Teacher Policy Priorities for Oregon

AREA 1: Delivering Well Prepared Teachers

■ Require that the test used by teacher preparation programs to screen candidates prior to admission is normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.	Goal 1-A
■ 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 3-8 license, and ensure that all middle school teacher candidates pass a content test in every core area they are licensed to teach.	Goal 1-E
■ Specifically require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.	Goal 1-F Goal 1-G
■ 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, 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 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

■ 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, 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 shortage subject areas and high-need schools to include differential pay.	Goal 4-E
■ Support performance pay to recognize teachers for their effectiveness.	Goal 4-F

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 reductions in force, and ensure that seniority is not the only factor used to determine which teachers are laid off during a reduction in force.	Goal 5-C