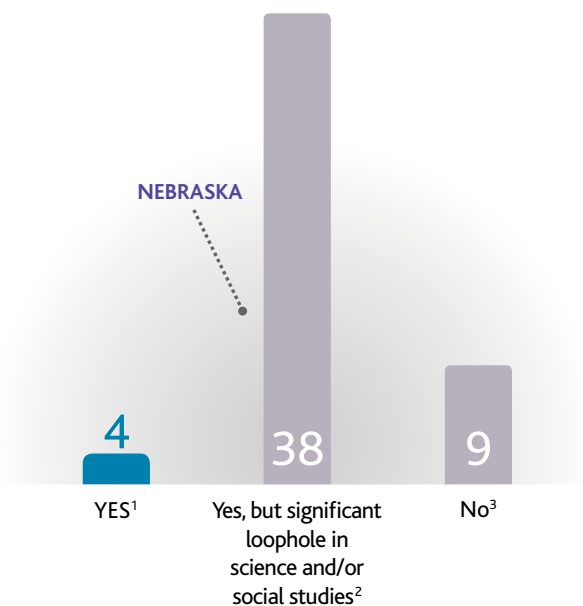
In a subsequent response, Nebraska indicated that a decision has been made that endorsements subject to content testing and which are to be added to an existing certificate will require passing a content test.

★ 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 Carolina⁴, 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, Arizona⁵, California, Colorado, Hawaii, Montana, New Hampshire⁵, Washington, Wyoming⁶

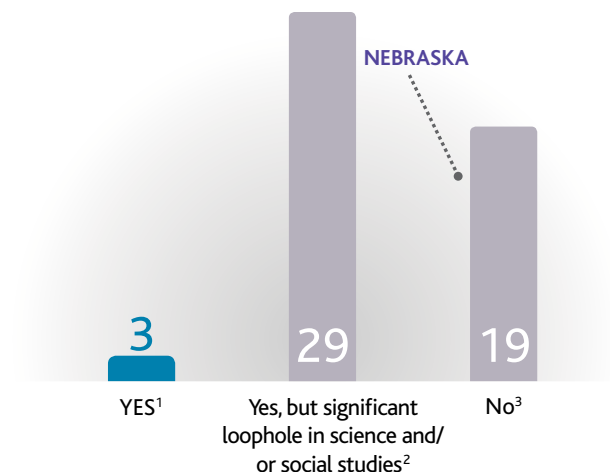
4. Teachers may also have until second year to pass tests, if they attempt to pass them during their first year.

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?



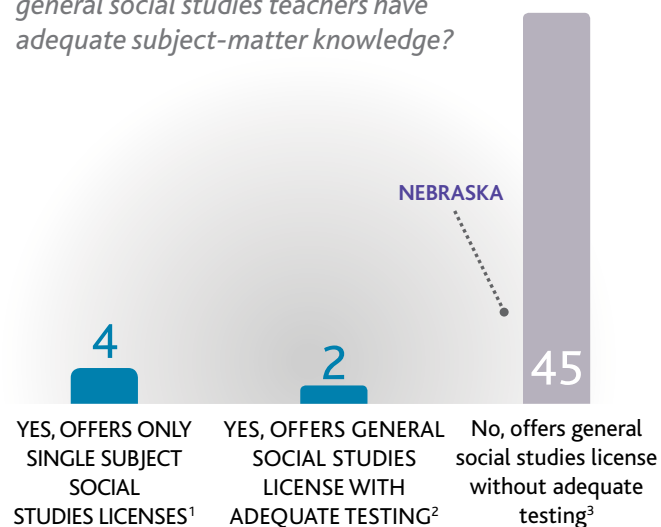
1. **Strong Practice:** Indiana, Minnesota, Tennessee

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:** Minnesota⁴, 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, Oklahoma⁵, 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.)

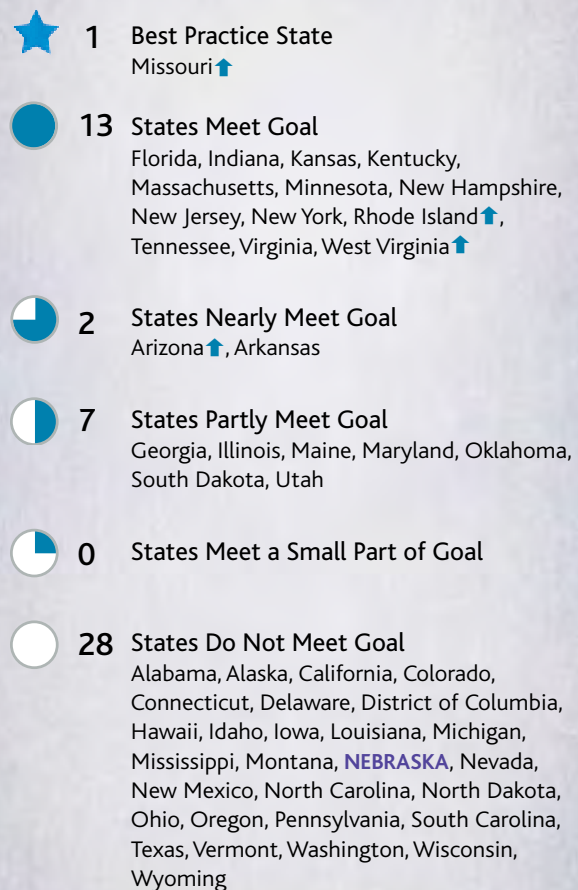
1. The state should require secondary science teachers to pass a subject-matter test in each science discipline they are licensed to teach.
2. If a general science or combination science certification is offered, the state should require teachers to pass a subject-matter test in each science discipline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



Progress on this Goal Since 2011:

↑ : 4 ↔ : 47 ↓ : 0

1-G Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Nebraska offers a secondary endorsement in general science. Beginning September 1, 2015, candidates will be required to pass the Praxis II General Science content test. Teachers with this license are not limited to teaching general science but rather can teach any of the topical areas.

Supporting Research

Praxis Testing Requirements

<http://www.education.ne.gov/EducatorPrep/Archive/EmailArchive/Attachments/ContentTestScoresChart.pdf>

RECOMMENDATION

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

By allowing a general science certification—and only requiring a general knowledge science exam—Nebraska is not ensuring that these secondary teachers possess adequate subject-specific content knowledge. The state's required assessment combines all subject areas (e.g., biology, chemistry, physics) and does not report separate scores for each area. Therefore, candidates could answer many—perhaps all—chemistry questions, for example, incorrectly yet still be licensed to teach chemistry to high school students.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska was helpful in providing NCTQ with facts that enhanced this analysis. The state added that it does not agree that the natural science (the former name for general science) license is “only” adequate to teach general science, which, in the context of NCTQ's comments, implies low-level science. Similar to social science, discrete subject endorsements are available for the science areas; however, the field endorsement was created to meet the needs of Nebraska schools.

LAST WORD

NCTQ is not advocating against general science teachers and can see why such a certification is particularly advantageous for rural areas. However, secondary-level students need teachers who are well prepared to teach advanced subject matter, and requiring passing scores on a content test for each discipline that teacher candidates are licensed to teach is the only way to ensure adequate subject-matter knowledge.

Figure 27

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

| | OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING | OFFERS GENERAL SCIENCE OR COMBINATION LICENSES WITH ADEQUATE TESTING | Offers only single-subject science licenses without adequate testing | Offers general science or combination licenses without adequate testing |
|----------------------|---|--|--|---|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 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



Progress on this Goal Since 2011:

↑ : 9 ↔ : 39 ↓ : 3

1-H Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Nebraska offers a K-12 special education certification, in addition to grade-specific options: K-6, K-9 and 7-12.

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

Supporting Research

Nebraska Administrative Code 92 NAC Rule 24 Section 006.64

Praxis Test Requirement

<http://www.education.ne.gov/EducatorPrep/Archive/EmailArchive/Attachments/ContentTestScoresChart.pdf>

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 Nebraska 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, Nebraska should require a rigorous content test that reports separate passing scores for each content area. Nebraska 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, Nebraska'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, Nebraska 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.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska asserted that preparation—namely coursework and field-based experiences—for special education teachers varies depending on the grade level of the intended endorsement, and the state contended that NCTQ should review its Guidelines for details regarding preparation.

Nebraska added that it offers a K-12 special education endorsement because it meets the needs of Nebraska students and school districts. K-12 programs require additional coursework and experiences to appropriately prepare candidates for K-12 responsibilities, as opposed to elementary- or secondary-level-only endorsements. K-12 special educators are uniquely prepared to work with all students, regardless of their developmental level/grade level. Elementary special education candidates will complete a program of study that includes content preparation/methods coursework; however, this is not implicit in the published Rule/Guidelines. A content test is central to NCTQ's analysis; therefore, it is impossible for Nebraska to meet this standard.

LAST WORD

Although districts may appreciate the flexibility offered by the K-12 license, Nebraska must consider whether it really meets the needs of special education students. In order for special education students, especially those with high-incidence learning disabilities, to meet the same high standards as typical students, they must have teachers with grade-appropriate knowledge and skills.

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.)

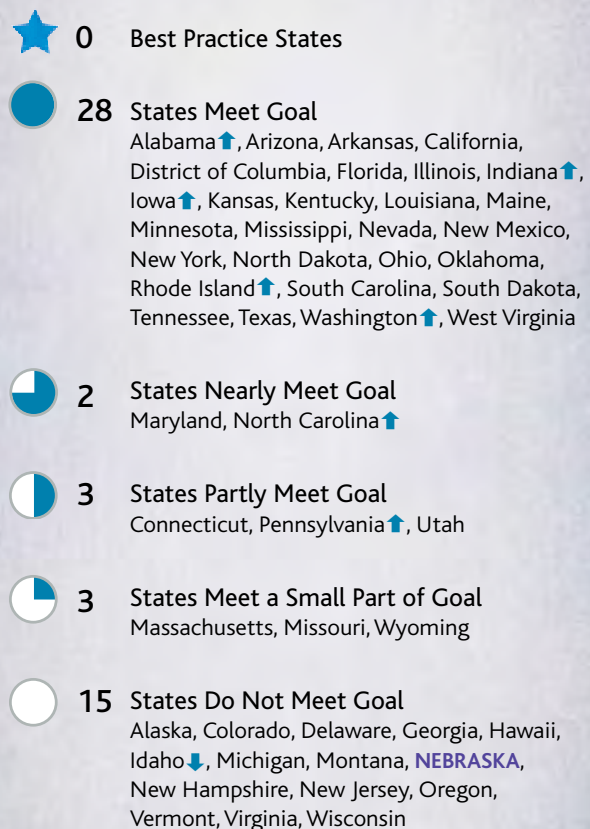
1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

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



Progress on this Goal Since 2011:

↑ : 7 ↔ : 43 ↓ : 1

1-I Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Nebraska does not require new teachers to pass a test of pedagogy in order to attain licensure.

Supporting Research

<http://www.ets.org/praxis/ne>

RECOMMENDATION

■ **Require that all new teachers pass a pedagogy test.**

Nebraska should verify that all new teachers meet professional standards through a test of professional knowledge.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska recognized the factual accuracy of this analysis. The state added that professional knowledge and skills are assessed through field-based practice and, to some extent, other coursework rather than relying on a 'test.'

LAST WORD

There are certainly advantages to assessing teacher candidates' pedagogy knowledge and skill through practice. But the state should not assume that this is occurring in its programs and should require a mechanism by which this essential knowledge and skill can be verified as a condition of licensure.

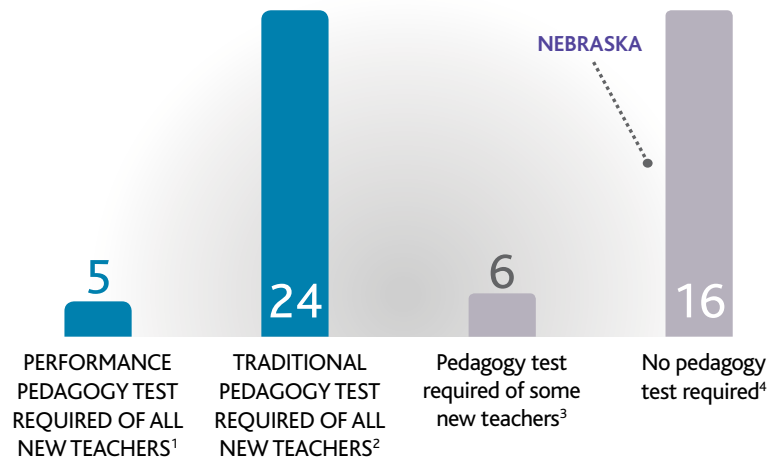


EXAMPLES OF BEST PRACTICE

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, Illinois⁵, New York, Tennessee⁶, Washington

2. **Strong Practice:** Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, North Carolina⁷, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia

3. Connecticut, Maryland, Missouri, Pennsylvania, Utah⁸, 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.)

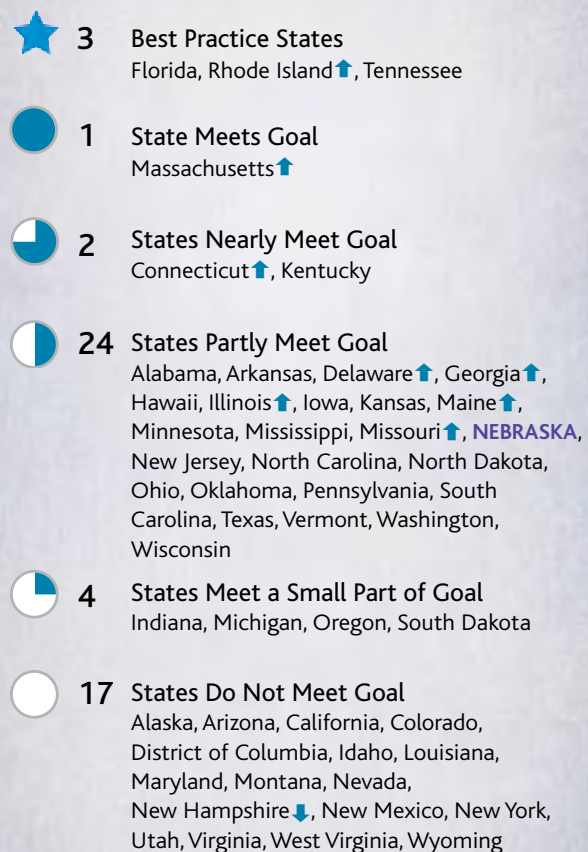
1. The state should require that student teachers only be placed with cooperating teachers for whom there is evidence of their effectiveness as measured by consistent gains in student learning.
2. The state should require that teacher candidates spend at least 10 weeks student teaching.

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



Progress on this Goal Since 2011:

↑ : 8 ↔ : 42 ↓ : 1

1-J Analysis: Nebraska



State Partly Meets Goal



Progress Since 2011

ANALYSIS

Commendably, Nebraska requires candidates to complete a full-day student teaching experience for one semester (at least 14 weeks) for any combination of subject endorsements and a field endorsement. The state requires a minimum of 10 weeks full time for each of two or more field endorsements.

However, Nebraska only requires that cooperating teachers have a minimum of three years of experience in the areas they are supervising. Also, the state not only allows student teaching to be conducted in approved Nebraska schools, but it also accepts experience from out-of-state schools approved by another state education agency or in similarly constituted English-speaking schools in another nation.

Supporting Research

Nebraska Administrative Code 92-20-005.11

RECOMMENDATION

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

In addition to the ability to mentor an adult, cooperating teachers in Nebraska should also be carefully screened for their capacity to further student achievement. Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than by the student teacher or school district staff.

- **Explicitly require that student teaching be completed locally, thus prohibiting candidates from completing this requirement abroad.**

Unless preparation programs can establish true satellite campuses to closely supervise student teaching arrangements, placement in foreign or otherwise novel locales should be supplementary to a standard student teaching arrangement. Outsourcing the arrangements for student teaching makes it impossible to ensure the selection of the best cooperating teacher and adequate supervision of the student teacher and may prevent training of the teacher on relevant state instructional frameworks.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska recognized the factual accuracy of this analysis. The state added that cooperating teachers are carefully selected by the institutions in cooperation with district administrators to assure that cooperating teachers meet the three-year experience requirement and are effective teachers who are well suited to work effectively with the student teacher. The fact that this is a partnership effort results in a much stronger experience for candidates than a “factor” related to student achievement. Faculty provides workshops for cooperating teachers to discuss program outcomes and evaluation expectations. The final decision about placement rests with the institution.

Nebraska added that it appears that NCTQ expects all candidates to be placed in professional development schools in a local community. This may work in some states, particularly when institutions are based in large urban areas, but it is not practical, adequate or appropriate to meet Nebraska’s standards for field-based/student teaching placements (demographics, size of school, type of school). Although it is not confident that it knows what “novel locales” is intended to mean, Nebraska addresses out-of-state placements as a “novel locale.” These placements are established through direct contact with personnel

in the placement district. In many cases, the college supervising teacher continues to make the required onsite supervision visits. Institutions provide in-service and materials to assure that the candidate's experience is consistent with Nebraska and institutional expectations for candidate outcomes. In the event that the college supervisor is not able to make the onsite visits because of distance, direct contacts and additional in-service is provided to the professionals who perform student teaching supervision. Technology is increasingly able to enhance the ability of colleges to have a presence for strong support of candidates who are out of state.

Nebraska further noted that "novel locale" placements are very much an exception to regular practice and are used infrequently. And although out-of-state placements are not very common, they often provide candidates with a strong experience because they represent a more diverse student population than some in-state placements can provide.

LAST WORD

The concern is that allowing the summative student teaching experience to be done out of state or abroad makes selecting cooperating teachers and providing sufficient feedback and oversight problematic, and it also means that the student teaching experience does not focus on teaching to the state standards for which the teacher will be certified. It appears that Nebraska has taken significant steps to mitigate these concerns when such placements are made.

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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Massachusetts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> |
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| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5 | 32 |



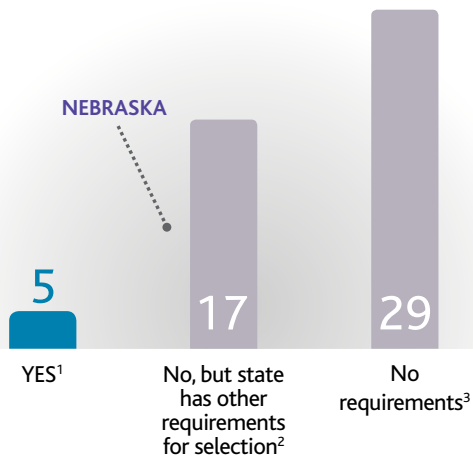
EXAMPLES OF BEST PRACTICE

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?



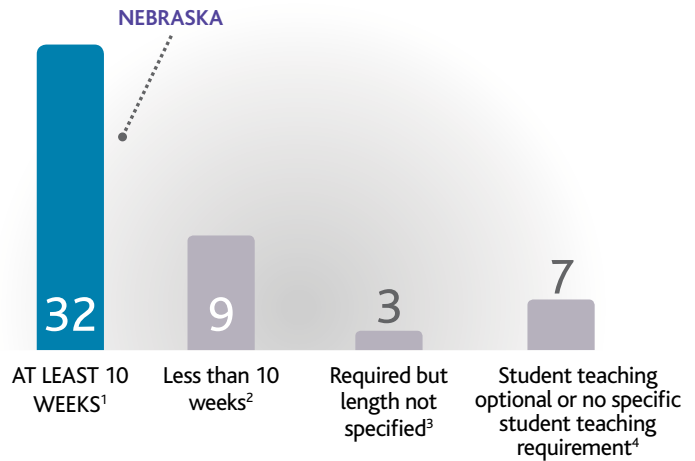
1. **Strong Practice:** Florida, Illinois, Massachusetts, Rhode Island, Tennessee

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 Virginia⁵, 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



Progress on this Goal Since 2011:

↑ : 13 ↔ : 38 ↓ : 0

1-K Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Nebraska's approval process for its traditional and alternate route teacher preparation programs does not hold programs accountable for the quality of the teachers they produce.

Most importantly, Nebraska does not collect or report data that connect student achievement gains to teacher preparation programs.

The state also fails to collect other objective, meaningful data to measure the performance of teacher preparation programs, and it does not apply any transparent, measurable criteria for conferring program approval.

Further, in the past three years, no programs in Nebraska have been identified as low performing—an additional indicator that programs lack accountability.

The state's website does not include a report card that allows the public to review and compare program performance.

In Nebraska, 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. Nebraska conducts its own program reviews.

Supporting Research

Nebraska Administrative Code Title 92, Chapter 20

Title II State Reports

<https://title2.ed.gov>

www.ncate.org

RECOMMENDATION

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

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

■ Gather other meaningful data that reflect program performance..

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

1. Evaluation results from the first and/or second year of teaching;
2. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
3. Average raw scores of teacher candidates on licensing tests, including academic proficiency, subject matter and professional knowledge tests;

4. Number of times, on average, it takes teacher candidates to pass licensing tests; and
5. Five-year retention rates of graduates in the teaching profession.

■ **Establish the minimum standard of performance for each category of data.**

Merely collecting the types of data described above is insufficient for accountability purposes. The next and perhaps more critical step is for the state to establish precise minimum standards for teacher preparation program performance for each category of data. 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.

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

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

■ **Maintain full authority over the process for approving teacher preparation programs.**

Nebraska 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.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska asserted that it retains decision-making authority regarding program approval. Although it cooperates/coordinates with national accreditation entities because it is a quality experience, the state reiterated that it does not default to a national accreditation decision. A program could pass national accreditation and not necessarily get state approval, or could "fail" national accreditation and be state approved.

Nebraska also noted that Title II HEA reports are included on the state's website.

The state further pointed out that it is not clear that five-year retention rates are a reliable, research-based indication of the quality of educator preparation. Because Nebraska does not use content tests, it is difficult to meet NCTQ's standards through other mechanisms already in place. Institutions collect graduate follow-up information from graduates and employers and use this information at the institution level for continuing program improvement decisions. It is true that no institutions have been designated as low performing. The approval process requires immediate attention to deficiencies.

Nebraska added that in theory, many of NCTQ's recommendations have merit. In practice, it continues to monitor the work of other states that are wrestling with the value/reasonability of some of these recommendations.

LAST WORD

NCTQ recommends a wide variety of data that are useful for preparation program accountability; in fact, licensure tests—the single mechanism used by some states—are generally inadequate, especially if the sole indicator is pass rate. The most important indicator is whether programs produce teachers who are effective in terms of student learning, but as with teacher evaluation, NCTQ encourages states to use multiple measures that provide a more comprehensive look at program performance.

Figure 38

Do states hold teacher preparation programs accountable?

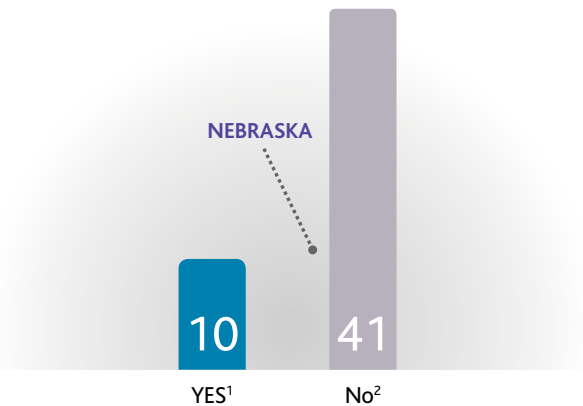
| | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE |
|-----------------------------|---|---------------------------------------|------------------------------------|
| Alabama | ■ | ■ ¹ | ■ |
| Alaska | □ | □ | □ |
| Arizona | ■ | □ | □ |
| 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 Columbia³, Hawaii³, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland³, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York³, 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, Maryland¹, 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 7 | 31 | 13 |

1. National accreditation can be substituted for state approval.

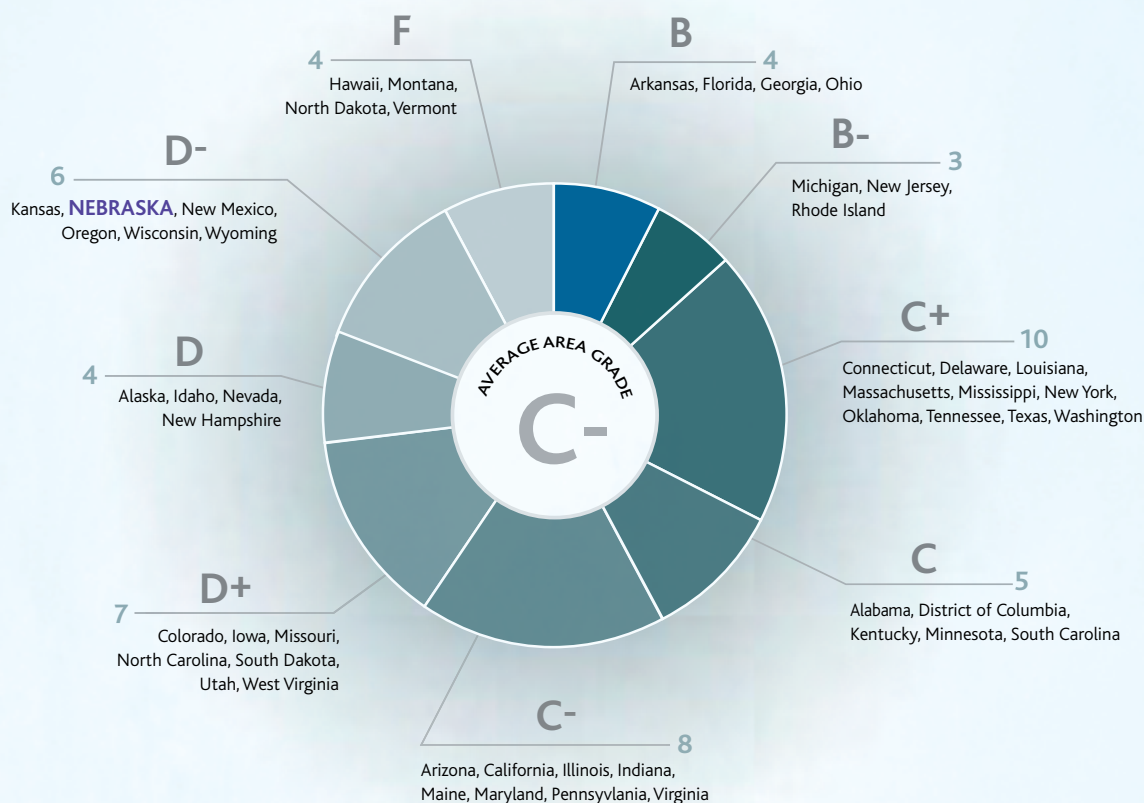
2. For institutions with 2,000 or more full-time equivalent students

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



Progress on this Goal Since 2011:

↑ : 2 ↔ : 49 ↓ : 0

2-A Analysis: Nebraska



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

Nebraska offers an alternate route through the Transitional Teacher Certificate. The state does not require candidates to demonstrate prior academic performance, such as a minimum GPA, as an entrance standard specifically for the alternate route program. The state does require all teacher candidates, traditional or nontraditional, to have a minimum 2.5 GPA.

Candidates must pass a test of basic skills but are not required to demonstrate content knowledge on a subject-matter test.

Applicants must have a major, or have completed 75 percent of the coursework requirements for a major, for the field in which they plan to teach. In addition, candidates must complete a human relations and special education training prior to certification. There is no test-out option for coursework requirements.

Supporting Research

Nebraska Teaching Certificates

<http://www.education.ne.gov/tcert/pdfs/manual.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. The standard should be higher than what is required of traditional teacher candidates, such as a GPA of 3.0 or higher. Some accommodation in this standard may be appropriate for career changers. A rigorous test appropriate for candidates who have already completed a bachelor's degree, such as the GRE, would be ideal.

■ Require applicants to pass a subject-matter test for admission.

The concept behind alternate routes is that the nontraditional candidate is able to concentrate on acquiring professional knowledge and skills because he or she has strong subject-area knowledge. Teachers without sufficient subject-matter knowledge place students at risk.

■ Offer flexibility in fulfilling coursework requirements.

Nebraska should allow candidates without a major in the subject they plan to teach to pass a rigorous test to demonstrate subject knowledge. While the state is recognized for its attempt to include pedagogical coursework that may increase effectiveness prior to entering the classroom, Nebraska should consider whether it is also appropriate to allow candidates who already have the requisite knowledge and skills to demonstrate such by passing a rigorous test.

■ Eliminate basic skills test requirement.

Nebraska's requirement that alternate route candidates 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. Passage of a basic skills test provides no assurance that the candidate has the appropriate subject-matter knowledge needed for the classroom. 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. The state should eliminate the basic skills test requirement or, at a minimum, accept the equivalent in SAT or ACT scores.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska recognized the factual accuracy of this analysis. In addition, Nebraska questioned having different standards for different populations seeking admission to education preparation. The state asserted that the rating is correct, while disagreeing with the standard.

LAST WORD

NCTQ advocates for high admission standards for both traditional and alternate route programs (see Goal 1-A). Since alternative certification candidates are typically allowed immediately to begin as teachers of record, an even higher standard is warranted. As noted in the recommendation, NCTQ does not indicate that a test is the only means of establishing proficiency. But in terms of ensuring that a teacher knows the content she will be required to teach, a well-aligned test offers the best assurance.

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 | □ | □ | □ |

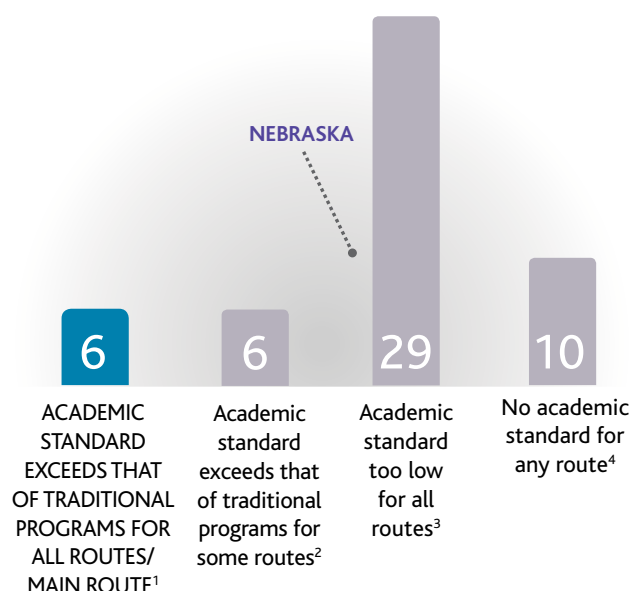
■ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ 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

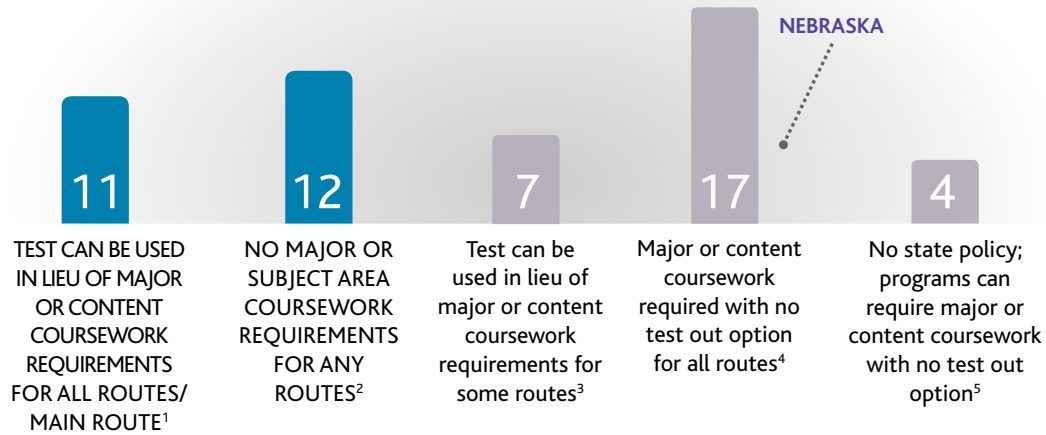
Do states require alternate routes to be selective?



1. **Strong Practice:** Connecticut, District of Columbia, Michigan, Minnesota, New Jersey, Rhode Island
2. Alabama, Illinois⁵, Indiana, Kentucky⁶, 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.)

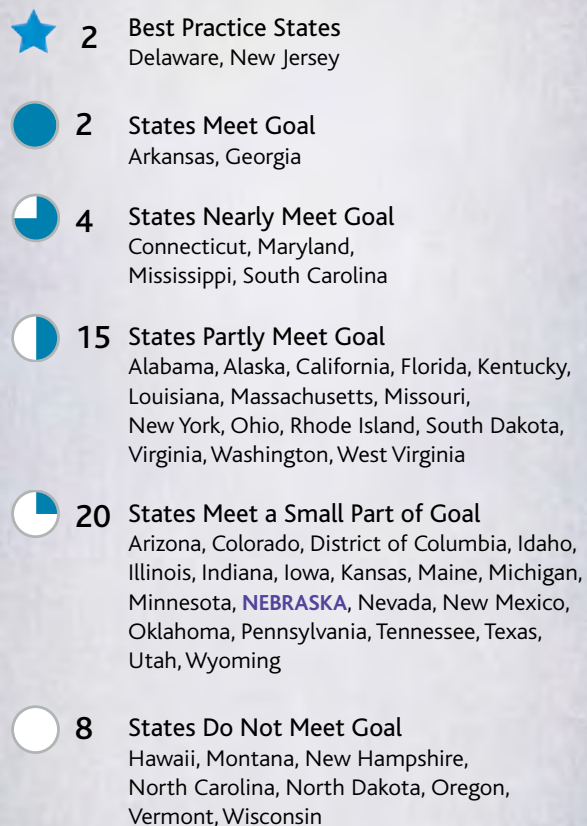
1. The state should ensure that the amount of coursework it either requires or allows is manageable for a novice teacher. Anything exceeding 12 credit hours of coursework in the first year may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than 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



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: Nebraska



State Meets a Small Part of Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

Nebraska's alternate route program, Transitional Teacher Certificate, is managed by the University of Nebraska at Kearney.

Candidates working under this program must have their transcripts evaluated by a program certification officer to determine coursework requirements. Six semester hours of coursework must be completed annually for a total of 18 credit hours. Candidates must also complete a pre-teaching seminar that includes information and skill development in the areas of diversity, classroom management, curriculum planning and instructional strategies prior to assuming responsibility for the classroom.

Transitional Teacher Certificate candidates complete a semester of student teaching after successful completion of the teacher education coursework. Schools must provide a quality mentor teacher throughout the length of classroom teaching.

A Transitional Teaching Certificate may be renewed for a maximum of five years, provided the applicant is making sufficient progress in the program. Upon completion of the program, an initial teaching certificate is awarded.

Supporting Research

Nebraska Department of Education Title 92, Chapter 21, Section 005.30

http://www.education.ne.gov/Legal/webrulespdf/CLEAN_RULE21_2011.pdf

Transitional Certification Track One

<http://www.unk.edu/coe.aspx?id=46162>

Transitional Certification Track Two

<http://www.unk.edu/coe.aspx?id=59267>

RECOMMENDATION

■ Establish coursework guidelines for all alternate route preparation programs.

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 an induction program to support alternate route teachers.

Nebraska should offer a highly structured, well-supervised induction program for all alternate route candidates. 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.

■ Ensure program completion in less than two years.

Nebraska should consider shortening the length of time it takes an alternate route teacher to earn standard certification. The route should allow candidates to earn full certification no later than the end of the second year of teaching.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska was helpful in providing NCTQ with the facts necessary for this analysis. The state noted that most institutions have programs which provide alternative pathways to regular certification (post-bachelor programs). Specific requirements for any alternative program, within the overall requirements of the Rule, are established by the program.

Individuals in the states' Transition to Teaching (TTT) program will complete their program in 3 years. The Rule provides for 5 years to complete the TTT, but candidates are expected to complete their program in 3 years to be compliant with traditional NCLB expectations.

The NCTQ analysis is silent on a variety of post-bacc options available through other institutions. These options generally assume a transcript analysis, completion of the same basic professional education courses expected of traditional candidates (but which may be offered in the traditional setting or in an alternate format such as evenings, weekends, online or hybrid). The options made available by institutions are designed to meet the needs of post-bacc students and include some 'streamlined' opportunities as compared to a traditional route.

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



Progress on this Goal Since 2011:

↑ : 1 ↔ : 47 ↓ : 3

2-C Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Nebraska limits the usage and providers of its alternate route.

Although state law does not place restrictions on the usage of the Transitional Teaching Certificate, the only current provider offers its alternate route only at the secondary level. School districts that employ alternate route candidates as teachers must still submit a written request for issuance of certification, but they are no longer required to provide documentation that no other qualified teachers were available for the position.

Only institutions of higher education can provide alternate route programs.

Supporting Research

Nebraska Teaching Certificate Manual

<http://www.education.ne.gov/tcert/pdfs/manual.pdf>

Nebraska Teacher Education Programs

<http://www.education.ne.gov/EducatorPrep/Documents/NEIHE.html>

Nebraska Department of Education Title 92, Chapter 21, Section 005.30

RECOMMENDATION

■ Broaden alternate route usage.

Nebraska should reconsider grade-level and subject-area restrictions on its alternate route. Alternate routes should not be programs of last resort for hard-to-staff subjects, grade levels or geographic areas but rather a way to expand the teacher pipeline throughout the state.

■ Encourage diversity of alternate route providers.

Nebraska should specifically authorize alternate route programs run by local school districts and nonprofits, as well as institutions of higher education. A good diversity of providers helps all programs, both university- and nonuniversity-based, to improve.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska was helpful in providing NCTQ with facts that enhanced this analysis. The state also indicated that individuals certificated at the "secondary level" are considered certificated for grades 6-12 or grades 7-12. This makes these individuals qualified to teach in most middle grade configurations.

In addition, Nebraska asserted that the state does not agree that the grade levels and subject-area restrictions should be removed. These grade levels and subject areas are consistent for all Nebraska teachers. Further, the Transition To Teaching (TTT) program assumes that the individual brings an undergraduate content degree upon which to build. Not all areas (e.g., special education, elementary education) have an undergraduate content degree that would support the content background necessary to meet Nebraska's standards for an effective alternative entry candidate.

Figure 49

Are states' alternate routes free from limitations?

| | BROAD USAGE ACROSS SUBJECT'S 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 | □ | □ |

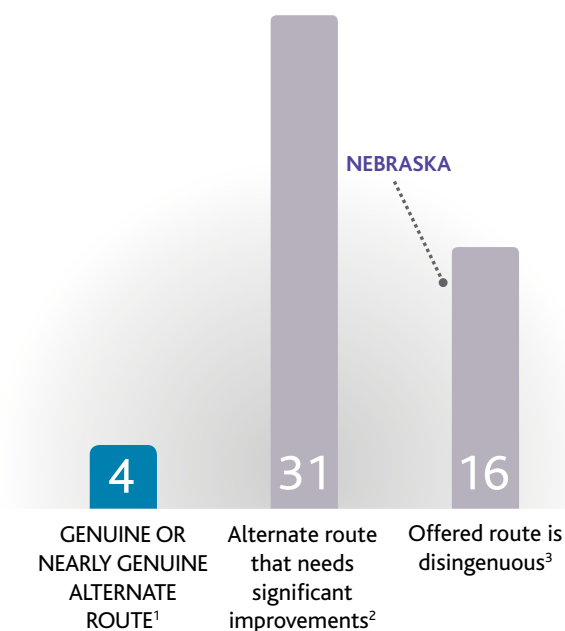
■ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ 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 permit 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.)

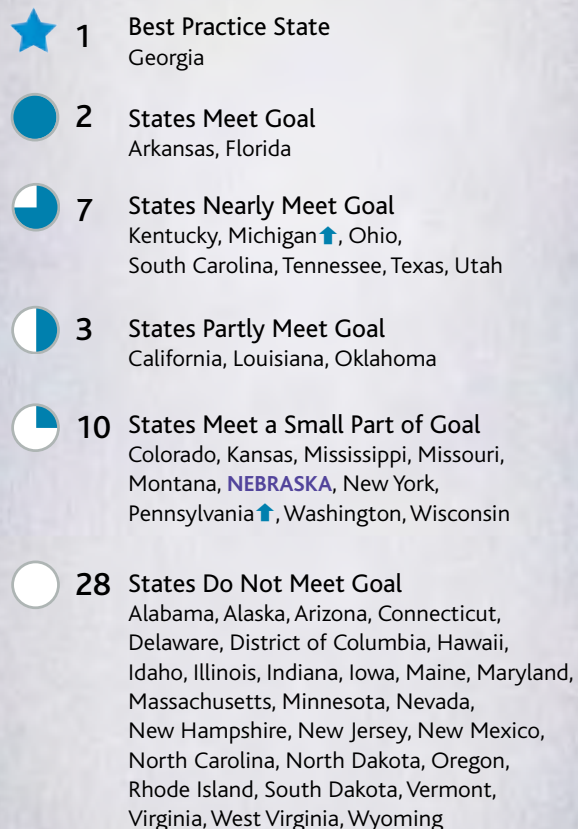
1. Either through a discrete license or by waiving most licensure requirements, the state should license individuals with content expertise as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license 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



Progress on this Goal Since 2011:

↑ : 2 ↔ : 49 ↓ : 0

2-D Analysis: Nebraska



State Meets a Small Part of Goal



Progress Since 2011

ANALYSIS

Nebraska offers the Dual Credit Certificate, the Career Education Certificate and the Provisional Commitment Certificate.

The Dual Credit Certificate is a five year teaching certificate issued to individuals who are teaching college courses to high school students where the student earns both high school and college credit. Applicants must be employed at a state postsecondary educational entity, be approved by the local school board, hold a masters degree, complete a minimum of six graduate hours in the subject area of the dual credit class, and submit evidence of meeting the human relations training requirement.

The Career Education Teaching Certificate is available for individuals hired to teach a course where no teacher education program exist, where instructional content of the course exceeds teacher preparation coursework, or for which the school system has not found a qualified teacher for a specific course in the career education field. This certificate is limited to instruction of students in grades 9-12 and is valid for five years in the endorsed career area only.

The Provisional Commitment Teaching Certificate can be issued to applicants with a baccalaureate degree who have completed the required portion of an approved teacher education program, including 50 percent of the prestudent teaching requirements, a course in teaching methods and 75 percent of the requirements for at least one subject or field endorsement.

Supporting Research

Dual Credit Teaching Certificate

<http://www.education.ne.gov/tcert/pdfs/DualCreditInst.pdf>

Career Education Teaching Certificate

<http://www.education.ne.gov/tcert/pdfs/CareerEdInst.pdf>

Provisional Commitment Teaching Certification

<http://www.education.ne.gov/tcert/pdfs/teachprovcomm.pdf>

RECOMMENDATION

■ Offer a license that allows content experts to serve as part-time instructors.

It is unclear whether the Dual Credit Certificate, the Career Education Certificate and the Professional Commitment Certificate serve as vehicles for individuals with deep subject-area knowledge to teach a limited number of courses without fulfilling a complete set of certification requirements. It appears that this may be the intent of the license; however, state policy does not describe the conditions of employment, whether it is for part-time or full-time teaching or the requirements that candidates must fulfill.

■ Require applicants to pass a subject-matter test.

Although these certificates may be designed to enable distinguished individuals to teach, Nebraska should still require a subject-matter test. While documentation provided by the applicant may show evidence of expertise in a particular field, only a subject-matter test ensures that Dual Credit Certificate, Career Education Certificate and Professional Commitment Certificate teachers know the specific content they will need to teach.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska was helpful in providing NCTQ with the facts necessary for this analysis. The state added that Rule 21 provides clarification that these certificates do require subject-area knowledge and authorize an individual to teach without having fulfilled the requirements for "regular" certification at the time that the certificate is issued.

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 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 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.)

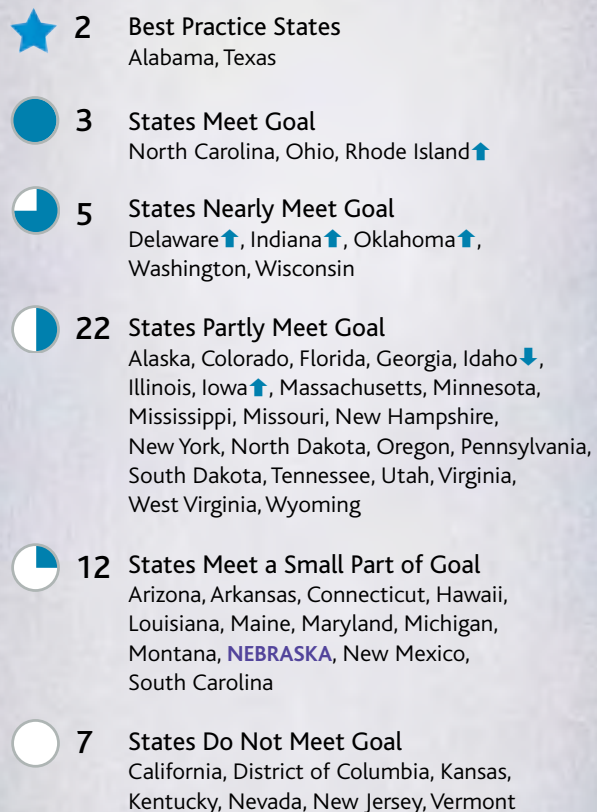
1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of effective teaching in previous employment.
2. The state should 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



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

2-E Analysis: Nebraska



State Meets a Small Part of Goal



Progress Since 2011

ANALYSIS

Although Nebraska has recently implemented mandatory content testing as a condition of initial licensure for most of its new in-state teachers, it is not clear at this point whether the state will require out-of-state teachers to meet its new testing requirements.

Teachers with comparable out-of-state certificates are eligible for Nebraska's standard certificate. Applicants are required to have, within the five years prior to application, one year of experience at the same school. Transcripts are also required for all out-of-state teachers; however, it is not clear whether the state analyzes transcripts to determine whether a teacher was prepared through a traditional or alternate route or whether additional coursework will be required.

Nebraska also requires human-relations training, which can either be satisfied with coursework or employment experience.

It is not clear whether online teachers outside Nebraska are required to meet the state's certification requirements.

Supporting Research

Nebraska Department of Education, 92-21

Nebraska Virtual Academy

<http://www.k12.com/neva/lp/virtual-academy-overview>

RECOMMENDATION

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

Nebraska should insist that out-of-state teachers meet its own testing requirements, and it should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards.

- **Offer a standard license to certified out-of-state teachers, absent unnecessary requirements.**

Nebraska should reconsider its recency requirement regarding experience, as it may deter talented teachers from applying for certification. It should also 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 Nebraska.

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

Rather than rely on transcripts to assess credentials, Nebraska 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).

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

Nebraska's implication that teachers may be less effective if they worked in more than one school bears no relationship to any research on teacher quality. This policy constitutes a needless burden on all teachers who may wish to transfer, but it is likely to be a particular burden to alternate route teachers. In the case of an alternate route teacher who has taught on a provisional license for three years while completing his or her preparation—a common scenario—Nebraska's policy would require five years of teaching experience to receive a standard license.

Regardless of whether a teacher was prepared through a traditional or alternate route, all certified out-of-state teachers should receive equal treatment. State policies that discriminate against teachers who were prepared in an alternate route are not supported by evidence. In fact, a substantial body of research has failed to discern differences in effectiveness between alternate and traditional route teachers.

■ **Ensure that requirements for online teachers are as rigorous as those for in-state teachers.**

Nebraska should ensure that online teachers based in other states are at least equally as qualified as those who teach in the state. However, Nebraska 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.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska asserted that it is not a transcript-review state and generally issues a license to out-of-state applicants if they hold a regular license—or qualify for a license—in another state, which has been earned by completing a state-approved teacher preparation program at a regionally accredited institution of higher education. The primary purpose of the transcript submission is to verify that they have completed a state-approved teacher preparation program in a regionally accredited institution, and that they meet Nebraska's minimal statutory requirements (human relations and special education). Alternatives for coursework exist for individuals to meet the statutory human relations requirement. Nebraska also indicated that it has no regulatory language that requires teaching experience "at the same school."

While it is true that Nebraska expects applicants to complete a state-approved teacher preparation program at a regionally accredited institution of higher education, NCTQ's analysis implies that the only entrance for an out-of-state person is the standard certificate. Individuals can receive the initial certificate. Experience is not the only option—recent credit will also be honored for issuance of the certificate. For purposes of the standard certificate, requirements are consistent with in-state candidate requirements—and not an extra barrier for out-of-state applicants. The two consecutive years of experience is applicable for issuance of the standard certificate and is applied to in-state and out-of-state teachers.

The state added that all teachers must hold a Nebraska certificate. It articulates qualifications of synchronous and asynchronous course delivery, which allows for an out-of-state individual to teach a course without Nebraska certification, provided the courses/students are "supervised" by state-certified personnel.

Supporting Research

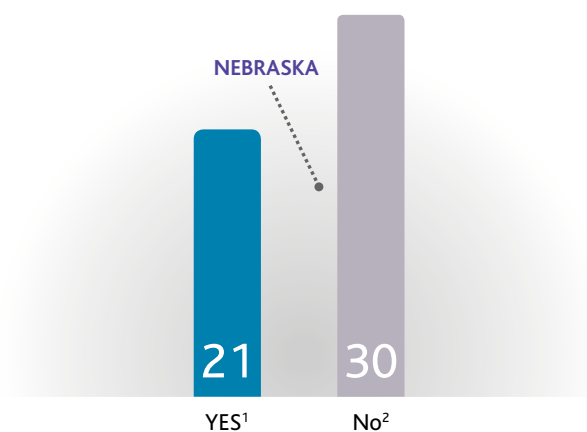
http://www.education.ne.gov/LEGAL/webrulespdf/CLEANRule%2021_2010.pdf

Rule 10

http://www.education.ne.gov/Legal/webrulespdf/RULE10_PLEDGE_2012.pdf_Section004

Figure 55

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



1. **Strong Practice:** Alabama, Alaska³, Idaho, Illinois, Indiana, Iowa, Maine⁴, Massachusetts³, Minnesota, New York⁵, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas³, Utah, Washington⁶, Wisconsin
2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana⁷, 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.

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 56

What do states require of teachers transferring from other states?

| | LICENSE RECIPROCITY WITH NO STRINGS ATTACHED | Submission of transcripts | Recency requirements |
|----------------------|--|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> ² |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| | 6 | 44 | 11 |

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

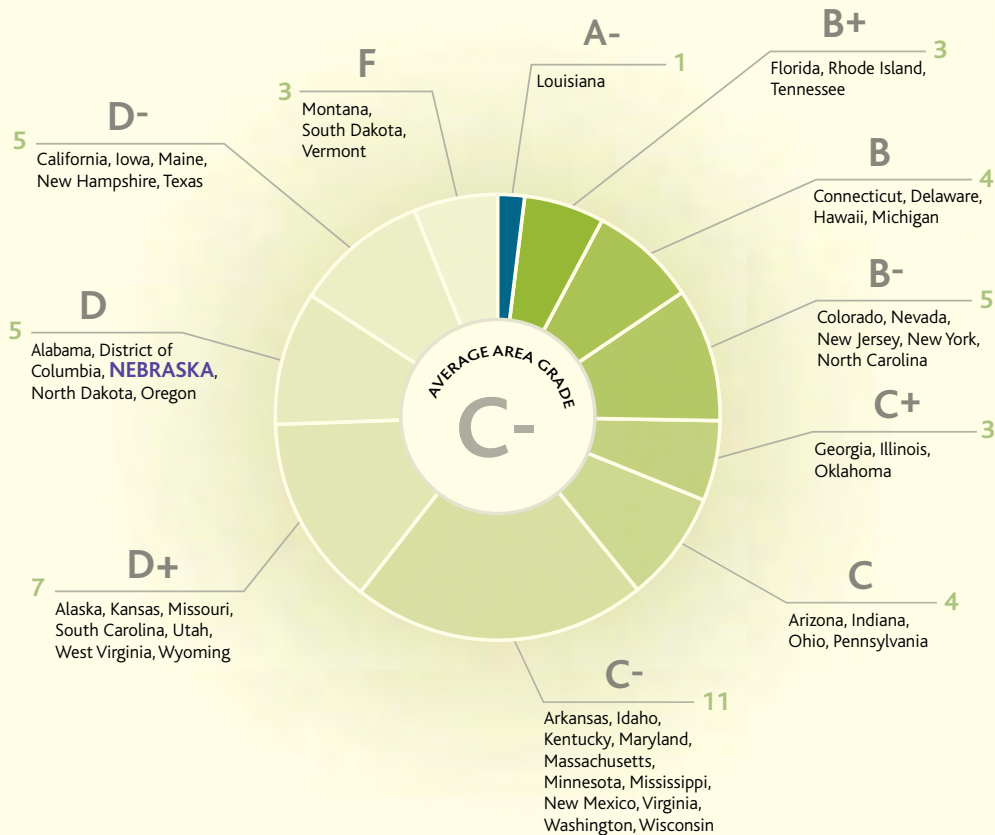
Alabama and **Texas** appropriately support licensure reciprocity by requiring that certified teachers from other states meet Alabama's and Texas's own testing requirements, and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate 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



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



Progress on this Goal Since 2011:

↑ : 13 ↔ : 36 ↓ : 2

3-A Analysis: Nebraska



State Partly Meets Goal



Bar Raised for this Goal



Progress Since 2011

ANALYSIS

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

Nebraska 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 the state 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.

Nebraska does not have a teacher of record definition. The state's teacher-student data link cannot connect more than one educator to a particular student in a given course, and it does not have in place a process for teacher roster verification.

Nebraska does not publish data on teacher production that connects program completion, certification and hiring statistics.

Supporting Research

Data Quality Campaign

www.dataqualitycampaign.org

RECOMMENDATION

■ Develop a definition of "teacher of record" that can be used to provide evidence of teacher effectiveness.

To ensure that data provided through the state data system are actionable and reliable, Nebraska should articulate a definition of teacher of record and require its consistent use throughout the state. The state's definition should reflect instruction rather than grading, and Nebraska should develop a process for teacher roster verification as well as an ability to link more than one educator to a particular student.

■ Publish data on teacher production.

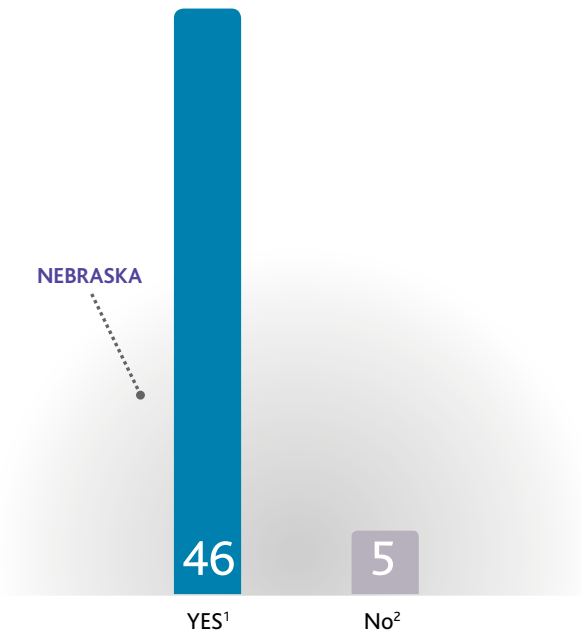
From the number of teachers who graduate from preparation programs each year, only a subset are certified, and only some of those certified are actually hired in the state. While it is certainly desirable to produce a big enough pool to give districts a choice in hiring, the substantial oversupply in some teaching areas is not good for the profession. Nebraska should look to Maryland's "Teacher Staffing Report" as a model whose primary purpose is to determine teacher shortage areas, while also identifying areas of surplus. By collecting similar hiring data from its districts, Nebraska will form a rich set of data that can inform policy decisions.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska recognized the factual accuracy of this analysis. The state added that it collects information about teacher production, consistent with the requirements for Title II HEA reporting, and this information is included on its website.

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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 6 | 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



Progress on this Goal Since 2011:

↑ : 22 ↔ : 27 ↓ : 2

3-B Analysis: Nebraska



State Meets a Small Part of Goal



Progress Since 2011

ANALYSIS

Nebraska does not require that objective evidence of student learning be the preponderant criterion of its teacher evaluations.

State policy requires local school districts to develop teacher evaluation instruments that must include basic criteria established by the state. The evaluation instrument must be approved by the state. The criteria include professional and personal conduct, classroom management and organization as well as instructional performance. Although the guidelines imply that classroom observation should be included, the state does not direct districts to include objective measures of student achievement. Classroom observations are required for probationary teachers.

In February 2012, the Board voted to develop a model teacher evaluation system that would include multiple measures of student growth, multiple observations and parent input; however, this model will be for voluntary use by districts.

Supporting Research

Nebraska Department of Education Title 92, Chapter 10, 007.06

Nebraska Statute 79-828(2)

Board Minutes

http://www.education.ne.gov/StateBoard/Minutes/2012/February_FINAL_minutes.pdf

RECOMMENDATION

- **Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.**

Nebraska should either require a common evaluation instrument in which evidence of student learning is the most significant criterion, or it should specifically require that student learning be the preponderant criterion in local evaluation processes. Whether state or locally developed, a teacher should not be able to receive a satisfactory rating if found ineffective in the classroom.

- **Ensure that classroom observations specifically focus on and document the effectiveness of instruction.**

Although Nebraska requires classroom observations as part of teacher evaluations, the state should articulate guidelines that focus classroom observations on the quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective and efficient use of class time.

- **Utilize rating categories that meaningfully differentiate among various levels of teacher performance.**

To ensure that the evaluation instrument accurately differentiates among levels of teacher performance, Nebraska should require districts to utilize multiple rating categories, such as highly effective, effective, needs improvement and ineffective. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska recognized the factual accuracy of this analysis. The state added that work continues on developing a model teacher and principal evaluation system, and that the recommendations above are included in the model currently being developed. At this point, voluntary districts are piloting the model, with the intent that additional districts will voluntarily adopt the model after adjustments are made based on the pilot schools' experience.

Figure 63

Do states consider classroom effectiveness as part of teacher evaluations?

| | REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS PREPONDÉRANT 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Alaska | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 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.

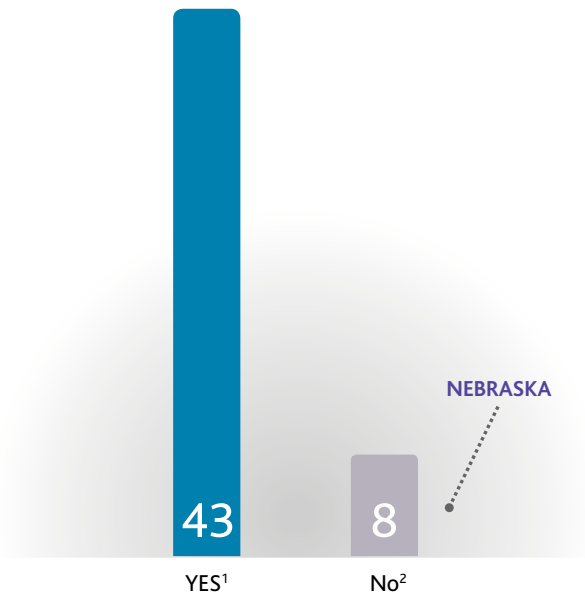
Figure 64

Is survey data used as part of teacher evaluations?

| | Student surveys | Parent surveys | Peer surveys | Type of survey not specified | Surveys not permitted |
|--------------------------|--|--|--|--|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska ¹ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut ³ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa ¹ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ² | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 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

- Input from students, teachers and peers is required, but there is no explicit indication that this must come from surveys.
- Explicitly allowed but not required.
- 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 framework/criteria |
|----------------------|-------------------------------------|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> ² | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> ² | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 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



Progress on this Goal Since 2011:

↑ : 11 ↔ : 38 ↓ : 2

3-C Analysis: Nebraska



State Partly Meets Goal



Progress Since 2011

ANALYSIS

Regrettably, Nebraska does not ensure that all teachers are evaluated annually.

The state does not articulate the frequency of evaluations for nonprobationary teachers. Nebraska does, however, require that new teachers be evaluated at least twice a year, a minimum of once a semester.

Supporting Research

Nebraska Statute 79-828(2)

RECOMMENDATION

■ **Require annual formal evaluations for all teachers.**

All teachers in Nebraska should be evaluated annually. Rather than treated as mere formalities, these teacher evaluations should serve as important tools for rewarding good teachers, helping average teachers improve and holding weak teachers accountable for poor performance.

■ **Base evaluations on multiple observations.**

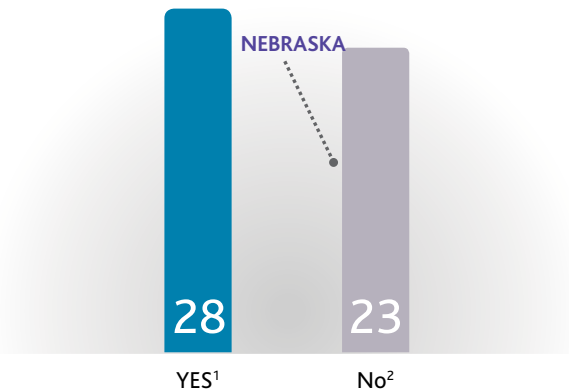
To guarantee that annual evaluations are based on an adequate collection of information, Nebraska should require multiple observations for all teachers, even those who have nonprobationary status. Further, as evaluation instruments become more data driven, it may not be feasible to issue multiple formal evaluation ratings during a single year. Applicable student data will likely not be available to support multiple ratings.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska 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, Maryland³, 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.

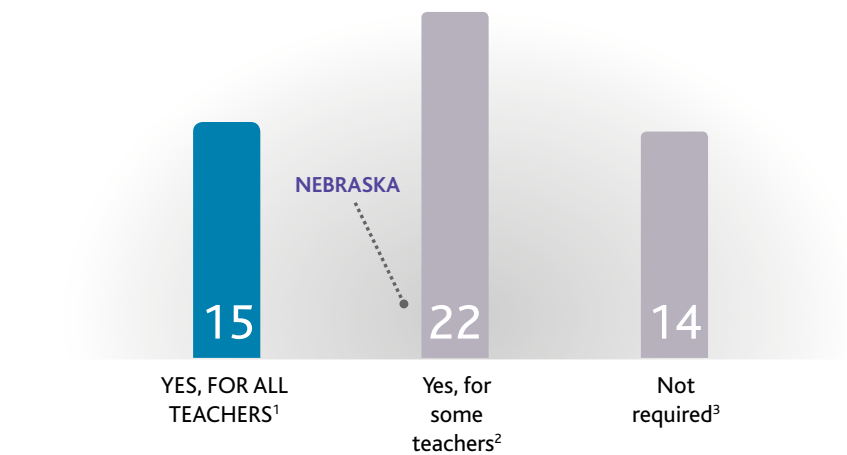
Figure 70

Do states require districts to evaluate all teachers each year?

| | ANNUAL EVALUATION OF ALL VETERAN TEACHERS | ANNUAL EVALUATION OF ALL PROBATIONARY TEACHERS |
|----------------------|---|--|
| Alabama | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 28 | 44 |

Figure 71

Do states require multiple classroom observations?



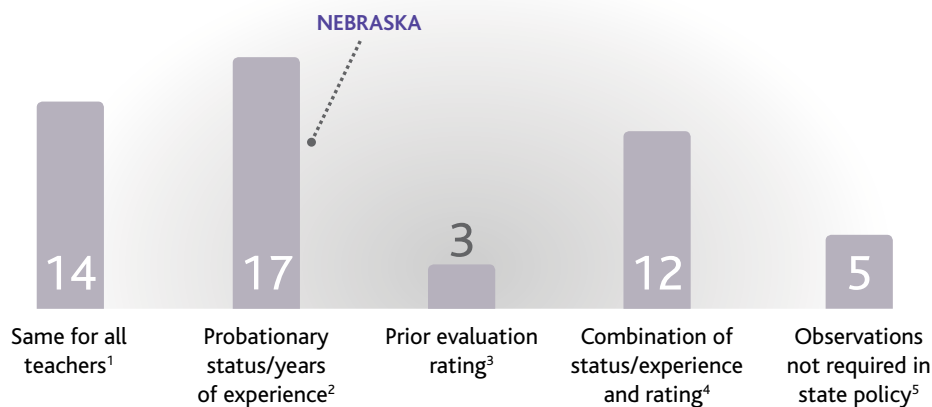
1. **Strong Practice:** Alabama, Arkansas, Connecticut, Georgia, Hawaii, Idaho, Indiana, Mississippi, New Jersey, New Mexico, New York, North Carolina, Rhode Island, Tennessee, Washington

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 Columbia⁶, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Mississippi, Missouri, New Jersey, New Mexico, New York, Rhode Island

2. Alaska, Arkansas⁷, California⁷, Colorado, Florida, Kansas⁷, Minnesota⁷, Nebraska, North Carolina, Oklahoma⁷, Oregon, Pennsylvania⁷, South Carolina, South Dakota⁷, Utah⁷, Washington, West Virginia⁸

3. Louisiana, Michigan, Ohio

4. Arizona⁹, Connecticut, Delaware, Illinois, Kentucky, Maryland, Massachusetts⁷, Nevada, Tennessee, Texas⁷, Virginia⁷, Wisconsin⁷

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.

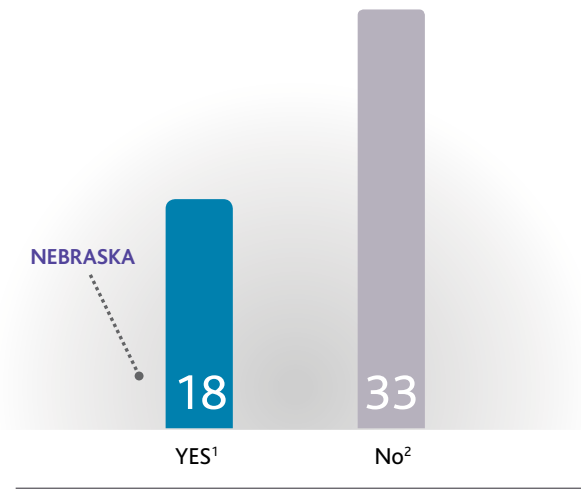


EXAMPLES OF BEST PRACTICE

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 Dakota³, 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, Virginia⁴, 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.)

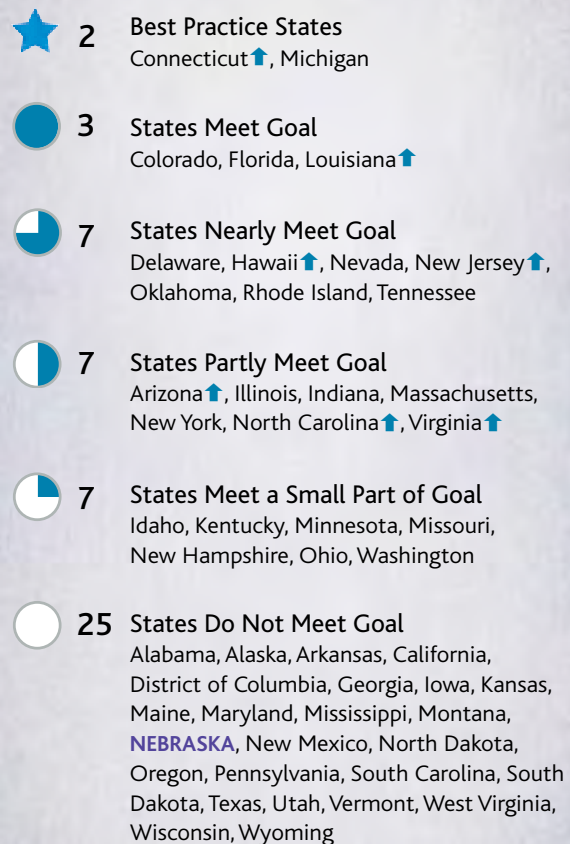
1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The minimum years of service needed to achieve tenure should 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



Progress on this Goal Since 2011:

↑ : 7 ↔ : 44 ↓ : 0

3-D Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Nebraska does not connect tenure decisions to evidence of teacher effectiveness.

Teachers in Nebraska are awarded tenure automatically after a three-year probationary period, absent an additional process that evaluates cumulative evidence of teacher effectiveness.

Supporting Research

Nebraska Revised Statute 79-1234

RECOMMENDATION

- **End the automatic awarding of tenure.**

The decision to grant tenure should be a deliberate one, based on consideration of a teacher's commitment and actual evidence of classroom effectiveness.

- **Ensure evidence of effectiveness is the preponderant criterion in tenure decisions.**

Nebraska should make evidence of effectiveness, rather than the number of years in the classroom, the most significant factor when determining this leap in professional standing.

- **Articulate a process that local districts must administer when deciding which teachers get tenure.**

Nebraska should require a clear process, such as a hearing, to ensure that the local district reviews a teacher's performance before making a determination regarding tenure.

- **Require a longer probationary period.**

Nebraska should extend its probationary period, ideally to five years. This would allow sufficient time to collect data that adequately reflect teacher performance.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁵ |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁶ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁷ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 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.)

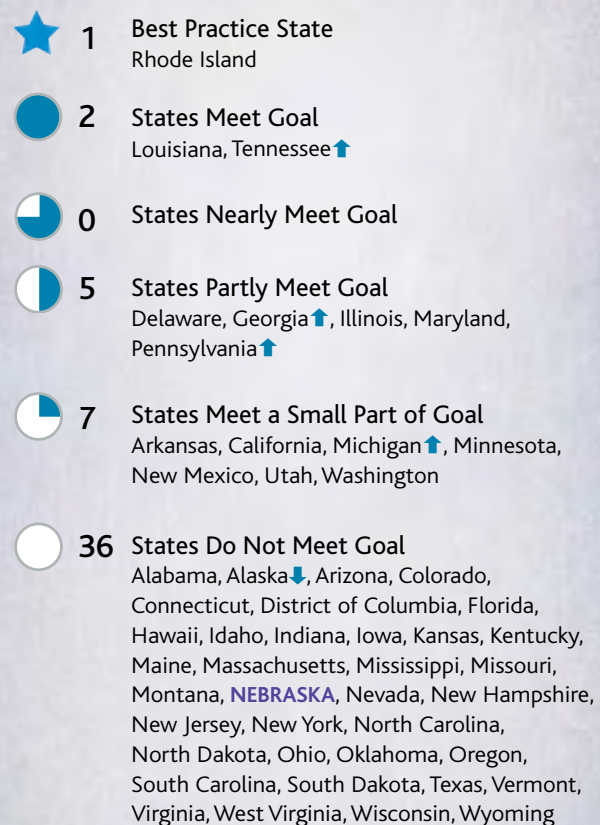
1. The state should base advancement from a probationary to a nonprobationary license on evidence of effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require 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



Progress on this Goal Since 2011:

↑ : 4 ↔ : 46 ↓ : 1

3-E Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

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

In Nebraska, to advance from an Initial Teaching Certificate to the Standard Teaching Certificate, teachers are required to, within five years prior to application, have taught half-time or more for two consecutive years in the same state school system.

The state also offers a Professional Teaching Certificate, which requires an advanced degree.

Nebraska does not include evidence of effectiveness as a factor in the renewal of a standard or professional teaching license. Teachers must renew their standard or professional licenses every five years by verifying that they have taught for at least one year in the last five, or by completing six semester hours in the past five years from an approved teacher education institution.

Supporting Research

<http://www.education.ne.gov/tcert/pdfs/TeachRenew.pdf>

<http://www.education.ne.gov/tcert/index.html>

RECOMMENDATION

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

Nebraska 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.

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

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

■ **End requirement tying teacher advancement to master's degrees.**

Nebraska should remove its mandate that teachers obtain a master's degree for license advancement. Research is conclusive and emphatic that master's degrees do not have any significant correlation to classroom performance. Rather, advancement should be based on evidence of teacher effectiveness.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska 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 |
|----------------------|--|--|---|-------------------------------------|
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| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 6 | 4 | 9 | 32 |

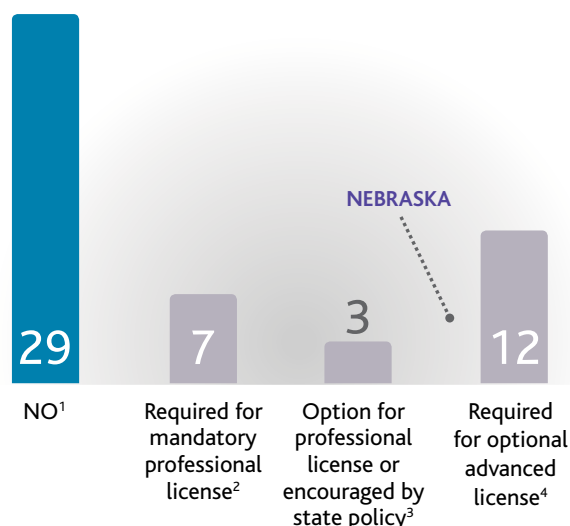
1. Evidence of effectiveness is required for license renewal but not for conferring of professional license.

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

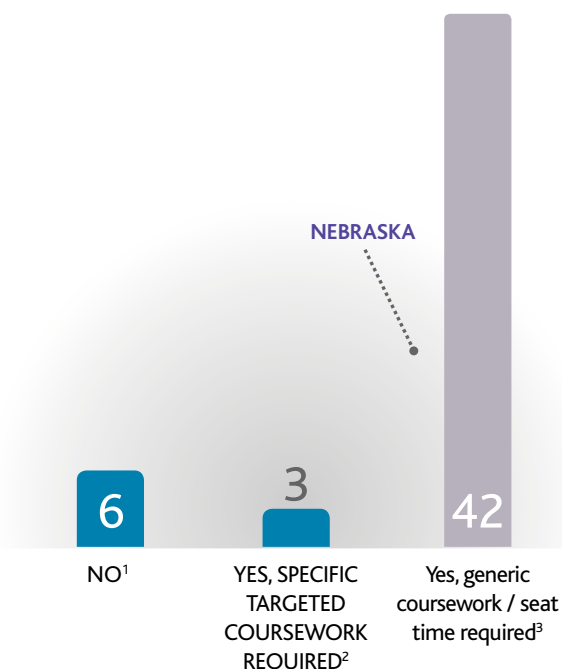
2. Connecticut, Kentucky, Maryland, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree.

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

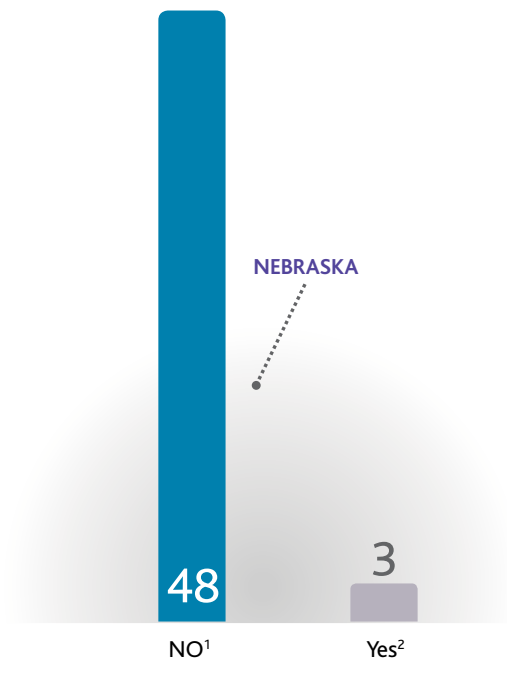
2. **Strong Practice:** California, Georgia, Minnesota

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 Carolina⁴, 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?



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.

1. **Strong Practice:** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut³, 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.

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.)

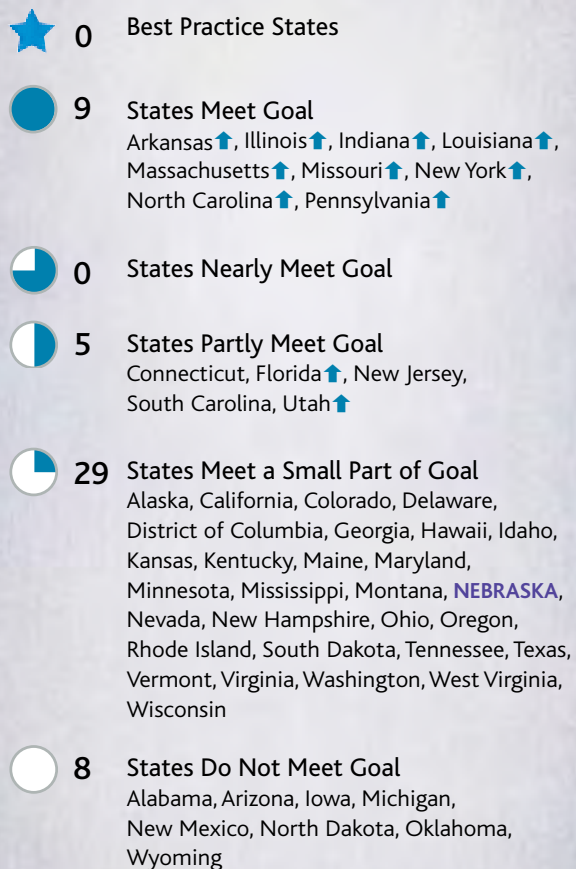
1. The state should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness as described in Goal 3-B—publicly available.
2. In the absence of such an evaluation system, the state should make the following data publicly available:
 - a.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



Progress on this Goal Since 2011:

↑ : 11 ↔ : 40 ↓ : 0

3-F Analysis: Nebraska



State Meets a Small Part of 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. Nebraska reports little school-level data that can help support the equitable distribution of teacher talent.

Nebraska does not require districts to publicly report aggregate school-level data about teacher performance, nor does the state collect and publicly report most of the other data recommended by NCTQ. Nebraska does not provide a school-level teacher-quality index that demonstrates the academic backgrounds of a school's teachers and the ratio of new to veteran teachers. The state also does not report on teacher absenteeism or turnover rates.

Nebraska does report on the percentage of highly qualified teachers. The state also reports on the average years of teaching experience for each school. Commendably, these data are reported for each school, rather than aggregated by district. While the state does report on emergency credentials, these data are reported at the district rather than the school level. Nebraska's Equity Plan looks at the poverty percentage, minority percentage and the percentage of teachers with fewer than three years of teaching experience in each district. But these data have not been updated since 2010. The state's website provides the option for school-level comparisons of faculty experience as well as other factors.

Supporting Research

NCLB Qualified Teachers

http://reportcard.education.ne.gov/pg_FederalAccount_NCLB_Teach.aspx

Average Years of Teaching Experience

http://reportcard.education.ne.gov/pg_Teachers.aspx

Nebraska's Equity Plan

http://www.education.ne.gov/ARRA/PDF/NewestNEBRASKA_REVISED_STATE_PLAN0809_5_6_2010.pdf

RECOMMENDATION

■ Report school-level teacher effectiveness data.

Nebraska should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness—publicly available. Data about the effectiveness of a school's teachers would shine a light on how equitably teachers are distributed across and within school districts.

In the absence of data from such an evaluation system, the state should use a teacher-quality index to report publicly about each school. A teacher-quality index, such as the one developed by the Illinois Education Research Council with data including teachers' average SAT or ACT scores, the percentage of teachers failing basic skills licensure tests at least once, the selectivity of teachers' undergraduate colleges and the percentage of new teachers, can show how equitably teachers are distributed both across and within districts. Nebraska should ensure that individual school report cards include such data in a manner that translates these factors into something easily understood by the public, such as a color-coded matrix indicating a school's high or low score.

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

Nebraska 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.**

Providing comparative data for schools with similar poverty and minority populations would yield an even more comprehensive picture of gaps in the equitable distribution of teachers.

- **Report data at school level.**

Nebraska should ensure that it is reporting all currently collected data at the school level, rather than aggregated by district.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska was helpful in providing NCTQ with facts that enhanced this analysis. The state noted that sometimes teacher data are masked due to the fact that many schools have only one or two teachers in a content area. Nebraska added that there is a mechanism for comparing school-level data on its report card website.

In a subsequent response, Nebraska also indicated that data on emergency credentials are reported at the school level, as of the 2012-2013 State of the Schools Report.

Supporting Research

http://reportcard.education.ne.gov/Default_State.aspx

LAST WORD

Unfortunately, the school-level data available for comparison do not include teacher-quality data.

Figure 83

*Do states publicly report
school-level data
about teachers?*

| | PERFORMANCE DATA FROM TEACHER EVALUATIONS | AN INDEX FOR EACH SCHOOL THAT INCLUDES FACTORS ASSOCIATED WITH TEACHER QUALITY | PERCENTAGE OF TEACHERS ON EMERGENCY CREDENTIALS | PERCENTAGE OF NEW TEACHERS | PERCENTAGE OF HIGHLY QUALIFIED TEACHERS | ANNUAL TURNOVER RATE | TEACHER ABSENTEEISM RATE |
|----------------------|--|---|--|-------------------------------------|--|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 9 | 0 | 16 | 8 | 39 | 5 | 4 |

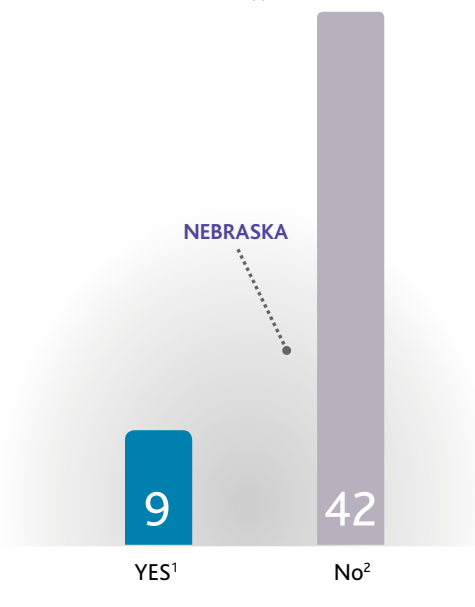


EXAMPLES OF BEST PRACTICE

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 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:** Arkansas³, Illinois, Indiana, Louisiana, Massachusetts⁴, Missouri, New York, North Carolina, Pennsylvania

2. Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida⁵, 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, Utah⁵, 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.

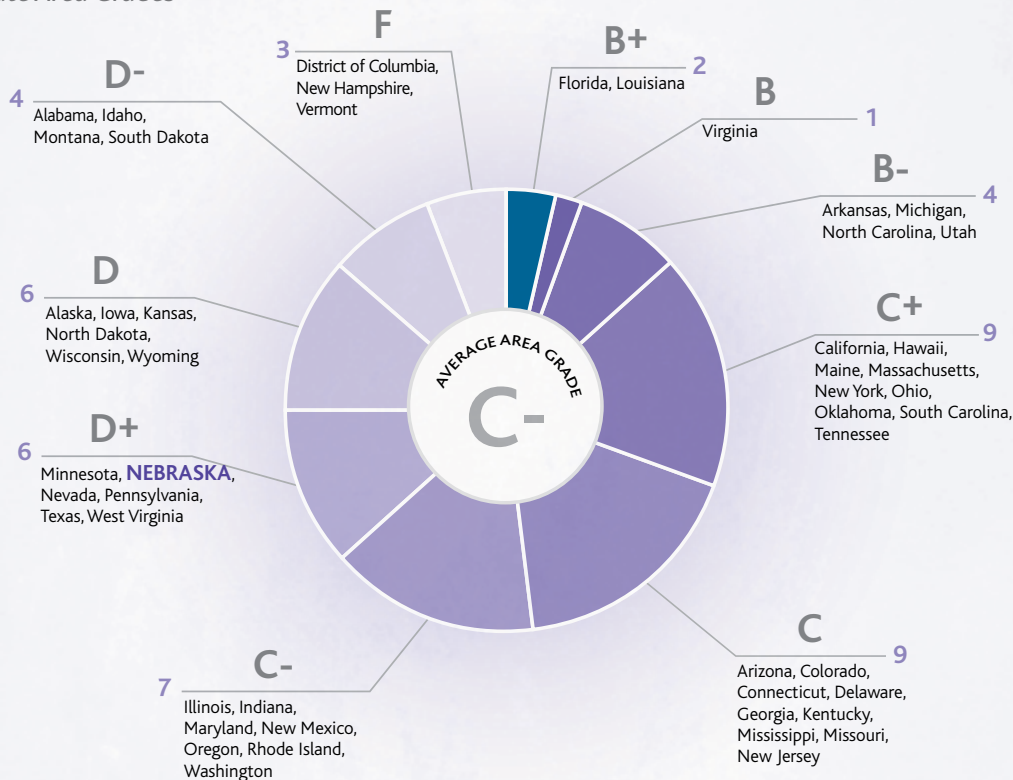
5. Reports data about teacher effectiveness at the district level.

Area 4 Summary



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.)

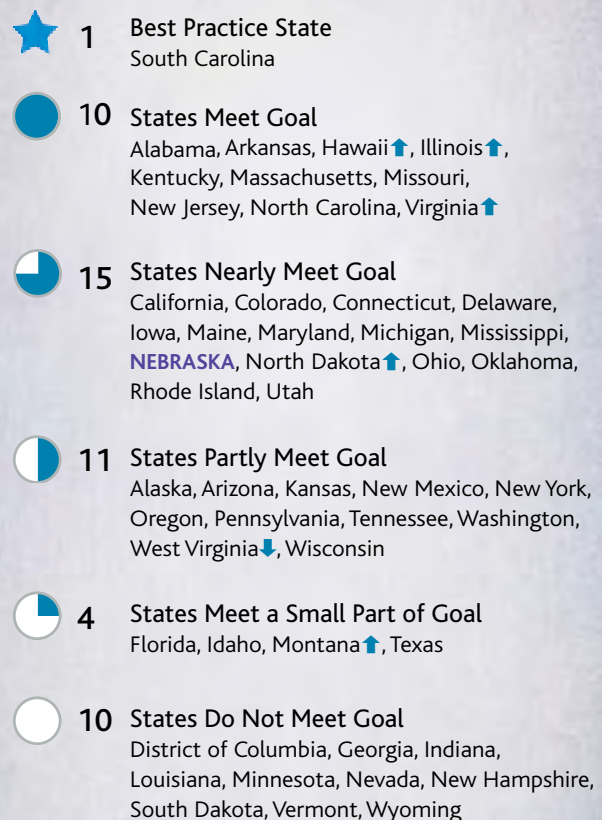
1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, 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



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

4-A Analysis: Nebraska



State Nearly Meets Goal



Progress Since 2011

ANALYSIS

Nebraska requires that all new teachers receive mentoring. The state mandates that new teachers participate in the mentorship program for the first year of employment. Unfortunately, the state reported in 2009 that this program has not been funded for several years.

If the program were operational, mentors would be required to be experienced and certified, but a minimum number of years of teaching experience would not be mandatory. The mentor teacher program guidelines recommend, but do not require, that the mentors and new teachers share endorsement fields and grade level, and the program would have to provide training as well as time for the pair to observe each other in the classroom. Compensation would be recommended, such as release time, stipends or professional growth points. An evaluation component would be required to assess effectiveness.

Supporting Research

Nebraska Department of Education Title 92, Chapter 26 Sections 003; 004; 005

RECOMMENDATION

■ Expand guidelines to include other key areas.

While still leaving districts flexibility, Nebraska should articulate minimum guidelines for a high-quality induction experience. The state should set a timeline in which mentors are assigned to all new teachers throughout the state, ideally soon after the commencing of teaching, to offer support during those first critical weeks of school. Mentors should also be required to be trained in a content area or grade level similar to that of the new teacher.

■ Fund and implement induction initiative.

NCTQ points out that this *Yearbook* is based on the existence of regulations, not on the implementation of them. It is unfortunate that this mentoring program has not been funded for several years. Nebraska should either ensure that this program is funded in the near future or remove it from the books altogether because it is, in essence, nonexistent.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska recognized the factual accuracy of this analysis.

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 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Kentucky | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Maine | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Massachusetts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| NEBRASKA | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 31 | 22 | 9 | 24 | 29 | 20 | 20 | 21 |

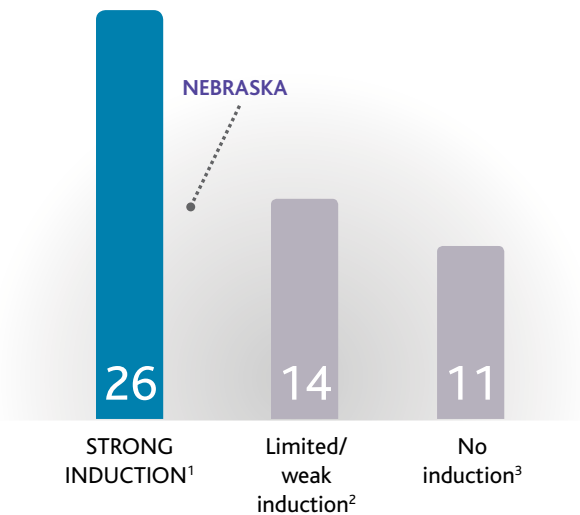


EXAMPLE OF BEST PRACTICE

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.)

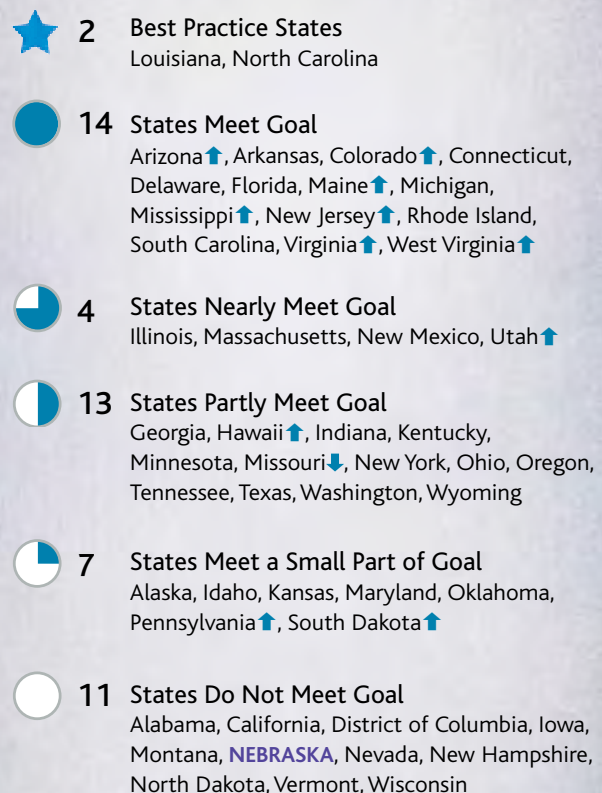
1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should require that all teachers who receive a rating of ineffective/unsatisfactory or needs improvement on their evaluations be placed on an improvement plan.
3. The state should 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



Progress on this Goal Since 2011:

↑ : 11 ↔ : 39 ↓ : 1

4-B Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

In November 2012, Nebraska approved recommendations for a Teacher and Principal Evaluation Model. These guidelines do not contain any detail on how and when teachers receive feedback on their performance, whether professional development is tied to individual evaluations results or how the state will address teachers rated less than effective.

Supporting Research

Nebraska Teacher and Principal Model Evaluation Recommendations

http://www.education.ne.gov/StateBoard/Support_materials/2012/November/SB_11_12_dr_Teacher_Principal_Evaluation_Update.pdf

RECOMMENDATION

- **Require that evaluation systems provide teachers with feedback about their performance.**

In order to increase their effectiveness in the classroom, teachers need to receive feedback on strengths and areas that need improvement identified in their evaluations. As such, Nebraska should require that evaluation systems provide teachers with feedback about their classroom performance.

- **Ensure that professional development is aligned with findings from teachers' evaluations.**

Professional development that is not informed by evaluation results may be of little value to teachers' professional growth and aim of increasing their effectiveness in the classroom. Nebraska should ensure that districts utilize teacher evaluation results in determining professional development needs and activities.

- **Ensure that teachers receiving less than effective ratings are placed on a professional improvement plan.**

Nebraska's professional learning plans should focus on performance areas that directly connect to student learning and should identify noted deficiencies, define specific action steps necessary to address these deficiencies and describe how and when progress will be measured.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska 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.

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.

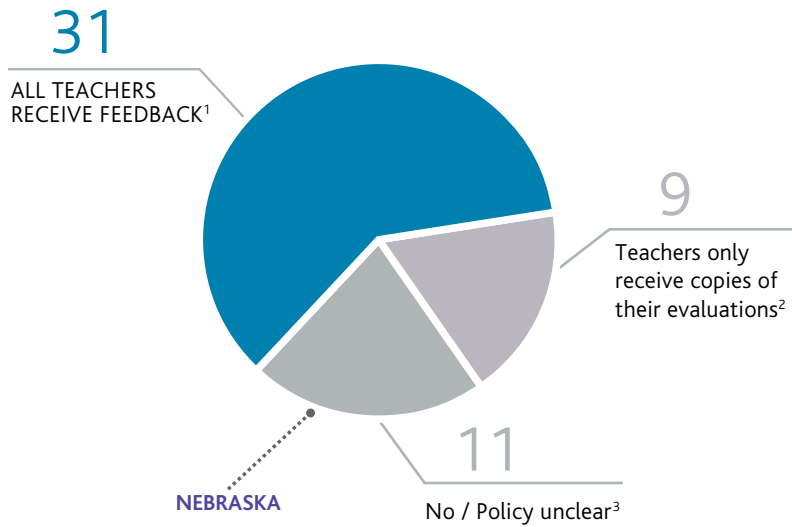
Figure 89

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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> ¹ |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> ² |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin ³ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 31 | 21 | 29 |

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

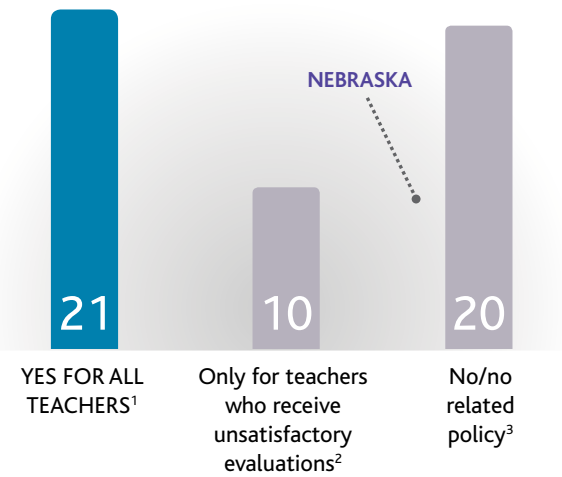
2. Alaska, California, Maryland, Montana, Nevada, New Mexico, Ohio, Oklahoma, Pennsylvania

3. Alabama, District of Columbia, Idaho, Iowa, Minnesota, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Wisconsin⁴

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, Wisconsin⁴

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.)

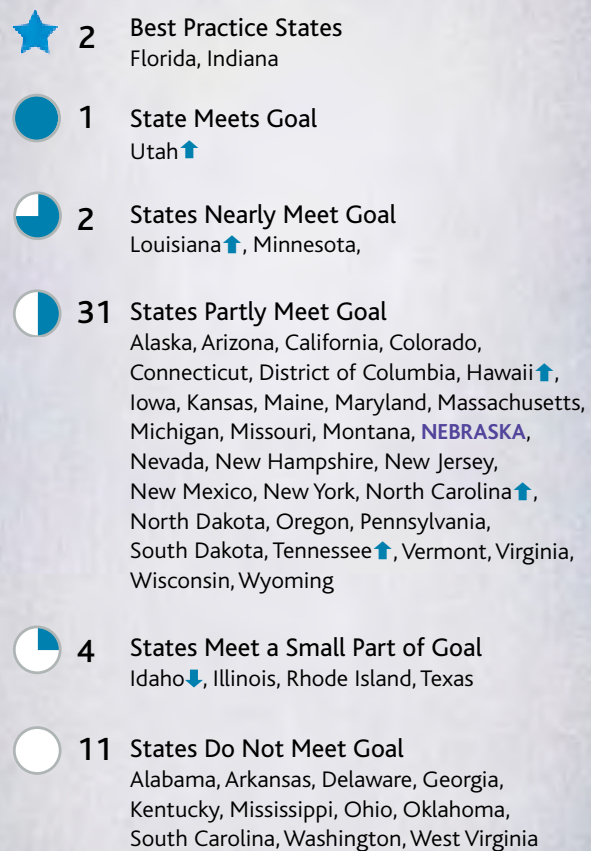
1. While the state may find it appropriate to articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets minimum pay at each level.
2. The state should discourage districts from tying additional compensation 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 by 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



Progress on this Goal Since 2011:

↑ : 5 ↔ : 45 ↓ : 1

4-C Analysis: Nebraska



State Partly Meets Goal



Progress Since 2011

ANALYSIS

Nebraska does not address salary requirements, seemingly giving local districts the authority for pay scales and eliminating barriers such as state salary schedules and other regulations that control how districts pay teachers.

RECOMMENDATION

- **Discourage districts from tying compensation to advanced degrees.**

While still leaving districts the flexibility to establish their own pay scale, Nebraska should articulate policies that definitively discourage districts from tying compensation to advanced degrees, in light of the extensive research showing that such degrees do not have an impact on teacher effectiveness.

- **Discourage salary schedules that imply that teachers with the most experience are the most effective.**

Similarly, Nebraska should articulate policies that discourage districts from determining the highest steps on the pay scale solely by seniority.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska recognized the factual accuracy of this analysis. The state added that local districts do control pay scales, and that for the majority of districts experience is an alternative to coursework.



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 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Dakota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> ⁴ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 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.)

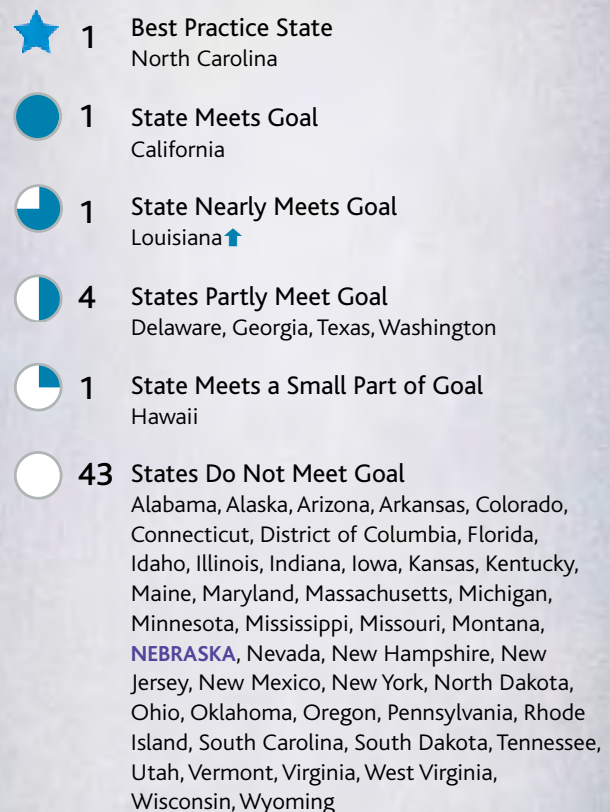
1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

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



Progress on this Goal Since 2011:

↑ : 1 ↔ : 50 ↓ : 0

4-D Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Nebraska 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, Nebraska 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.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska recognized the factual accuracy of this analysis. The state questioned why it did not at least partially meet this goal since it does not have regulatory language to block this practice and entry level salary is a local decision.

LAST WORD

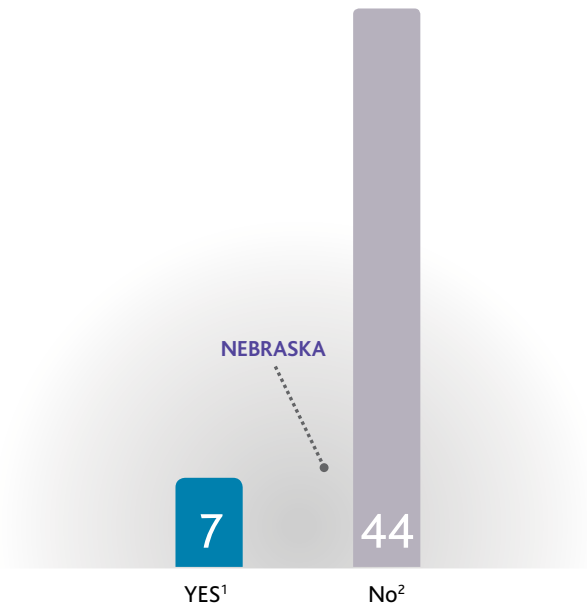
While it is important that the state does not have regulatory language blocking districts from compensating for prior work experience, NCTQ believes that this is an area where states need to be more proactive in encouraging this practice.

★ 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, Hawaii³, 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.)

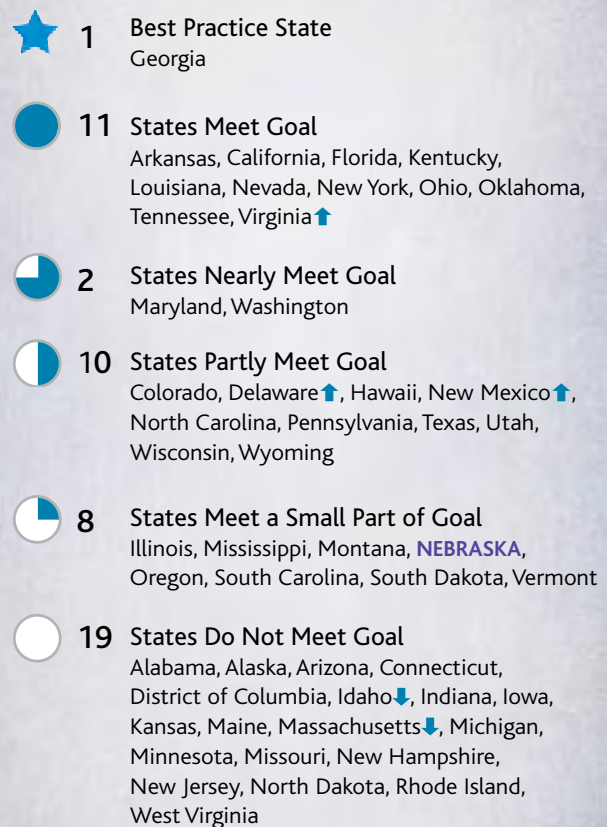
1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

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



Progress on this Goal Since 2011:

↑ : 3 ↔ : 46 ↓ : 2

4-E Analysis: Nebraska



State Meets a Small Part of Goal



Progress Since 2011

ANALYSIS

Nebraska offers a program entitled Attracting Excellence to Teaching, which provides high-achieving students who complete a teacher education program with loan repayments of up to \$3,000 annually. Loan forgiveness is doubled if the teacher practices in shortage areas or a high-poverty school.

Supporting Research

Nebraska Department of Education Rules and Regulations Title 92 Chapter 25

RECOMMENDATION

- **Expand differential pay initiatives for teachers in subject-shortage areas and high-need schools.**

Although the state's loan forgiveness program is a desirable recruitment and retention tool for teachers early in their careers, Nebraska should expand its program to include those who are already part of the teaching pool. A salary differential is an attractive incentive for every teacher, not just those with education debt.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska noted that the program does include those already in the teaching pool. The Excellence in Teaching Act was revised to provide funds for individuals seeking teaching certificates (AETP) and for individuals seeking master's degrees (EETP). Consideration for award is given to shortage areas. Loan forgiveness is based on teaching, with accelerated forgiveness for teaching in high-poverty areas. Also, the state does not have regulatory language blocking differential pay; this is controlled by local districts.

Supporting Research

Rule 25

http://www.education.ne.gov/legal/webrulespdf/CLEANRule%2025_2012.pdf

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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Kansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| | 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.

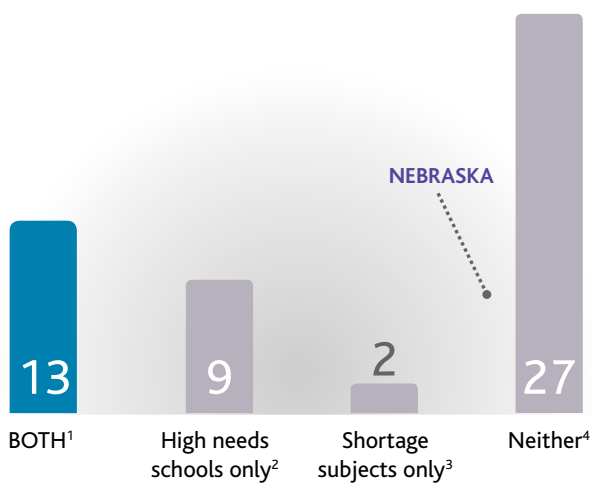
2. South Dakota offers scholarships to teachers in high-need schools.

★ 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 than 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



Progress on this Goal Since 2011:

↑ : 6 ↔ : 42 ↓ : 3

4-F Analysis: Nebraska



State Meets a Small Part of Goal



Progress Since 2011

ANALYSIS

Starting in 2016, teachers will receive performance pay that links teacher performance to compensation. "Indicators of teacher performance may include improving professional skills and knowledge, classroom performance or instructional behavior and instructional outcomes. Teacher performance pay may include predetermined bonus amounts and payout criteria."

Supporting Research

Nebraska Revised Statutes 79-309.01

RECOMMENDATION

■ Support a performance pay plan that recognizes teachers for their effectiveness.

While it is commendable that Nebraska is considering a move toward performance-based compensation, it should guarantee a connection to student achievement and prevent local districts from basing financial incentives on other elements that may not be indicative of performance in the classroom. Further, the state should consider moving up the timeline for beginning this initiative, which has already been on the books for several years.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska 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 |
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| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| | 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.

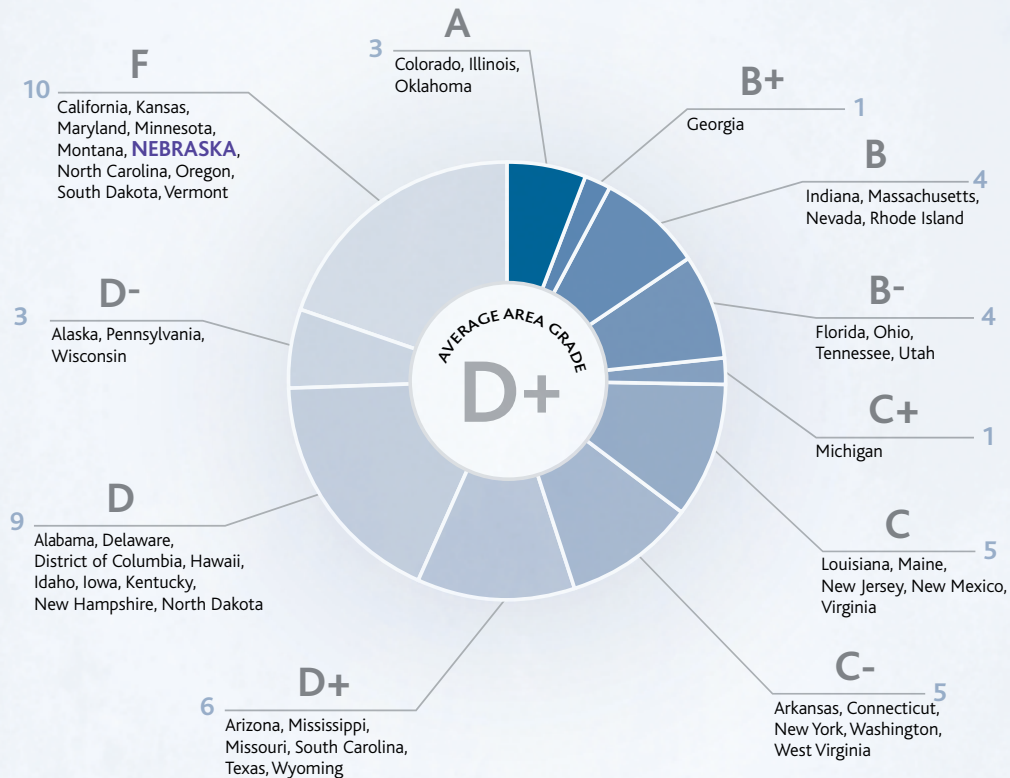
2. Nevada's initiative does not go into effect until 2015-2016.

Area 5 Summary



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.)

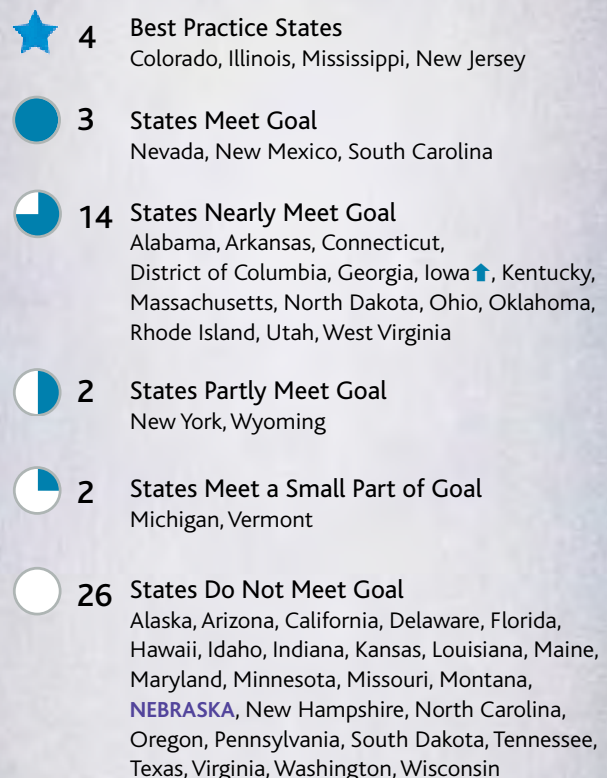
1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the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



Progress on this Goal Since 2011:

↑ : 1 ↔ : 50 ↓ : 0

5-A Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Effective September 1, 2015, teachers will need to pass the appropriate Praxis II test to be granted a subject-specific endorsement.

Nebraska allows teachers who have not passed their licensing tests to teach under an emergency teaching certificate. The state offers a Provisional Teaching Certificate and a Provisional Commitment Teaching Certificate. The Provisional Teaching Certificate requires completion of a teacher education program, while the Provisional Commitment Teaching Certificate requires employment in a Nebraska school system and an undergraduate degree but only partial completion of a teacher education program. Although the state has recently adopted requirements that most teacher candidates must pass subject-matter tests for initial licensure, there is no indication that such tests are required for these provisional certificates.

Supporting Research

Nebraska Department of Education: Rule 21, Title 92

Nebraska Administrative Code, Chapter 21 Section 006 & 008

<http://www.education.ne.gov/EducatorPrep/IHE/SkillsTesting/ContentTestScores.pdf>

<http://www.education.ne.gov/tcert/pdfs/manual.pdf>

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. Nebraska should ensure that all teachers pass licensing tests—an important minimum benchmark for entering the profession—before entering the classroom.

- **Limit exceptions to one year.**

There might be limited and exceptional circumstances under which conditional or emergency licenses need to be granted. In these instances, it is reasonable for a state to give teachers up to one year to pass required licensing tests. Nebraska's current policy puts students at risk by allowing teachers to teach on provisional certificates indefinitely without passing required licensing tests.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska noted that Conditional Permit and Provisional Certificates are issued on a one-year basis and asserted that the state takes the licensing of teachers very seriously. Although it does not meet NCTQ's criteria, Nebraska indicated that it does not accept that the state is "putting students at risk" and/or "abandoning" the responsibility of providing effective teachers for Nebraska students. One can find a range of research, including that which supports that there is no substantive research that proves that passing a content test will assure that a teacher will excel as a teacher and produce better student achievement outcomes. At best, as NCTQ indicates, a content test is a minimal standard, and Nebraska contended a belief that the state can do better than that.

In a subsequent response, Nebraska indicated that individuals holding provisional certificates will be required to pass a content test. At a minimum, passage of the test would be required prior to issuing a regular certificate. Provisional certificates are issued based on the applicant having a basis in the content knowledge in the endorsement area.

LAST WORD

NCTQ agrees that passing a content test provides no assurance that a teacher will excel and produce better student achievement outcomes. But one cannot teach what one does not know, and it is therefore virtually a certainty that teachers lacking in sufficient and appropriate content knowledge will not excel or produce better student achievement outcomes.

Figure 103

How long can new teachers practice without passing licensing tests?

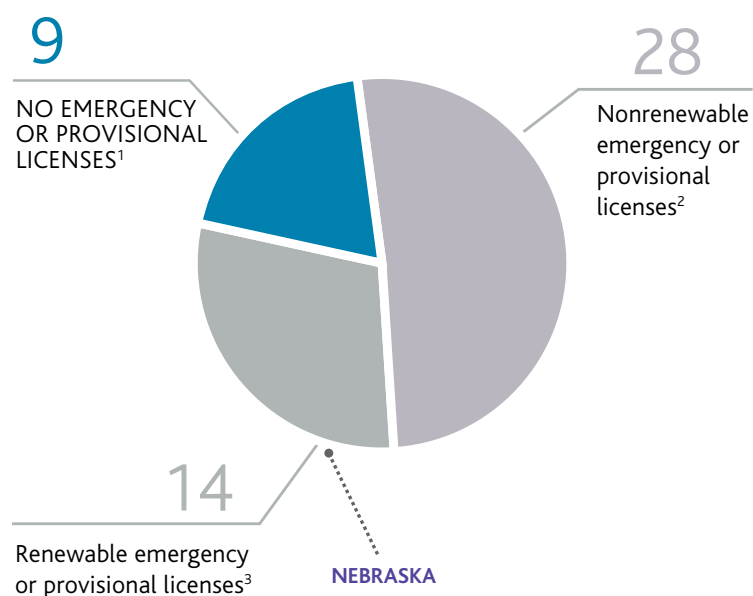
| | NO DEFERRAL | Up to 1 year | Up to 2 years | 3 years or more (or unspecified) |
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| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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★ 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:** Alaska⁴, Colorado, Illinois, Mississippi, Montana⁵, 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 Dakota⁶, Ohio⁶, Oklahoma, Oregon, Rhode Island⁶, 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.)

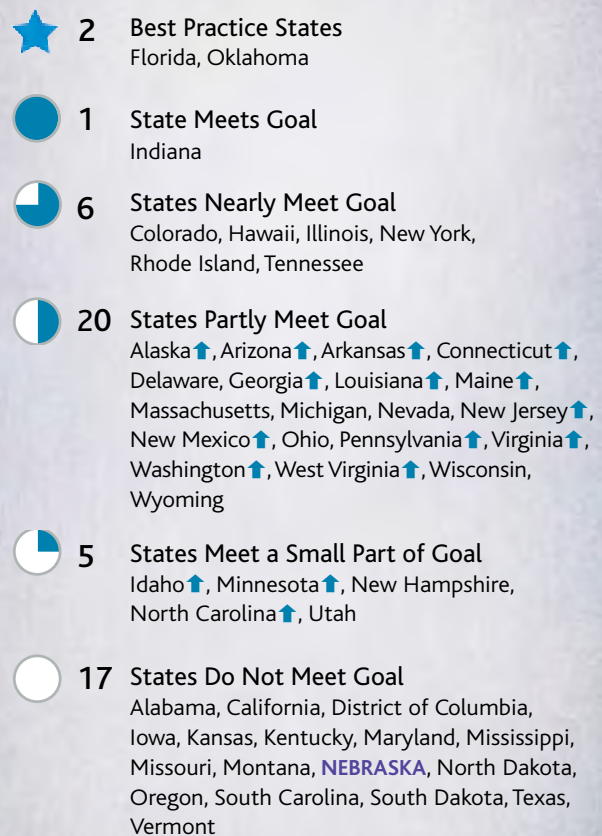
1. The state should articulate that teachers may be dismissed for ineffective classroom performance. Any teacher that receives two consecutive ineffective evaluations or two such ratings within five years should be formally eligible for dismissal, regardless of tenure status.
2. A teacher who is terminated 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



Progress on this Goal Since 2011:

↑ : 16 ↔ : 35 ↓ : 0

5-B Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

Nebraska does not explicitly make teacher ineffectiveness grounds for dismissal, nor does the state distinguish the due process rights of teachers dismissed for ineffective performance from those facing other charges commonly associated with license revocation, such as a felony and/or morality violations. The process is the same regardless of the grounds for cancellation, which include "incompetency, neglect of duty, unprofessional conduct, insubordination, immorality, physical or mental incapacity, or other conduct which interferes substantially with the continued performance of duties."

Tenured teachers who are terminated have at least one opportunity to appeal. After receiving written notice of dismissal, the teacher has seven days to file an appeal, and the hearing must take place within 30 days after the appeal is received. The state does not specify whether the decision of this appeal is final or if a second appeal is possible.

Supporting Research

Nebraska Revised Statutes 79-1234; 79-1236

RECOMMENDATION

■ Specify that classroom ineffectiveness is grounds for dismissal.

Euphemistic terms such as "incompetency" are ambiguous at best and may be interpreted as concerning dereliction of duty rather than ineffectiveness. Nebraska should explicitly make teacher ineffectiveness grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.

■ Ensure that teachers terminated for poor performance have the opportunity to appeal within a reasonable time frame.

Nonprobationary teachers who are dismissed for any grounds, including ineffectiveness, are entitled to due process. However, cases that drag on for years drain resources from school districts and create a disincentive for districts to attempt to terminate poor performers. Therefore, the state must ensure that the opportunity to appeal occurs only once and only at the district level. It is in the best interest of both the teacher and the district that a conclusion is reached within a reasonable time frame.

■ Distinguish the process and accompanying due process rights between dismissal for classroom ineffectiveness and dismissal for morality violations, felonies or dereliction of duty.

While nonprobationary teachers should have due process for any termination, it is important to differentiate between loss of employment and issues with far-reaching consequences that could permanently affect a teacher's right to practice. Nebraska should ensure that appeals related to classroom effectiveness are decided only by those with educational expertise.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska 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

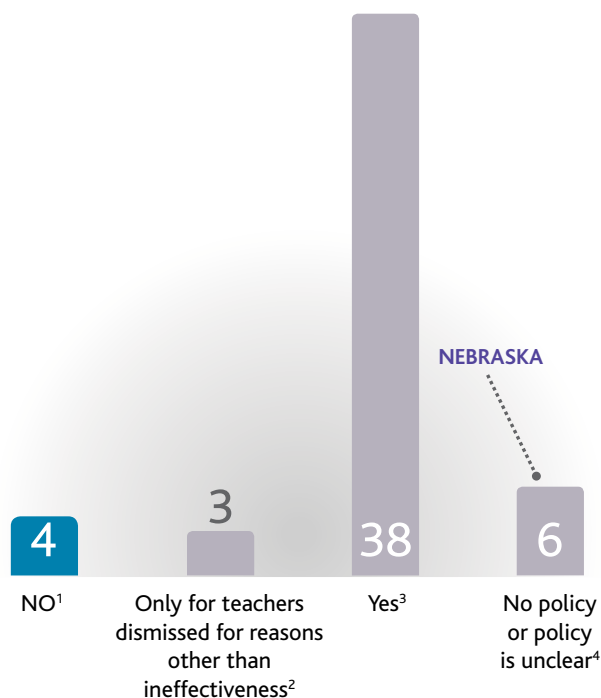
Do states articulate that ineffectiveness is grounds for dismissal?

| | YES, THROUGH DISMISSAL AND/OR EVALUATION POLICY | |
|----------------------|--|--|
| | Yes | No |
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NEBRASKA | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 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, Nevada⁵, 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



Progress on this Goal Since 2011:

↑ : 7 ↔ : 44 ↓ : 0

5-C Analysis: Nebraska



State Does Not Meet Goal



Progress Since 2011

ANALYSIS

In Nebraska, the factors used by districts to determine which teachers are laid off during a reduction in force consider a teacher's tenure status and are decided at the district level. School districts may only lay off tenured teachers after notice has been given to nontenured teachers. In addition, performance is permitted—but not required—to be used as a factor. If "employee evaluation" is used, then "specific criteria such as frequency of evaluation, evaluation forms, and number and length of classroom observations shall be included as part of the reduction in force policy."

Supporting Research

Nebraska Statute 79-846

RECOMMENDATION

- **Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.**

Nebraska can still leave districts flexibility in determining layoff policies, but it should do so within a framework that ensures that classroom performance is considered.

- **Ensure that tenure is not the only factor used to determine which teachers are laid off.**

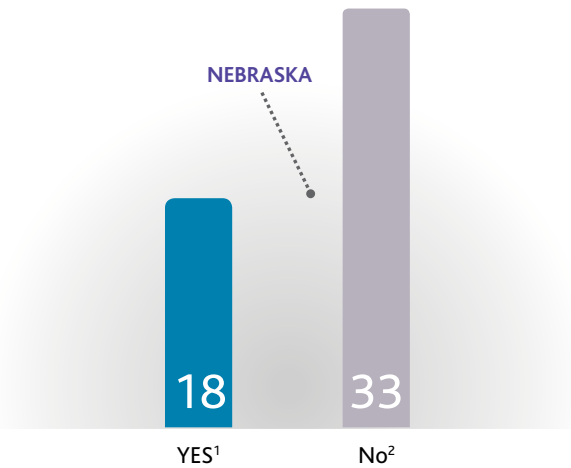
While it is not unreasonable to lay off probationary teachers before those with tenure, doing this without also considering performance is in effect a proxy for seniority-based layoffs and risks sacrificing effective teachers while maintaining low performers. Further, because probationary teachers draw lower salaries, the state may be mandating that districts dismiss a larger number of effective probationary teachers rather than a smaller group of ineffective tenured teachers to achieve the same budget reduction.

NEBRASKA RESPONSE TO ANALYSIS

Nebraska 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, Massachusetts³, Michigan, Missouri, Ohio³, 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"?

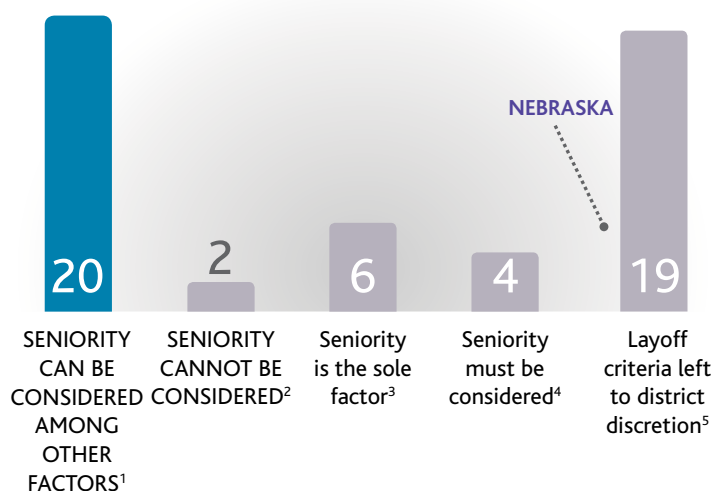
| | PERFORMANCE MUST BE CONSIDERED | SENIORITY CANNOT BE THE ONLY FACTOR |
|----------------------|-------------------------------------|--|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 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, Massachusetts⁶, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas, Virginia, Washington

2. **Strong Practice:** Louisiana, Utah

3. Hawaii, Minnesota, New York, Pennsylvania, West Virginia, Wisconsin⁷

4. California, Kentucky, New Jersey, Oregon

5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Iowa, Kansas, Maryland, Mississippi, Montana, Nebraska⁶, 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. | <i>admission requirements, academic proficiency measures, basic skills tests, GPA</i> |
| 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. | <i>license/certification, elementary teachers, early childhood teachers, content tests, elementary coursework/standards, content specialization requirements</i> |
| 1-C: Elementary Teacher Preparation in Reading Instruction | The state should ensure that new elementary teachers know the science of reading instruction. | <i>license/certification, elementary teachers, early childhood teachers, science of reading tests, science of reading coursework/standards</i> |
| 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. | <i>license/certification, elementary teachers, early childhood teachers, math content tests, math coursework/standards</i> |
| 1-E: Middle School Teacher Preparation | The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content. | <i>license/certification, middle school teachers, content tests, K-8 licenses, content specialization requirements</i> |
| 1-F: Secondary Teacher Preparation | The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content. | <i>license/certification, secondary teachers, secondary social studies, content tests, endorsements</i> |
| 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. | <i>license/certification, secondary general science, content tests, combination sciences</i> |
| 1-H: Special Education Teacher Preparation | The state should ensure that special education teachers know the subject matter they are licensed to teach. | <i>license/certification, special education teachers, content tests, K-12 special education license, elementary special education, secondary special education</i> |
| 1-I: Assessing Professional Knowledge | The state should use a licensing test to verify that all new teachers meet its professional standards. | <i>license/certification, pedagogy, professional standards/knowledge, performance assessments, edTPA</i> |
| 1-J: Student Teaching | The state should ensure that teacher preparation programs provide teacher candidates with a high quality clinical experience. | <i>student teaching, cooperating teachers, clinical preparation, placements</i> |
| 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. | <i>teacher preparation programs, program accountability, student achievement, standard of performance, public reporting, national accreditation</i> |

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. | <i>alternate route programs, admission requirements, GPA, academic proficiency measures, subject-matter test, flexibility/ test-out</i> |
| 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. | <i>alternate route programs, coursework requirements, length of program, student/ practice teaching, induction, mentoring</i> |
| 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. | <i>alternate routes; subject, grade or geographic restrictions; college or university providers; district-run programs; non-profit providers</i> |
| 2-D: Part-Time Teaching Licenses | The state should offer a license with minimal requirements that allows content experts to teach part time. | <i>part-time license/certificate, adjunct license</i> |
| 2-E: Licensure Reciprocity | The state should help to make licenses fully portable among states, with appropriate safeguards. | <i>license reciprocity, license portability, out-of-state teachers, testing requirements, online teachers</i> |
| 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. | <i>longitudinal data systems, definition of teacher of record, teacher production</i> |
| 3-B: Evaluation of Effectiveness | The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation. | <i>teacher evaluation, teacher effectiveness, student learning, classroom observations, surveys, rating categories</i> |
| 3-C: Frequency of Evaluations | The state should require annual evaluations of all teachers. | <i>teacher evaluation, evaluation frequency, classroom observations, feedback</i> |
| 3-D: Tenure | The state should require that tenure decisions are based on evidence of teacher effectiveness. | <i>tenure, probationary period, continuing contracts, teacher effectiveness</i> |
| 3-E: Licensure Advancement | The state should base licensure advancement on evidence of teacher effectiveness. | <i>probationary license, professional license, license renewal, evidence of teacher effectiveness, coursework requirements</i> |
| 3-F: Equitable Distribution | The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children. | <i>public reporting, aggregate school-level data, evaluation ratings, school report cards, teacher absenteeism rate, turnover rate</i> |

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. | <i>mentoring, induction, mentor selection, reduced teaching load, release time</i> |
| 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. | <i>feedback from observations/evaluations, professional development linked to evaluations results, improvement plans</i> |
| 4-C: Pay Scales | The state should give local districts authority over pay scales. | <i>teacher compensation, salary schedules, pay scales, steps and lanes, advanced degrees, years of experience, teacher performance</i> |
| 4-D: Compensation for Prior Work Experience | The state should encourage districts to provide compensation for related prior subject-area work experience. | <i>teacher compensation, relevant work experience</i> |
| 4-E: Differential Pay | The state should support differential pay for effective teaching in shortage and high-need areas. | <i>teacher compensation, differential pay, shortage subject areas, high-need schools</i> |
| 4-F: Performance Pay | The state should support performance pay, but in a manner that recognizes its appropriate uses and limitations. | <i>teacher compensation, performance pay, teacher performance, student achievement</i> |
| 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. | <i>emergency licenses, provisional certificates, loopholes, subject-matter tests</i> |
| 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. | <i>dismissal, ineffectiveness, poor performance, appeals, due process</i> |
| 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. | <i>reduction in force, layoffs, teacher performance, seniority</i> |

Teacher Policy Priorities for Nebraska

AREA 1: Delivering Well Prepared Teachers

| | |
|--|----------------------|
| ■ Require that teacher preparation programs screen candidates prior to admission by using a common test normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile. | Goal 1-A |
| ■ Adopt an elementary content test with independently scored subject-matter subtests in each of the core areas. | Goal 1-B |
| ■ Require all elementary teacher candidates to pass a rigorous stand-alone science of reading test. | Goal 1-C |
| ■ Adopt a rigorous stand-alone math test for all elementary teacher candidates. | Goal 1-D |
| ■ Eliminate the generalist K-8 license, and require all middle school teacher candidates to pass a content test in every core area they are licensed to teach. | Goal 1-E |
| ■ Specifically require secondary science and social studies teacher candidates to pass a content test for each discipline they are licensed to teach. | Goal 1-F Goal 1-G |
| ■ 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 |
| ■ Require all new teachers to pass a pedagogy test. | Goal 1-I |
| ■ Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning. | Goal 1-J |
| ■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data. | Goal 1-K |

AREA 2: Expanding the Teaching Pool

| | |
|---|----------|
| ■ Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test. | Goal 2-A |
| ■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers. | Goal 2-B |
| ■ Broaden alternate route usage, and allow a diversity of providers for alternate route programs. | Goal 2-C |
| ■ Require out-of-state teachers to meet the state's own testing requirements. | Goal 2-E |

AREA 3: Identifying Effective Teachers

- | | |
|---|----------|
| ■ Require student growth to be the preponderant criterion of any teacher evaluation. | Goal 3-B |
| ■ Formally evaluate all teachers annually. | Goal 3-C |
| ■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions. | Goal 3-D |
| ■ 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

- | | |
|---|----------|
| ■ Link professional development activities to findings in individual teacher evaluations, and place teachers with ineffective or needs improvement ratings on structured improvement plans. | Goal 4-B |
| ■ Discourage districts from basing teacher pay scales primarily on advanced degrees and seniority. | Goal 4-C |
| ■ Expand incentives for effective teachers in both shortage subject areas and high-need schools to include differential pay. | Goal 4-E |

AREA 5: Exiting Ineffective Teachers


- | | |
|---|----------|
| ■ Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom. | Goal 5-A |
| ■ Make ineffective classroom performance grounds for dismissal. | Goal 5-B |
| ■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force. | Goal 5-C |





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