

Teacher Policy Priorities for New York

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
■ Specifically require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.	Goal 1-F
■ Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning, and require teacher candidates to spend at least 10 weeks student teaching.	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 for all routes.	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
■ Eliminate licensure obstacles for out-of-state teachers.	Goal 2-E

AREA 3: Identifying Effective Teachers

■ 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

AREA 4: Retaining Effective Teachers

■ Require effective induction for all new teachers, including mentoring of sufficient frequency and duration.	Goal 4-A
■ Link professional development activities to findings in individual teacher evaluations.	Goal 4-B
■ Discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.	Goal 4-C

AREA 5: Exiting Ineffective Teachers

■ Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.	Goal 5-A
■ Require that seniority is not the only factor used to determine which teachers are laid off during a reduction in force.	Goal 5-C