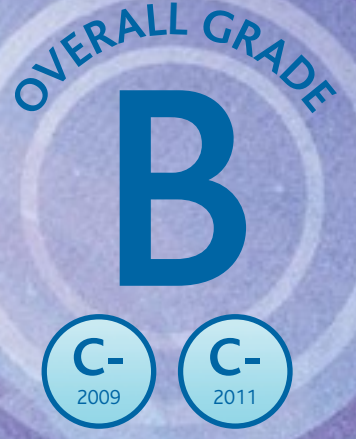
January 2014

2013 State Teacher Policy Yearbook

Louisiana



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.

Louisiana at a Glance

B

Overall 2013 Yearbook Grade

Overall 2011 Yearbook Grade: C-

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

Goal Breakdown	2013
Best Practice	1
Fully Meets	11
Nearly Meets	4
Partially Meets	7
Meets Only a Small Part	3
Does Not Meet	5

Progress on Goals Since 2011	
Progress has increased	9
No change in progress	22
Progress has decreased	0

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

Area 1: Delivering Well-Prepared Teachers

Page 5

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

Policy Strengths

- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- The state does not offer a K-12 special education certification.
- All new teachers are required to pass a pedagogy test.
- The approval process for teacher preparation programs holds them accountable for the quality of the teachers they produce, most notably by connecting student achievement data to preparation programs.

Policy Weaknesses

- Although teacher candidates are required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs, the test is not normed to the general college-going population.
- Elementary teacher candidates are not required to pass a content test with individually scored subtests in each of the core content areas, including mathematics.
- Although preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge of effective reading instruction.
- 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.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.

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 Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Alternate route programs do not provide efficient preparation that is geared toward the immediate needs of new teachers.
- The state offers a license with minimal requirements that allows content experts to teach part time, but its use is limited.
- 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		Tenure	
Evaluation of Effectiveness		Licensure Advancement	
Frequency of Evaluations		Equitable Distribution	

Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are based on teacher effectiveness.
- School-level teacher effectiveness data are publicly reported.

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.

Area 4: Retaining Effective Teachers

Page 105

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

Policy Strengths

- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.
- Districts have the authority to develop salary scales on a variety of factors, including teacher performance.
- Teachers can receive performance pay as well as additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.

Area 5: Exiting Ineffective Teachers

Page 129

Extended Emergency Licenses		Reductions in Force	
Dismissal for Poor Performance			

Policy Strengths

- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force, and a last hired, first fired layoff policy is prohibited.

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although Louisiana articulates that ineffectiveness is grounds for dismissal, the state does not ensure an expedient dismissal and appeals process.

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:

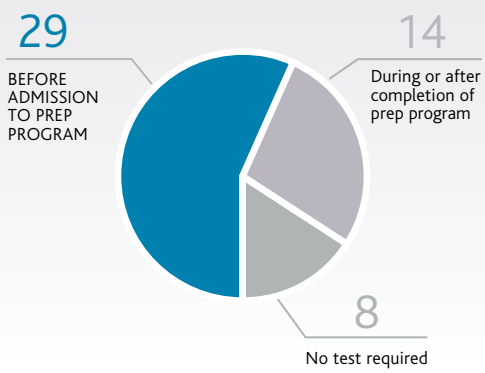
- Goal progress has increased since 2011
- Goal progress has decreased since 2011
- Goal progress has remained the same since 2011

BAR RAISED FOR THIS GOAL

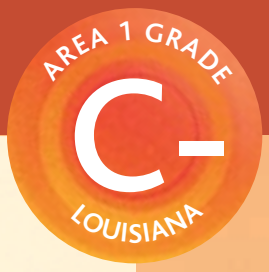
Indicates the criteria to meet the goal have been raised since the 2011 Yearbook.

READING CHARTS AND TABLES:

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

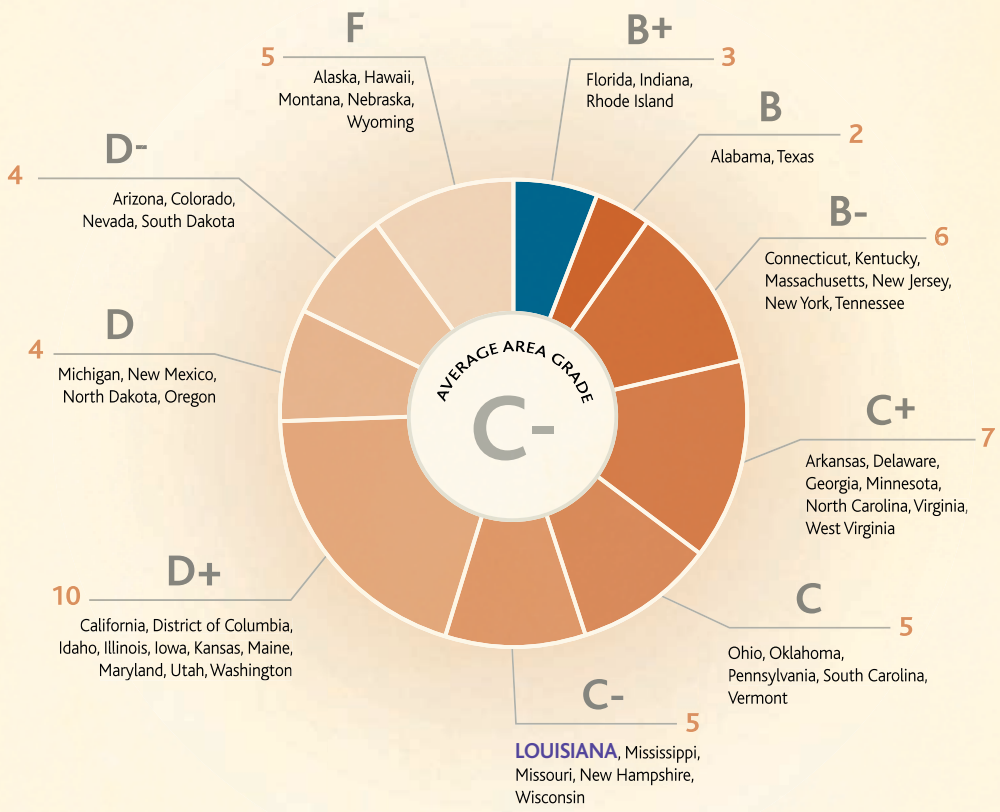


Area 1 Summary



How States are Faring on Delivering Well-Prepared Teachers

State Area Grades



Topics Included In This Area

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

Area 1: Delivering Well-Prepared Teachers

Goal A – Admission into Teacher Preparation

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

Goal Components

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

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

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

Background

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

Figure 1

How States are Faring in Admission Requirements

2 Best Practice States
Delaware⬆, Rhode Island⬆

1 State Meets Goal
Texas

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 12 ⟷ : 38 ⬇ : 1

1-A Analysis: Louisiana

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

ANALYSIS

Louisiana 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. Louisiana also allows teacher preparation programs to exempt candidates who demonstrate equivalent performance on the SAT or ACT.

Louisiana also requires a 2.2 GPA for admission into an undergraduate teacher preparation program.

Supporting Research

Louisiana Revised Statute 17:7.1(2) and (7)

Bulletin 996 Standards for Approval of Teacher Education Programs 701

Bulletin746 Louisiana Standards for State Certification of School Personnel

Teach Louisiana https://www.teachlouisiana.net/Prospect.aspx?PageID=3202

RECOMMENDATION

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

  Louisiana 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.

- **Increase the GPA requirement.**

  Requiring only a 2.2 GPA sets a low bar for the academic performance of the state's prospective teachers. Louisiana should consider using a higher GPA requirement for program admission in combination with a test of academic proficiency. A sliding scale of GPA and test scores would allow flexibility for candidates in demonstrating academic ability. When using such multiple measures, a sliding scale that still ensures minimum standards would allow students to earn program admission through a higher GPA and a lower test score, or vice-versa.

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

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

LOUISIANA RESPONSE TO ANALYSIS

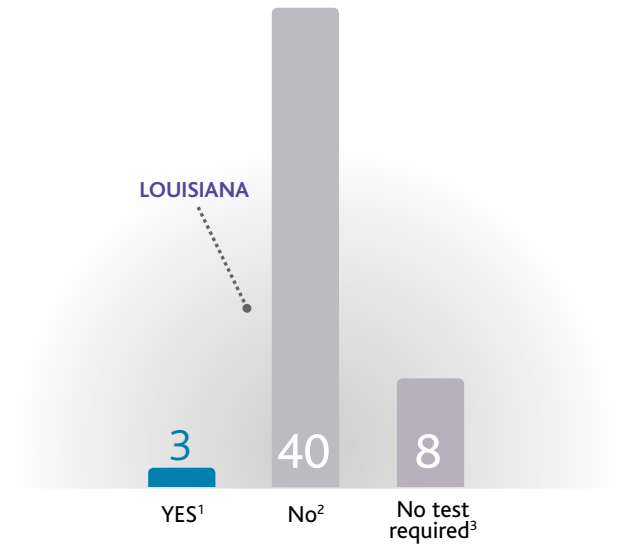
Louisiana was helpful in providing NCTQ with facts necessary for this analysis.

EXAMPLES OF BEST PRACTICE

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

Figure 2

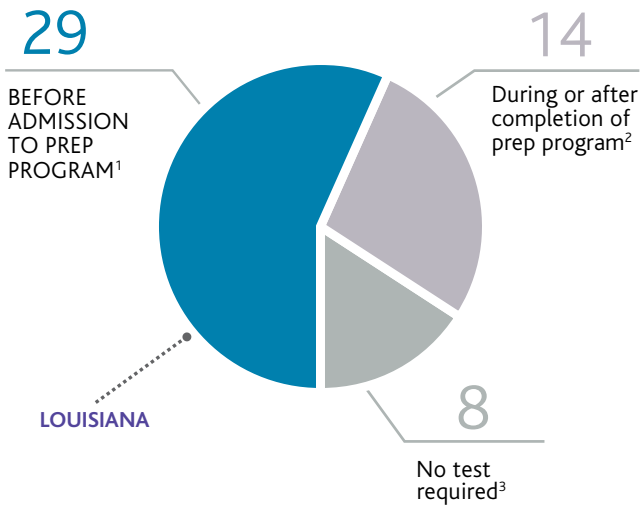
Do states require an assessment of academic proficiency that is normed to the general college-going population?



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

Figure 3

When do states test teacher candidates' academic proficiency?



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

Figure 4

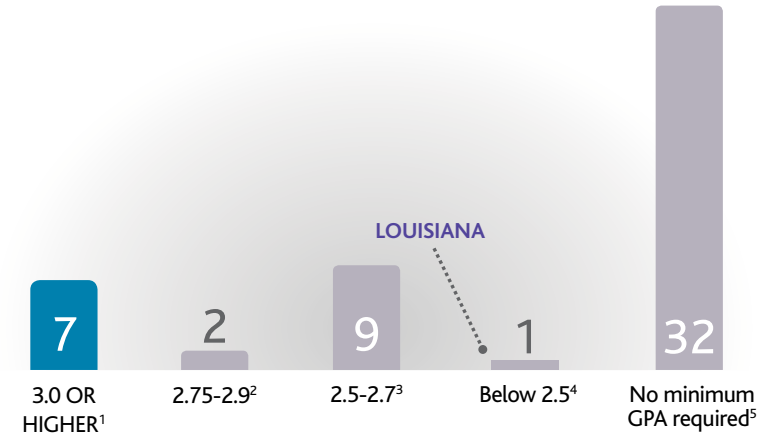
Do states measure the academic proficiency of teacher candidates?

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

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

Figure 5

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



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

Area 1: Delivering Well-Prepared Teachers

Goal B – Elementary Teacher Preparation

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

Goal Components

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

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

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

Background

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

Figure 6

How States are Faring in Elementary Teacher Preparation

1 Best Practice State
Indiana

2 States Meet Goal
Connecticut⬆, New Hampshire⬆

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 24 ⟷ : 27 ⬇ : 0

1-B Analysis: Louisiana

State Does Not Meet Goal | Bar Raised for this Goal | Progress Since 2011

ANALYSIS

Louisiana has adopted the Common Core State Standards, which represent an effort to significantly raise the standards for the knowledge and skills American students will need for college readiness and global competitiveness. However, the state does not ensure that its elementary teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

Louisiana requires candidates to pass the Praxis II general elementary content test, which does not report teacher performance in each subject area, meaning that it is possible to pass the test and still fail some subject areas, especially given the state's low passing score for the test. Further, based on available information on the Praxis II, there is no reason to expect that the current version required by Louisiana would be well aligned with the Common Core State Standards.

Early childhood education (PK-3) candidates are also required to pass the Praxis II Elementary Education: Content Knowledge test.

In addition, Louisiana does not require its elementary teacher candidates to earn an academic content specialization.

Supporting Research

Louisiana Administrative Code Title 28, Bulletin 746, Sections 207, 607

RECOMMENDATION

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

  Louisiana 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.

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

  Louisiana should either articulate a specific set of standards or establish more comprehensive coursework requirements for elementary teacher candidates that align with the Common Core State Standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts.

  Louisiana requires all teacher candidates to complete 54 credit hours of general education coursework requirements, including:

  - 12 credit hours of English
  - 15 credit hours of sciences
  - 12 credit hours of social studies, and
  - 3 credit hours of arts.

  This is a strong set of general requirements; however, it still does not ensure that teacher candidates will take courses specific to the topics that they will encounter in the elementary classroom.

- **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 Louisiana 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.

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

  Louisiana allows teachers with upper elementary, middle school, secondary, special education or all-level K-12 certifications to add an elementary certification by either passing the elementary content test or accumulating 12 credit hours each in English language arts, social studies, math and science. The state is urged to require that all teachers who add the elementary grade levels to their certificates pass a rigorous subject-matter test to ensure content knowledge of all subject areas before they are allowed in the elementary classroom. Of particular concern is the fact that teachers already teaching at other grade levels may only be prepared to teach a single subject and not the multiple subjects required at the elementary level.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana reiterated its 54-credit hour curriculum of general education coursework: 12 credit hours of English, 15 credit hours of science, 12 credit hours of social studies, 12 credit hours of math and 3 credit hours of fine arts.

Louisiana also asserted that all teacher preparation programs in the state had to redesign their programs and underwent a rigorous review process by national experts. Programs had to address state content standards for students; otherwise, the programs were not recommended for approval unless they addressed all stipulations of the national experts. Thus, all programs were required to offer courses that addressed the following: English composition (six credit hours); English literature (six credit hours); science—biology, chemistry and physics (15 credit hours); and social studies—history, government, geography and economics (12 credit hours). All preredesign programs were terminated.

Supporting Research

http://regents.louisiana.gov/redesign-of-teacher-preparation-programs/

LAST WORD

NCTQ encourages Louisiana to reconsider its testing requirements, rather than rely solely on coursework requirements to ensure that elementary teachers have sufficient content preparation.

Figure 7

Do states ensure that elementary teachers know core content?

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

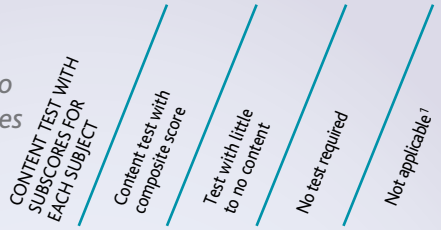
EXAMPLE OF BEST PRACTICE

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

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

Figure 8

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



	CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT	Content test with composite score	Test with little to no content	No test required	Not applicable[1]
Alabama	☐	■	☐	☐	☐
Alaska	☐	☐	☐	☐	■
Arizona	☐	☐	■	☐	☐
Arkansas	☐	☐	☐	☐	■
California	☐	☐	☐	☐	■
Colorado	☐	☐	■	☐	☐
Connecticut	☐	■	☐	☐	☐
Delaware	☐	☐	■	☐	☐
District of Columbia	☐	■	☐	☐	☐
Florida	■	☐	☐	☐	☐
Georgia	☐	☐	☐	☐	■
Hawaii	☐	☐	☐	■	☐
Idaho	☐	■	☐	☐	☐
Illinois	☐	☐	■	☐	☐
Indiana	■	☐	☐	☐	☐
Iowa	☐	☐	■	☐	☐
Kansas	☐	☐	■	☐	☐
Kentucky	☐	☐	☐	☐	■
LOUISIANA	☐	■	☐	☐	☐
Maine	☐	☐	■	☐	☐
Maryland	☐	■	☐	☐	☐
Massachusetts	☐	☐	■	☐	☐
Michigan	☐	☐	☐	☐	■
Minnesota	☐	☐	■	☐	☐
Mississippi	☐	☐	☐	☐	■
Missouri	☐	☐	■	☐	☐
Montana	☐	☐	☐	☐	■
Nebraska	☐	☐	■	☐	☐
Nevada	☐	■	☐	☐	☐
New Hampshire	☐	■	☐	☐	☐
New Jersey	☐	■	☐	☐	☐
New Mexico	☐	☐	☐	■	☐
New York	■	☐	☐	☐	☐
North Carolina	☐	☐	☐	☐	■
North Dakota	☐	■	☐	☐	☐
Ohio	☐	☐	☐	☐	■
Oklahoma	☐	☐	■	☐	☐
Oregon	☐	☐	☐	☐	■
Pennsylvania	☐	☐	☐	☐	■
Rhode Island	■[2]	☐	☐	☐	☐
South Carolina	☐	☐	■	☐	☐
South Dakota	☐	☐	■	☐	☐
Tennessee	☐	■	☐	☐	☐
Texas	☐	☐	☐	☐	■
Utah	■[2]	☐	☐	☐	☐
Vermont	☐	☐	☐	■	☐
Virginia	■	☐	☐	☐	☐
Washington	☐	☐	■	☐	☐
West Virginia	☐	☐	■	☐	☐
Wisconsin	☐	■	☐	☐	☐
Wyoming	☐	☐	☐	■	☐
	6	**12**	**16**	**4**	**13**

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

Figure 9

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

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

■ Subject mentioned ★ Subject covered in depth

Figure 10

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

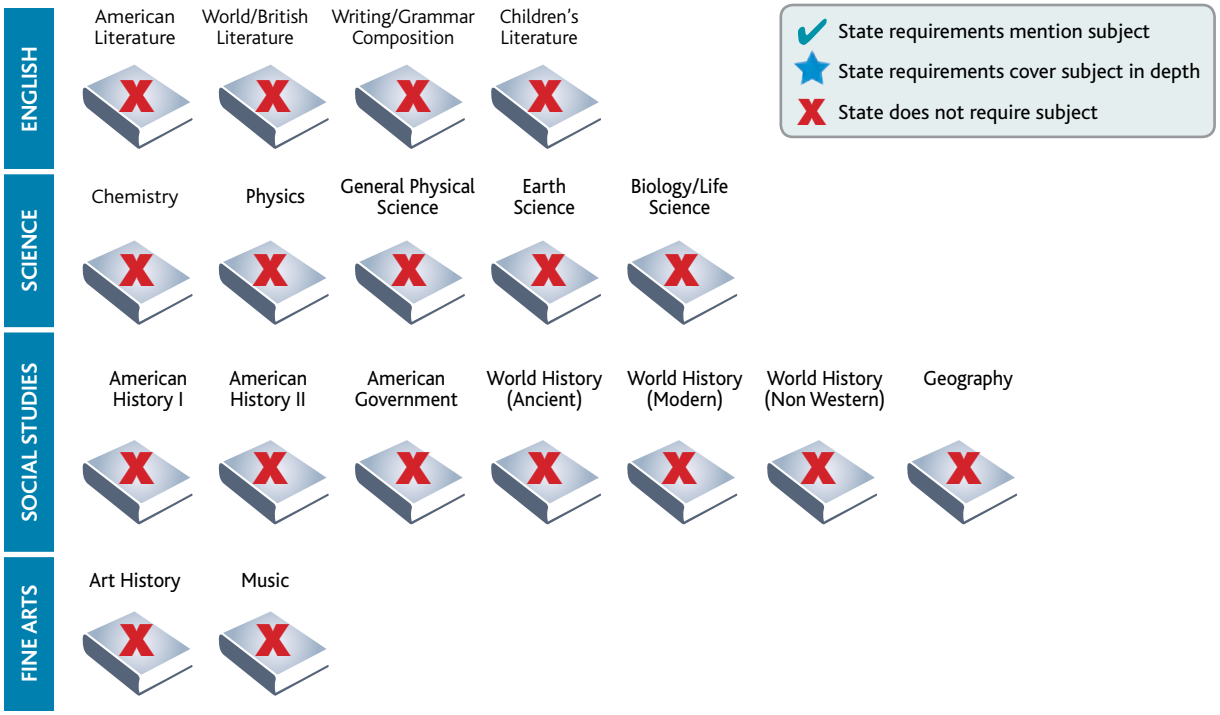
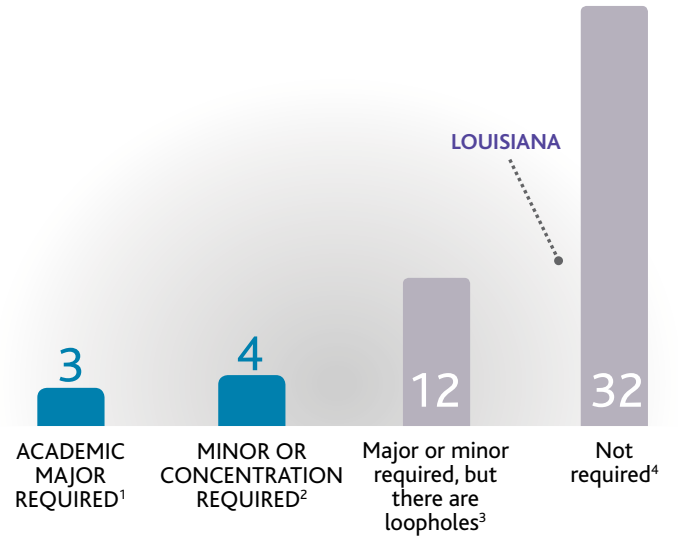


Figure 11

Do states expect elementary teachers to complete an academic concentration?



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

Area 1: Delivering Well-Prepared Teachers

Goal C – Elementary Teacher Preparation in Reading Instruction

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

Goal Components

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

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

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

Background

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

Figure 12

How States are Faring in Elementary Teacher Preparation in Reading Instruction

2 Best Practice States
Connecticut, Massachusetts

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

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 10 ⟷ : 40 ⬇ : 1

1-C Analysis: Louisiana

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

ANALYSIS

Louisiana 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.

In its reading and language competencies for new teachers, Louisiana does require all teacher preparation programs, including elementary programs, to address the science of reading.

Supporting Research

Louisiana Administrative Code Title 28, Part XCV, Bulletin 113

RECOMMENDATION

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

  Louisiana 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.

  Louisiana 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.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana asserted that it uses a rigorous process to ensure that teacher candidates are adequately prepared in the science of reading instruction. Elementary alternate certification candidates are required to pass the Praxis Teaching Reading assessment, if they were not provided nine credit hours of reading courses. For programs that do require nine credit hours of reading, the Board of Elementary and Secondary Education (BESE) has created a set of reading/language competencies based on the recommendations of the National Reading Panel and requires all universities to undergo a rigorous review process by national experts to ensure that programs fully address these competencies. Programs are not approved if they do not meet the state's expectations. State accreditation visits are used to ensure that the reading/language competencies continue to be addressed in courses. BESE and the Board of Regents are now using the value-added results of teacher preparation programs to ensure that the programs are preparing teachers in the area of reading. Louisiana has ensured that teacher candidates know the science of reading that surpasses administration of an assessment.

LAST WORD

Requiring reading/language competencies to be addressed in teacher preparation programs is a step in the right direction. However, the only way to guarantee that teacher candidates have acquired the requisite knowledge in the science of reading is to require a passing score on a rigorous assessment prior to entering the classroom. NCTQ's *Teacher Prep Review* has shown that most teacher preparation programs across the country, including some in Louisiana, fail to train elementary teachers to be effective reading teachers.

Figure 13

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

	PREPARATION REQUIREMENTS		TESTING REQUIREMENTS		
	FULLY ADDRESS READING SCIENCE	Do not address reading science	APPROPRIATE TEST	Inadequate test	No reading test
Alabama	■		■[1]		
Alaska		■			■
Arizona		■		■	
Arkansas	■			■	
California	■		■		
Colorado	■				■
Connecticut	■		■		
Delaware		■		■	
District of Columbia		■		■	
Florida	■		■		
Georgia	■			■	
Hawaii		■			■
Idaho	■			■	
Illinois		■			■
Indiana	■		■		
Iowa		■			■
Kansas		■			■
Kentucky		■		■	
LOUISIANA	■				■
Maine		■		■	
Maryland	■				■
Massachusetts	■		■		
Michigan	■				■
Minnesota	■		■		
Mississippi	■				■
Missouri	■				■
Montana		■			■
Nebraska		■			■
Nevada		■			■
New Hampshire		■	■		
New Jersey		■		■	
New Mexico		■	■		
New York		■	■		
North Carolina		■	■[2]		
North Dakota		■			■
Ohio	■		■		
Oklahoma	■		■		
Oregon		■		■	
Pennsylvania	■			■	
Rhode Island		■		■	
South Carolina		■		■	
South Dakota		■			■
Tennessee	■		■		
Texas	■			■	
Utah		■		■	
Vermont	■			■	
Virginia	■		■		
Washington	■				■
West Virginia	■		■		
Wisconsin		■	■		
Wyoming		■			■
	25	**26**	**17**	**16**	**18**

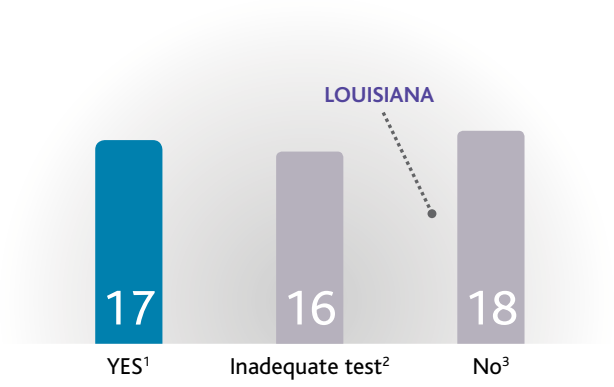
EXAMPLES OF BEST PRACTICE

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

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

Figure 14

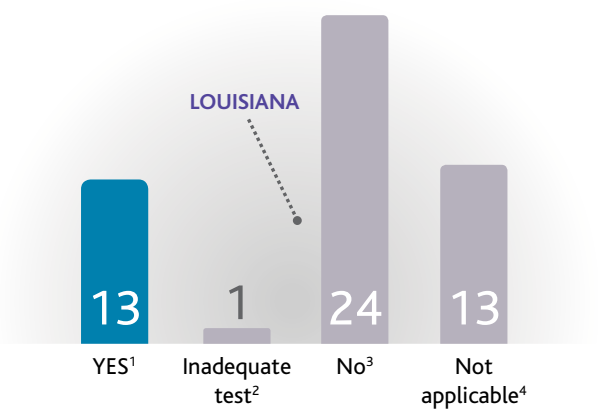
Do states measure new elementary teachers' knowledge of the science of reading?



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

Figure 15

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



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

Area 1: Delivering Well-Prepared Teachers

Goal D – Elementary Teacher Preparation in Mathematics

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

Goal Components

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

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

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

Background

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

Figure 16

How States are Faring in Teacher Preparation in Mathematics

0 Best Practice States

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

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

1 State Partly Meets Goal
California

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

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

Progress on this Goal Since 2011:

⬆ : 20 ⟷ : 30 ⬇ : 1

1-D Analysis: Louisiana

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

ANALYSIS

Louisiana requires that all new early childhood and elementary teacher candidates pass a general elementary subject-matter test, the Praxis II. 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 their understanding of underlying concepts and does not require candidates to apply knowledge in nonroutine, multistep procedures.

Although Louisiana requires that elementary teacher candidates complete 12 semester hours of mathematics, the state does not specify the requisite content of these courses or that they must meet the needs of elementary teachers. Louisiana also relies on NCATE/CAEP standards, suggesting that it uses Association for Childhood Education International (ACEI) standards for approving its elementary programs. ACEI standards address content in mathematics foundations, but the standards lack the specificity needed to ensure that teacher preparation programs deliver other mathematics content of appropriate breadth and depth to elementary teacher candidates.

Supporting Research

Praxis Test Requirement
www.ets.org

Louisiana Administrative Code, Title 28, Bulletin 746, Section 207

www.acei.org

RECOMMENDATION

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

  Louisiana 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.**

  Louisiana must ensure that new teachers are prepared to teach the mathematics content required by the Common Core State Standards. Although ACEI standards require some knowledge in key areas of mathematics, Louisiana 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.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana asserted that redesign courses must address state/national content and teacher standards, and that all redesigned programs were required to provide courses that addressed Louisiana and national content standards for students in the area of mathematics. Further, all elementary teachers are required to take 12 credit hours of content-specific mathematics courses and an additional nine credit hours of content and/or teaching methodology mathematics courses for a total of 21 mathematics-related courses. When national experts evaluated the redesigned elementary teacher preparation programs, they closely examined the coursework to ensure that courses pertaining to algebra, geometry/measurement,

statistics/probability and number structure were included because they were needed by teachers responsible for teaching the state mathematics content standards. Teacher preparation programs were not approved by the Board of Elementary and Secondary Education or the Board of Regents unless they addressed these expectations. In August 2013, NCTQ was provided copies of all Official Plans for all universities in Louisiana in connection with the Teacher Prep Review.

Supporting Research

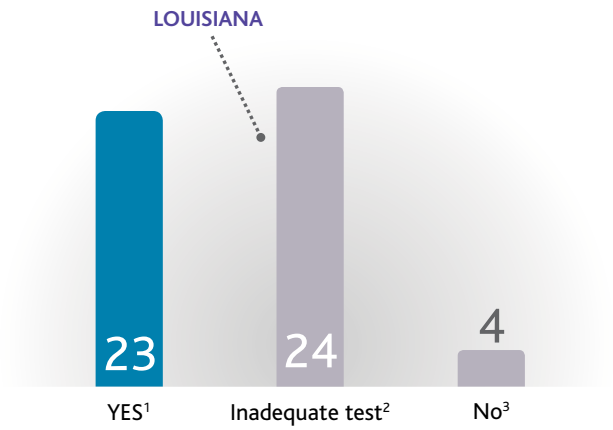
http://regents.louisiana.gov/redesign-of-teacher-preparation-programs/

EXAMPLES OF BEST PRACTICE

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

Figure 17

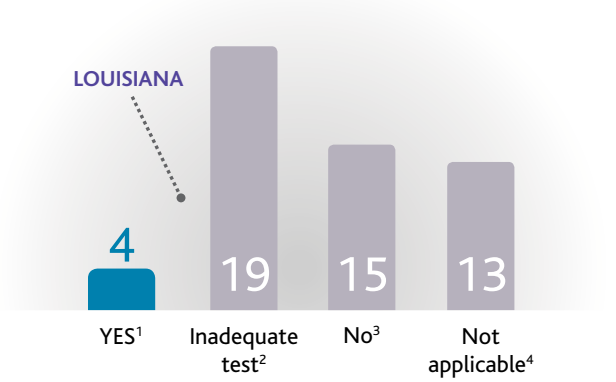
Do states measure new elementary teachers' knowledge of math?



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

Figure 18

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



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

Area 1: Delivering Well-Prepared Teachers

Goal E – Middle School Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 19

How States are Faring in Middle School Teacher Preparation

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

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

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

3 States Partly Meet Goal
Massachusetts, Minnesota, Wisconsin

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

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

Progress on this Goal Since 2011:

⬆ : 5 ⟷ : 45 ⬇ : 1

1-E Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

Louisiana requires a middle grades certificate (grades 4-8) for all middle school teachers. Candidates must focus on two in-depth teaching areas that include language arts, science, social studies and mathematics. Each focus area consists of 19 credit hours total, including general education and focus-area coursework. The state also allows secondary teachers to teach middle school; they must earn a total of 31 hours of combined general education and focus-area coursework in the primary teaching area. They must also earn a total of 19 hours of coursework in a secondary teaching area.

All new middle school teachers in Louisiana are also required to pass a single-subject Praxis II content test to attain licensure; a general content knowledge test is not an option.

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

Supporting Research

Praxis Test Requirement

www.ets.org

Louisiana Administrative Code, Title 28, Bulletin 746, Section 209, 211, 609

RECOMMENDATION

- **Ensure meaningful content tests.**

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

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

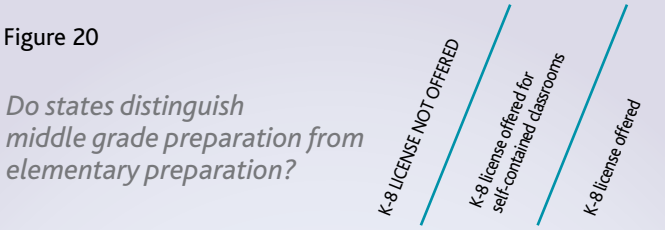
  Louisiana allows teachers to add middle school area endorsements to certificates with either 30 credit hours in the area or a passing score on a content test. The state is urged to require that all teachers who add the middle grade levels to their certificates pass a rigorous subject-matter test to ensure content knowledge of all subject areas before they are allowed in the classroom.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 20

Do states distinguish middle grade preparation from elementary preparation?



	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■		
Alaska			■
Arizona			■ [1]
Arkansas	■		
California		■ [2]	
Colorado	■		
Connecticut	■		
Delaware	■		
District of Columbia	■		
Florida	■		
Georgia	■		
Hawaii	■		
Idaho			■
Illinois			■
Indiana	■		
Iowa	■		
Kansas	■		
Kentucky	■		
LOUISIANA	■		
Maine			■
Maryland	■		
Massachusetts	■		
Michigan		■	
Minnesota		■	
Mississippi	■		
Missouri	■		
Montana			■
Nebraska		■	
Nevada			■
New Hampshire			■
New Jersey	■		
New Mexico			■
New York	■		
North Carolina	■		
North Dakota			■ [1]
Ohio	■		
Oklahoma			■ [3]
Oregon			■ [4]
Pennsylvania	■		
Rhode Island	■		
South Carolina	■		
South Dakota			■
Tennessee	■		
Texas	■		
Utah		■	
Vermont	■		
Virginia	■		
Washington			■
West Virginia	■		
Wisconsin			■ [1]
Wyoming	■		
	31	**5**	**15**

EXAMPLES OF BEST PRACTICE

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

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

Figure 21

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

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

1. Alaska does not require content tests for initial licensure.
2. Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require test.
3. For K-8 license, Idaho also requires a single-subject test.
4. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary education grades.
5. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass new assessment with three subtests.
6. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.
7. Candidates opting for middle-level endorsement may either complete a major or pass a content test.

Area 1: Delivering Well-Prepared Teachers

Goal F – Secondary Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 22

How States are Faring in Secondary Teacher Preparation

3 Best Practice States
Georgia, Indiana, Tennessee

2 States Meet Goal
Minnesota, South Dakota

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

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

1 State Meets a Small Part of Goal
North Carolina⬆

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

Progress on this Goal Since 2011:

⬆ : 6 ⟷ : 44 ⬇ : 1

1-F Analysis: Louisiana

State Partly Meets Goal Progress Since 2011

ANALYSIS

Louisiana requires that its secondary teacher candidates pass a Praxis II content test to teach any core secondary subjects.

Unfortunately, Louisiana 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.

Louisiana requires that secondary social studies teachers have a focus area in general social studies. Candidates must pass the Praxis II Social Studies: Content and Interpretation test. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas. (For the state's science loophole, see Goal 1-G.)

To add a core subject area to a secondary license, teachers in Louisiana must either submit a passing score on the Praxis II content test or complete 30 credit hours in the content area.

Supporting Research

Praxis Test Requirement

www.ets.org

Louisiana Administrative Code Title 28, Bulletin 746, Section 211, 611

RECOMMENDATION

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

  Louisiana 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—Louisiana 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.**

  Louisiana 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. While coursework may be generally indicative of background in a particular subject area, only a subject-matter test ensures that teachers know the specific content they will need to teach.

LOUISIANA RESPONSE TO ANALYSIS

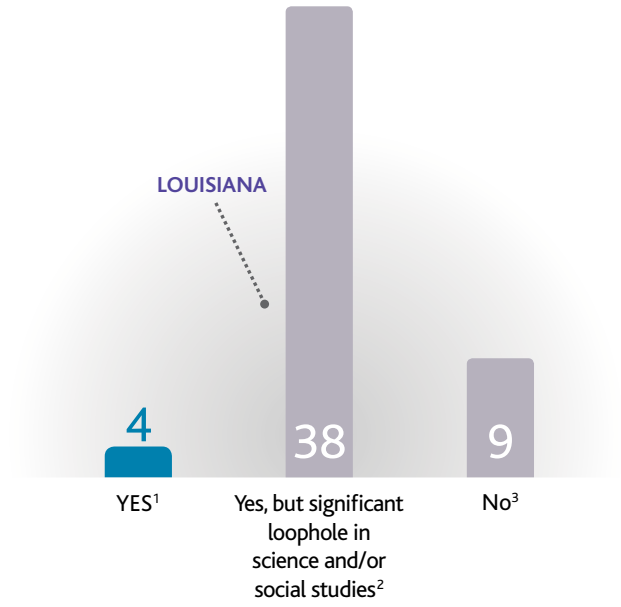
Louisiana recognized the factual accuracy of this analysis. The state added that a change in policy would require revision of its regulations.

EXAMPLES OF BEST PRACTICE

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

Figure 23

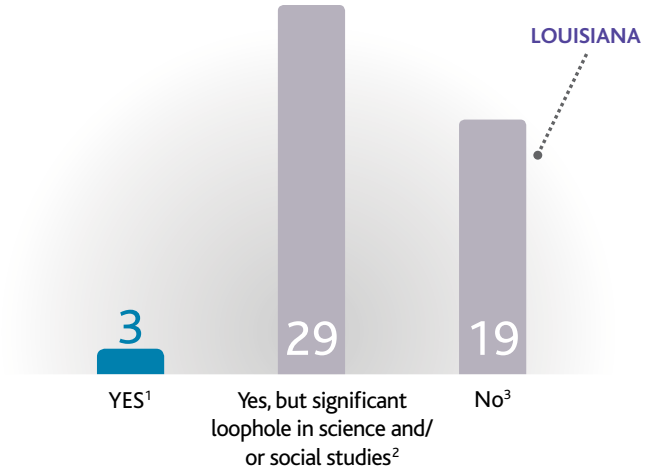
Does a secondary teacher have to pass a content test in every subject area for licensure?



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

Figure 24

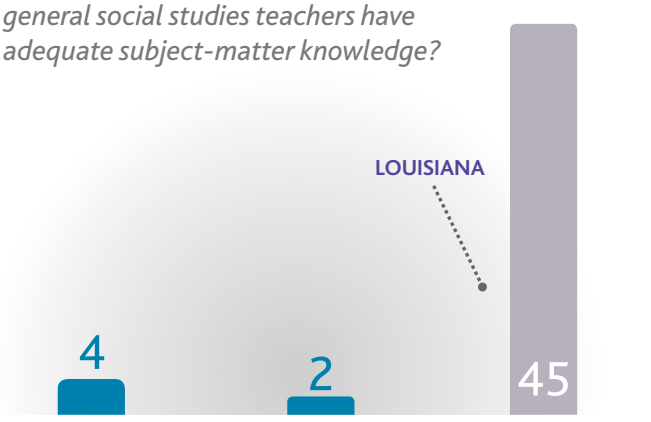
Does a secondary teacher have to pass a content test in every subject area to add an endorsement?



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

Figure 25

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



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

Area 1: Delivering Well-Prepared Teachers

Goal G – Secondary Teacher Preparation in Science

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

Goal Components

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

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

Background

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

Figure 26

How States are Faring in Preparation to Teach Science

1 Best Practice State
Missouri⬆

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

2 States Nearly Meet Goal
Arizona⬆, Arkansas

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

0 States Meet a Small Part of Goal

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

Progress on this Goal Since 2011:

⬆ : 4 ⬌ : 47 ⬇ : 0

1-G Analysis: Louisiana

State Does Not Meet Goal Progress Since 2011

ANALYSIS

Louisiana offers secondary certification in general science. Candidates must pass the Praxis II General Science 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

www.ets.org

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—Louisiana 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.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis. The state added that a change in policy would require revision of its regulations.

Figure 27

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

	Offers only single-subject science license with adequate testing	Offers general science or combination license with adequate testing	Offers only single-subject science licenses without adequate testing	Offers general science or combination licenses without adequate testing
Alabama	☐	☐	☐	■
Alaska	☐	☐	☐	■
Arizona	☐	■[1]	☐	☐
Arkansas	☐	☐	☐	■
California	☐	☐	■	☐
Colorado	☐	☐	☐	■
Connecticut	☐	☐	☐	■
Delaware	☐	☐	☐	■
District of Columbia	☐	☐	☐	■
Florida	■	☐	☐	☐
Georgia	☐	☐	☐	■[2]
Hawaii	☐	☐	☐	■
Idaho	☐	☐	☐	■
Illinois	☐	☐	☐	■
Indiana	■	☐	☐	☐
Iowa	☐	☐	☐	■
Kansas	■	☐	☐	☐
Kentucky	■	☐	☐	☐
LOUISIANA	☐	☐	☐	■
Maine	☐	☐	☐	■
Maryland	☐	☐	☐	■
Massachusetts	■	☐	☐	☐
Michigan	☐	☐	☐	■
Minnesota	■	☐	☐	☐
Mississippi	☐	☐	☐	■
Missouri	☐	■	☐	☐
Montana	☐	☐	☐	■
Nebraska	☐	☐	☐	■
Nevada	☐	☐	☐	■
New Hampshire	■	☐	☐	☐
New Jersey	☐	■	☐	☐
New Mexico	☐	☐	☐	■
New York	■	☐	☐	☐
North Carolina	☐	☐	☐	■
North Dakota	☐	☐	☐	■
Ohio	☐	☐	☐	■
Oklahoma	☐	☐	☐	■
Oregon	☐	☐	☐	■
Pennsylvania	☐	☐	☐	■
Rhode Island	☐	■[1]	☐	☐
South Carolina	☐	☐	☐	■
South Dakota	☐	☐	☐	■
Tennessee	■	☐	☐	☐
Texas	☐	☐	☐	■
Utah	☐	☐	☐	■
Vermont	☐	☐	☐	■
Virginia	■	☐	☐	☐
Washington	☐	☐	☐	■
West Virginia	☐	■[1]	☐	☐
Wisconsin	☐	☐	☐	■
Wyoming	☐	☐	☐	■
	10	**5**	**1**	**35**

EXAMPLE OF BEST PRACTICE

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

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

Area 1: Delivering Well-Prepared Teachers

Goal H – Special Education Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 28

How States are Faring in Preparation to Teach Social Studies

0 Best Practice States

0 States Meet Goal

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 9 ⬌ : 39 ⬇ : 3

1-H Analysis: Louisiana

State Partly Meets Goal Progress Since 2011

ANALYSIS

Louisiana does not offer a K-12 special education certification.

The state requires dual certification, meaning that all special education candidates will have passed a content exam appropriate to their certification level (1-5, 4-8 or 6-12). Louisiana's elementary content test does not report subscores in all core content areas.

Supporting Research

Bulletin 746, sections 219, 221, 223

RECOMMENDATION

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

  Although Louisiana is on the right track in ensuring that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the subject matter at hand, the state should require a rigorous content test that reports separate passing scores for each content area. Louisiana 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. Commendably, Louisiana ensures that these teachers will have subject-matter knowledge in at least one core content area. However, 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, the state's current policy will not help special education students to meet rigorous learning standards. Louisiana 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.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 29

Do states distinguish between elementary and secondary special education teachers?

	Does not offer a K-12 certification	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	■		
Alaska			■
Arizona			■
Arkansas			■
California			■
Colorado			■
Connecticut			■
Delaware			■
District of Columbia			■
Florida			■
Georgia		■	
Hawaii		■	
Idaho			■
Illinois			■
Indiana		■	
Iowa	■		
Kansas		■	
Kentucky			■
LOUISIANA	■		
Maine	■		
Maryland	■		
Massachusetts	■		
Michigan			■
Minnesota			■
Mississippi			■
Missouri			■
Montana			■
Nebraska		■	
Nevada			■
New Hampshire			■
New Jersey	■[1]		
New Mexico			■
New York	■		
North Carolina			■
North Dakota			■
Ohio			■
Oklahoma			■
Oregon	■		
Pennsylvania	■		
Rhode Island	■		
South Carolina			■
South Dakota		■	
Tennessee	■		
Texas	■		
Utah			■
Vermont	■		
Virginia			■
Washington			■
West Virginia	■		
Wisconsin	■		
Wyoming		■	
	16	**7**	**28**

EXAMPLES OF BEST PRACTICE

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

Figure 30

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

Elementary Subject-Matter Test	
Required for an elementary special education license	Alabama, Iowa, LOUISIANA, Massachusetts, New Jersey, New York, Pennsylvania[1], Rhode Island, Texas, West Virginia[2], Wisconsin
Required for a K-12 special education license	Colorado, Idaho, North Carolina

Secondary Subject-Matter Test(s)	
Tests in all core subjects required for secondary special education license	New York[3]
Test in at least one subject required for secondary special education license	LOUISIANA, New Jersey, Pennsylvania[1], Rhode Island, West Virginia[2]
Required for a K-12 special education license	None

1. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education and as a reading specialist does not have to take a content test.
2. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.
3. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.

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

Area 1: Delivering Well-Prepared Teachers

Goal I – Assessing Professional Knowledge

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

Goal Component

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

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

Background

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

Figure 31

How States are Faring in Special Education Teacher Preparation

0 Best Practice States

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

2 States Nearly Meet Goal
Maryland, North Carolina⬆

3 States Partly Meet Goal
Connecticut, Pennsylvania⬆, Utah

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

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

Progress on this Goal Since 2011:

⬆ : 7 ⟷ : 43 ⬇ : 1

1-I Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

Louisiana requires new teachers to pass a popular pedagogy test from the Praxis series in order to attain licensure.

Supporting Research

www.ets.org/praxis

RECOMMENDATION

- **Verify that commercially available tests of pedagogy actually align with state standards.**
  Louisiana should ensure that its selected test of professional knowledge measures the knowledge and skills the state expects new teachers to have.

LOUISIANA RESPONSE TO ANALYSIS

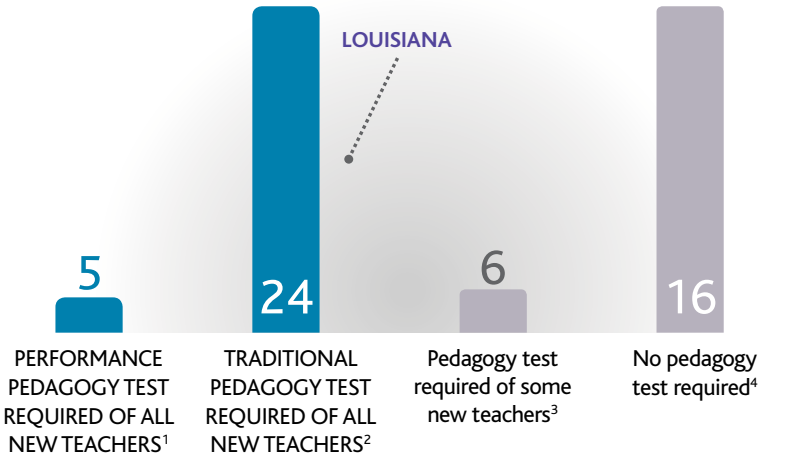
Louisiana recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

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

Figure 32

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



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

Area 1: Delivering Well-Prepared Teachers

Goal J – Student Teaching

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

Goal Components

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

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

Background

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

Figure 33

How States are Faring in Student Teaching

3 Best Practice States
Florida, Rhode Island⬆, Tennessee

1 State Meets Goal
Massachusetts⬆

2 States Nearly Meet Goal
Connecticut⬆, Kentucky

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

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

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

Progress on this Goal Since 2011:

⬆ : 8 ⟷ : 42 ⬇ : 1

1-J Analysis: Louisiana

State Does Not Meet Goal Progress Since 2011

ANALYSIS

Louisiana requires candidates to spend at least 270 hours student teaching, with at least 180 of these hours spent in actual teaching. Candidates must complete a substantial portion of these 180 hours in actual student teaching on an all-day basis. The state does not articulate any requirements for cooperating teachers.

Supporting Research

Louisiana Revised Statute 17:7.1

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 Louisiana 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.

- **Use evidence from the state's teacher evaluation system to select cooperating teachers.**

  Louisiana requires objective measures of student growth to be the preponderant criterion of its teacher evaluations. The state should therefore utilize its evaluation results, which provide evidence of effectiveness in the classroom, in the selection of effective cooperating teachers.

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

  Louisiana should require a more extensive summative clinical experience for all prospective teachers. Student teaching should be a full-time commitment, as requiring coursework and student teaching simultaneously does a disservice to both. Alignment with a school calendar for at least 10 weeks ensures both adequate classroom experience and exposure to a variety of ancillary professional activities.

- **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.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana asserted that available data, available to the public, show that teacher preparation programs are providing 14 to 16 weeks of student teaching. This information has been available in Institutional Reports on the Board of Regents website from 2000 to 2010. Number of hours for student teaching are now available on an annual basis in the USDE Title II state reports.

Supporting Research

http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/institutional-reports-for-preparation-of-teachers/

LAST WORD

This goal, like all the *Yearbook* goals, reflects state policy, not preparation program requirements. The state sends important messages to programs, teacher candidates, school districts and the general public through its policy. Regardless of programs' requirements, Louisiana should establish a minimum expectation for the duration of student teaching, as the majority of other states do.

Figure 34

Do states ensure a high-quality student teaching experience?

	COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS	STUDENT TEACHING LASTS AT LEAST 10 WEEKS
Alabama	☐	■
Alaska	☐	☐
Arizona	☐	☐
Arkansas	☐	■
California	☐	☐
Colorado	☐	☐
Connecticut	☐	■
Delaware	☐	■
District of Columbia	☐	☐
Florida	■	■
Georgia	☐	■
Hawaii	☐	■
Idaho	☐	☐
Illinois	■	☐
Indiana	☐	☐
Iowa	☐	■
Kansas	☐	■
Kentucky	☐	■
LOUISIANA	☐	☐
Maine	☐	■
Maryland	☐	☐
Massachusetts	■	■
Michigan	☐	■
Minnesota	☐	■
Mississippi	☐	■
Missouri	☐	■
Montana	☐	☐
Nebraska	☐	■
Nevada	☐	☐
New Hampshire	☐	☐
New Jersey	☐	■
New Mexico	☐	☐
New York	☐	☐
North Carolina	☐	■
North Dakota	☐	■
Ohio	☐	■
Oklahoma	☐	■
Oregon	☐	☐
Pennsylvania	☐	■
Rhode Island	■	■
South Carolina	☐	■
South Dakota	☐	■
Tennessee	■	■
Texas	☐	■
Utah	☐	☐
Vermont	☐	■
Virginia	☐	☐
Washington	☐	■
West Virginia	☐	■[1]
Wisconsin	☐	■
Wyoming	☐	☐
	5	**32**

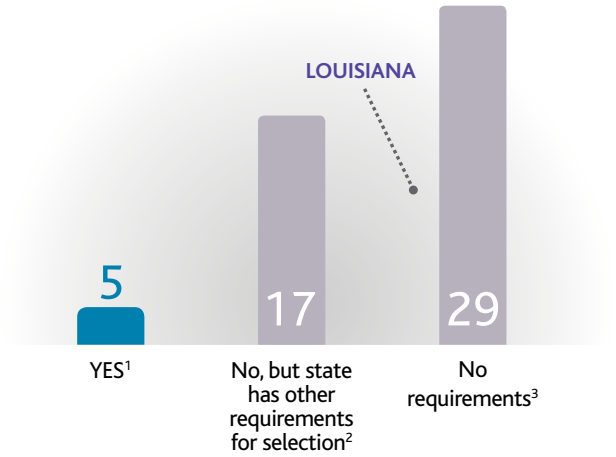
EXAMPLES OF BEST PRACTICE

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

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

Figure 35

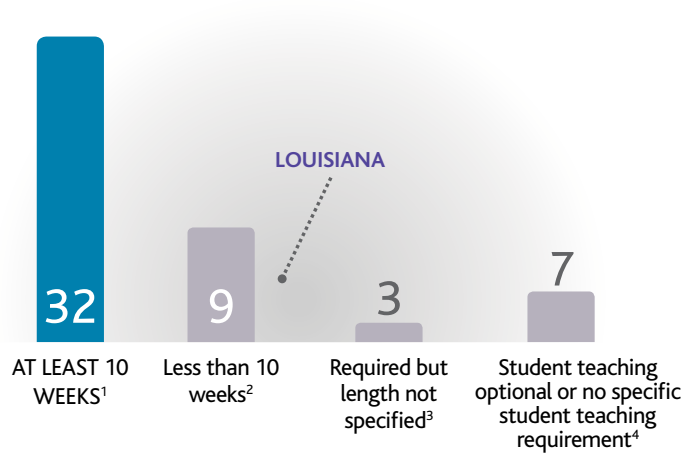
Is the selection of the cooperating teacher based on some measure of effectiveness?



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

Figure 36

Is the student teaching experience of sufficient length?



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

Area 1: Delivering Well-Prepared Teachers

Goal K – Teacher Preparation Program Accountability

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

Goal Components

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

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

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

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

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

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

Background

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

Figure 37

How States are Faring in Teacher Preparation Program Accountability

0 Best Practice States

1 State Meets Goal
LOUISIANA

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 13 ⟷ : 38 ⬇ : 0

1-K Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

Louisiana's approval process for its traditional and alternate route teacher preparation programs holds programs accountable for the quality of the teachers they produce.

Commendably, Louisiana relies on its Value-Added Teacher Preparation Assessment Model, which collects value-added data that connect student achievement gains to teacher preparation programs. The model evaluates first- and second-year teachers who teach grades 4-9 in math, and grades 4-8 in science, social studies, reading or language arts. It predicts the achievement of individual students based on prior achievement, demographics and attendance and then, compares this growth to actual performance using the state's LEAP tests. Institutions are then placed in one of five levels to identify how well students taught by new teachers meet achievement targets as compared to students taught by experienced teachers.

Value-added results are available for eight traditional teacher preparation programs for 10 universities and two private providers; results are not yet available for nine additional universities due to the small number of new teachers who have completed the redesigned programs in the five content areas. In addition, data are aggregated across elementary and secondary programs.

Louisiana also relies on some other objective, meaningful data to measure the performance of teacher preparation programs. The state requires that certain indicators be integrated into the formula to calculate the "Teacher Preparation Performance Score." Indicators include percentage of program completers who passed Praxis subtests, ratings by new teachers of the quality of their preparation programs to prepare them for their first year of teaching and the quantity of program completers.

Further, Louisiana appears to apply transparent, measurable criteria for conferring program approval. Program scores are determined on the basis of a relatively complex rating formula. The state provides a system to reward programs that attain performance scores each year at an "exemplary" and "high performing" level. Teacher preparation programs that are rated as being "at risk" for four years, or programs designated as "low performing" that do not become "satisfactory" within two years, lose their state approval.

Regrettably, there is no evidence that the state's criteria for conferring program approval are resulting in greater accountability. In the past three years, not a single program in the state has been identified in required federal reporting as low performing.

The state makes its findings available by posting the data and program grades on its website.

In Louisiana, national accreditation is required for program approval.

Supporting Research

Value-Added Teacher Preparation Program Assessment Model
http://regents.la.gov/value-added-teacher-preparation-program-assessment-model/

Title II State Reports
https://title2.ed.gov

Bulletin 996-Standards for Approval of Teacher and/or Educational Leader Preparation Programs, sections 105, 107
www.ncate.org

RECOMMENDATION

- **Distinguish between preparation programs in public reporting.**

  It would be more useful to the public—especially hiring school districts—if Louisiana's reports on teacher preparation program performance included specific data at the program level. Aggregation at the institutional level may mask significant differences in program performance, for example, between elementary and secondary programs or between traditional and alternate route programs.

- **Ensure that criteria for program approval result in greater accountability.**

  Louisiana should ensure that its system is sufficient to differentiate program performance, including among alternate route programs, and that follow-up actions are taken as warranted for poorly performing programs, including loss of program approval.

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

  Louisiana should not cede its authority and must 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.

LOUISIANA RESPONSE TO ANALYSIS

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

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**

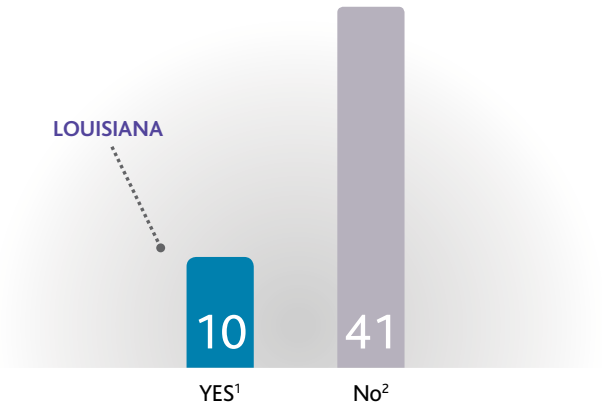
1. For traditional preparation programs only.
2. State does not distinguish between alternate route programs and traditional preparation programs in public reporting.
3. For alternate routes only.

EXAMPLES OF BEST PRACTICE

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

Figure 39

Do states connect student achievement data to teacher preparation programs?



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

Figure 40

Which states collect meaningful data?

STUDENT LEARNING GAINS
Colorado, Delaware, Florida, Georgia, **LOUISIANA**, North Carolina, Ohio, Rhode Island, Tennessee, Texas

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

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

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

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

1. For alternate route only

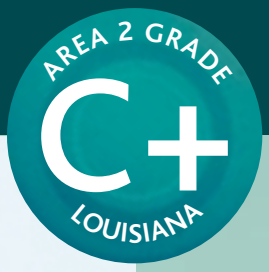
Figure 41

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

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

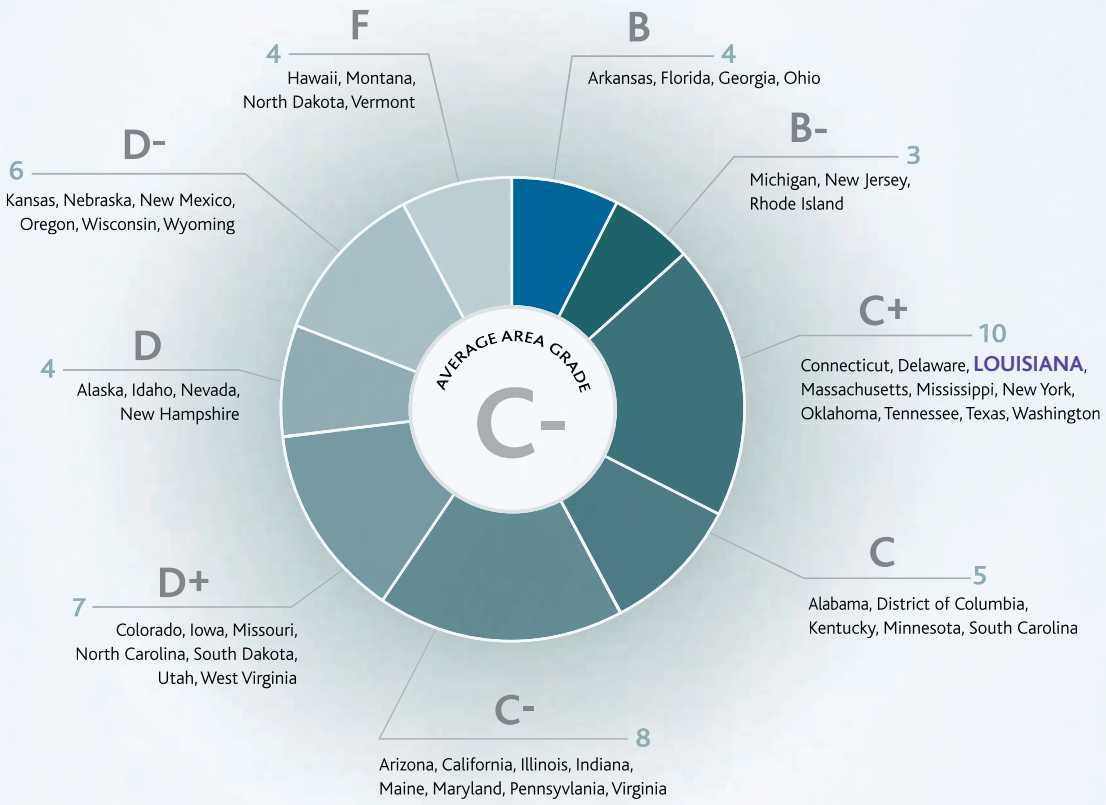
1. National accreditation can be substituted for state approval.
2. For institutions with 2,000 or more full-time equivalent students

Area 2 Summary



How States are Faring in Expanding the Pool of Teachers

State Area Grades



Topics Included In This Area

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

Area 2: Expanding the Teaching Pool

Goal A – Alternate Route Eligibility

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

Goal Components

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

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

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

Background

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

Figure 42

How States are Faring in Alternate Route Eligibility

2 Best Practice States
District of Columbia, Michigan

1 State Meets Goal
Minnesota

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 2 ⬌ : 49 ⬇ : 0

2-A Analysis: Louisiana

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

ANALYSIS

Louisiana offers three alternate routes to certification: Practitioner Teacher Alternate Certification Program, Master's Degree Alternate Certification Program and Certification-Only Alternate Certification Program.

The state requires candidates to all of the alternate routes to have a minimum GPA. Candidates in the Practitioner Teacher Program and the Certification-Only Program are required to have a minimum 2.5 GPA if applying to a private provider, or a 2.2 minimum GPA if applying to a college or university program. Master's Degree Program applicants must have a minimum 2.5 GPA.

All three routes require applicants to pass a basic skills test and a subject-matter test. The state will accept equivalent scores on the SAT or ACT in lieu of the basic skills requirement. Neither a major nor a coursework equivalent is required, except in cases where a subject-matter test does not exist. Such candidates must demonstrate content knowledge through 31 semester hours of coursework in that specific area.

Supporting Research

Bulletin 746- Louisiana Standards for State Certification of School Personnel 28 (231)
http://doa.louisiana.gov/osr/lac/28v131/28v131.doc

Alternative Teacher Preparation
https://www.teachlouisiana.net/Prospect.aspx?PageID=605

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. It is particularly problematic that the state allows a lower standard for college or university programs than it requires for private providers. The state should require a consistent indicator of above-average academic performance whether the program is run by a private provider or by a college or university. 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.

- **Eliminate basic skills test requirement.**

  The state'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—and are inappropriate for candidates who have already earned a bachelor's degree. A test designed for individuals who already have a bachelor's degree, such as the GRE, would be a much more appropriate measure of academic standing. At a minimum, the state should eliminate the basic skills test requirement or accept the equivalent in SAT or ACT scores.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 43

Are states' alternate routes selective yet flexible in admissions?

	ACADEMIC STANDARD FOR ADMISSION EXCEEDS TRADITIONAL PROGRAMS	SUBJECT-MATTER TEST REQUIRED	NO MAJOR REQUIRED OR TEST CAN BE USED IN LIEU OF MAJOR
Alabama	◪	☐	★
Alaska	☐	☐	☐
Arizona	☐	★	★
Arkansas	☐	★	★
California	☐	☐	■
Colorado	☐	◪	★
Connecticut	★	■	◪
Delaware	☐	■	◪
District of Columbia	★	★	★
Florida	☐	★	★
Georgia	☐	☐	★
Hawaii	☐	☐	☐
Idaho	☐	◪	☐
Illinois	◪	☐	★
Indiana	◪	◪	☐
Iowa	☐	☐	★
Kansas	☐	★	☐
Kentucky	◪	■	◪
LOUISIANA	☐	★	★
Maine	☐	★	★
Maryland	☐	☐	◪
Massachusetts	☐	★	★
Michigan	★	★	★
Minnesota	★	★	★
Mississippi	☐	★	★
Missouri	☐	◪	☐
Montana	☐	☐	☐
Nebraska	☐	☐	☐
Nevada	☐	☐	☐
New Hampshire	☐	◪	☐
New Jersey	★	★	☐
New Mexico	☐	☐	☐
New York	◪	■	☐
North Carolina	☐	☐	★
North Dakota	☐	☐	☐
Ohio	☐	★	★
Oklahoma	☐	★	★
Oregon	☐	☐	◪
Pennsylvania	◪	★	◪
Rhode Island	★	◪	★
South Carolina	☐	★	☐
South Dakota	☐	★	☐
Tennessee	☐	☐	★
Texas	☐	☐	★
Utah	☐	☐	☐
Vermont	☐	☐	☐
Virginia	☐	★	◪
Washington	☐	★	★
West Virginia	☐	★	☐
Wisconsin	☐	☐	☐
Wyoming	☐	☐	☐

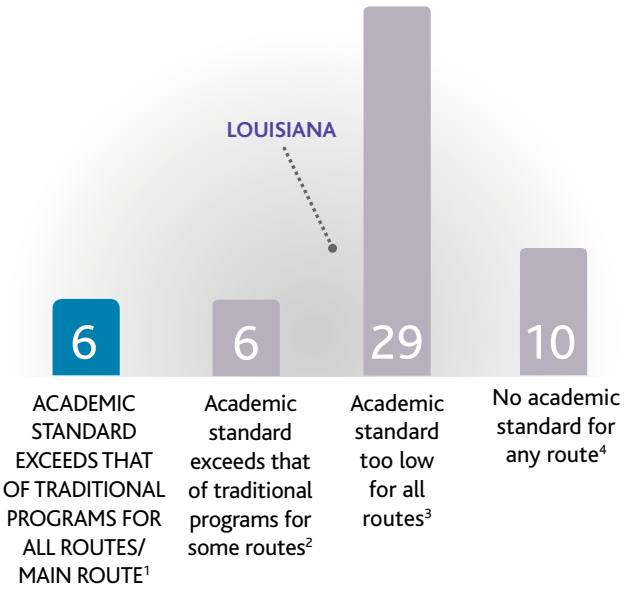
◪ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ EXAMPLES OF BEST PRACTICE

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

Figure 44

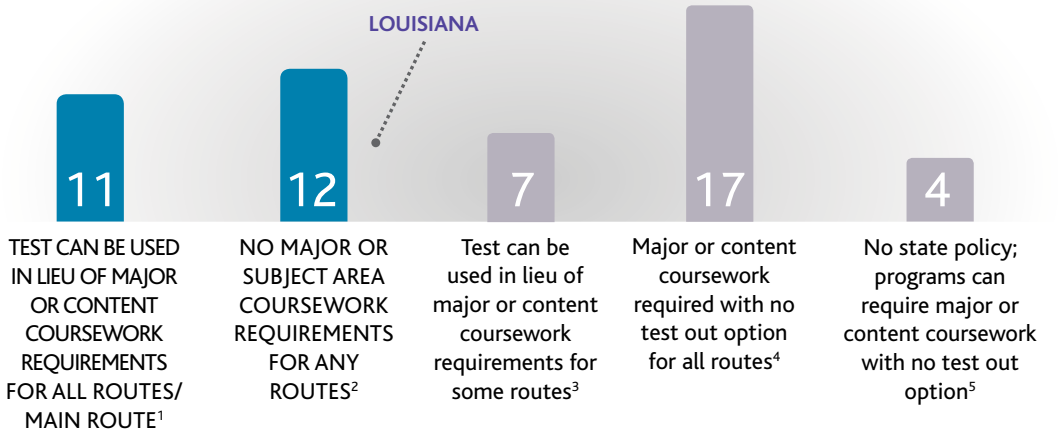
Do states require alternate routes to be selective?



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

Figure 45

Do states accommodate the nontraditional background of alternate route candidates?



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

Area 2: Expanding the Teaching Pool

Goal B – Alternate Route Preparation

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

Goal Components

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

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

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

Figure 46

How States are Faring in Alternate Route Preparation

2 Best Practice States
Delaware, New Jersey

2 States Meet Goal
Arkansas, Georgia

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

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

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

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

Progress on this Goal Since 2011:

↑ : 0 ↔ : 51 ↓ : 0

Background

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

2-B Analysis: Louisiana

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

ANALYSIS

Most Practitioner Teacher Program candidates participate in nine credit hours, or the equivalent of 135 contact hours, in Summer Preparation Sessions. Grades 1-5, 4-8, 6-12, All Level K-12 and Mild/Moderate Special Education candidates must complete a range from 21 to 30 credit hours or the equivalent of 315 to 450 contact hours of coursework. Grade PK-3 candidates must complete 24 to 33 credit hours or the equivalent of 360 to 495 contact hours. Coursework topics include instruction in child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment and instructional design/strategies.

Practitioner Teachers participate in two seminars (12 credit hours) during the school year and receive one-on-one mentoring support through an internship.

Program providers, principals, mentors and practitioner teachers form teams to review and evaluate first-year teaching performance. If a practitioner teacher demonstrates weaknesses, a prescriptive plan of up to nine credit hours or 135 contact hours will be implemented. Candidates are eligible to earn full certification after one year.

Master's Degree Alternative Certificate Program certificates must complete a total of 33-39 credit hours. Fifteen credit hours must be coursework on "The Learner and the Learning Environment," 12-15 credit hours are in methods and six-nine credits are required for student teaching or an internship.

Non-Masters/Certification-Only Program candidates must complete 27-33 credit hours within three years. The Certification-Only program includes 80 hours of classroom readiness training focused on instructional design and delivery and classroom management. The Certification-Only route also requires candidates to complete 12 credit hours of coursework on "The Learner and the Learning Environment" as well as six credit hours of student teaching, and six credit hours of methodology coursework.

The Practitioner Teacher Program and the Certification-Only program provide new teachers with mentoring support during the first year of teaching, with support for additional years if necessary.

Supporting Research

Louisiana Education Bulletin Title 28, Sec 231

http://doa.louisiana.gov/osr/lac/28v131/28v131.doc

RECOMMENDATION

- **Ensure that new teachers are not burdened by excessive requirements.**

  Alternate route programs should not be permitted to overburden the new teacher by requiring multiple courses to be taken simultaneously during the school year. Louisiana should also ensure that the program can be completed within two years.

- **Extend induction to all alternate route teachers.**

  While Louisiana is commended for requiring Practitioner Program and Certification-Only teachers to work with a mentor, all new teachers should receive this support. In addition, the state should consider providing sufficient guidelines to ensure that the induction program is structured for new teacher success. Effective strategies include practice teaching prior to teaching in the classroom, intensive mentoring with full classroom support in the first few weeks or months of school, a reduced teaching load and release time to allow new teachers to observe experienced teachers during each school day.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana noted that based upon value-added scores, candidates who complete Practitioner Teacher Programs perform as well as candidates who complete alternate programs that require two or three years. Recent value-added scores show that candidates in Practitioner Teacher Programs can perform equally as well as candidates in other programs. A study conducted through a grant from the Carnegie Corporation of New York indicated that it was not the pathway (e.g., Practitioner Teacher Program, Certification Only Program, Master of Arts in Teaching) that determined effectiveness, it was what occurred in the delivery of the program.

Supporting Research

http://regents.louisiana.gov/wp-content/uploads/2013/05/FINAL-TEACHER-PREPARATION-ANNUAL-REPORT5.22.13.pdf

http://www.laregentsarchive.com/Academic/TE/2009/Qualitative_Report(9.24.09).pdf

Figure 47

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

	EFFICIENT COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING OPPORTUNITY	INTENSIVE SUPPORT
Alabama	■	■	◪	☐	☐
Alaska	☐	★	★	★	☐
Arizona	☐	☐	★	★	☐
Arkansas	★	★	★	☐	★
California	■	■	★	☐	☐
Colorado	★	☐	★	☐	☐
Connecticut	★	★	★	★	☐
Delaware	★	★	★	★	★
District of Columbia	☐	☐	☐	★	☐
Florida	■	■	★	◪	☐
Georgia	★	★	★	☐	★
Hawaii	☐	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	☐
Illinois	☐	☐	☐	☐	☐
Indiana	☐	☐	☐	★	☐
Iowa	☐	☐	★	★	☐
Kansas	☐	☐	★	☐	☐
Kentucky	◪	◪	■	☐	★
LOUISIANA	☐	☐	■	◪	■
Maine	☐	☐	☐	☐	☐
Maryland	☐	★	★	★	★
Massachusetts	☐	★	☐	★	☐
Michigan	☐	☐	☐	★	☐
Minnesota	☐	☐	★	☐	☐
Mississippi	★	★	★	☐	☐
Missouri	☐	■	■	☐	★
Montana	☐	☐	☐	☐	☐
Nebraska	★	☐	☐	★	☐
Nevada	☐	☐	★	☐	☐
New Hampshire	☐	☐	☐	☐	☐
New Jersey	★	★	★	★	★
New Mexico	☐	☐	☐	★	☐
New York	☐	☐	■	☐	★
North Carolina	☐	☐	☐	☐	☐
North Dakota	☐	☐	☐	☐	☐
Ohio	☐	☐	☐	★	☐
Oklahoma	☐	☐	☐	☐	◪
Oregon	☐	☐	☐	☐	☐
Pennsylvania	☐	☐	☐	☐	☐
Rhode Island	★	★	☐	★	☐
South Carolina	★	★	◪	☐	★
South Dakota	◪	◪	★	◪	☐
Tennessee	☐	☐	☐	☐	☐
Texas	☐	☐	★	☐	☐
Utah	☐	☐	☐	☐	☐
Vermont	☐	☐	☐	★	☐
Virginia	★	◪	◪	◪	◪
Washington	☐	☐	★	☐	★
West Virginia	☐	★	★	☐	★
Wisconsin	☐	☐	☐	☐	☐
Wyoming	☐	☐	★	☐	☐

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

★ EXAMPLES OF BEST PRACTICE

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

Area 2: Expanding the Teaching Pool

Goal C – Alternate Route Usage and Providers

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

Goal Components

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

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

Background

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

Figure 48

How States are Faring in Alternate Route Usage and Providers

0 Best Practice States

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

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 1 ⟷ : 47 ⬇ : 3

2-C Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

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

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

The state allows program providers that include colleges and universities, as well as nonprofit organizations such as The New Teacher Project. The state is commended for structuring its programs to allow a diversity of providers. A good diversity of providers helps all programs, both university- and nonuniversity-based, to improve.

Supporting Research

Louisiana Alternate Teacher Preparation
https://www.teachlouisiana.net/Prospect.aspx?PageID=605.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 49

Are states' alternate routes free from limitations?

	BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS	DIVERSITY OF PROVIDERS
Alabama	◪	☐
Alaska	☐	☐
Arizona	★	★
Arkansas	☐	★
California	★	★
Colorado	★	★
Connecticut	★	★
Delaware	◪	★
District of Columbia	★	★
Florida	★	★
Georgia	★	★
Hawaii	◪	◪
Idaho	☐	◪
Illinois	★	★
Indiana	★	★
Iowa	☐	☐
Kansas	☐	☐
Kentucky	★	★
LOUISIANA	★	★
Maine	◪	☐
Maryland	★	★
Massachusetts	★	★
Michigan	★	★
Minnesota	★	☐
Mississippi	☐	☐
Missouri	☐	◪
Montana	★	☐
Nebraska	☐	☐
Nevada	☐	★
New Hampshire	★	★
New Jersey	★	☐
New Mexico	★	☐
New York	★	★
North Carolina	★	★
North Dakota	☐	☐
Ohio	★	★
Oklahoma	☐	★
Oregon	☐	☐
Pennsylvania	◪	★
Rhode Island	★	★
South Carolina	■	★
South Dakota	☐	☐
Tennessee	★	★
Texas	★	★
Utah	★	☐
Vermont	★	☐
Virginia	★	★
Washington	★	★
West Virginia	☐	★
Wisconsin	☐	★
Wyoming	☐	☐

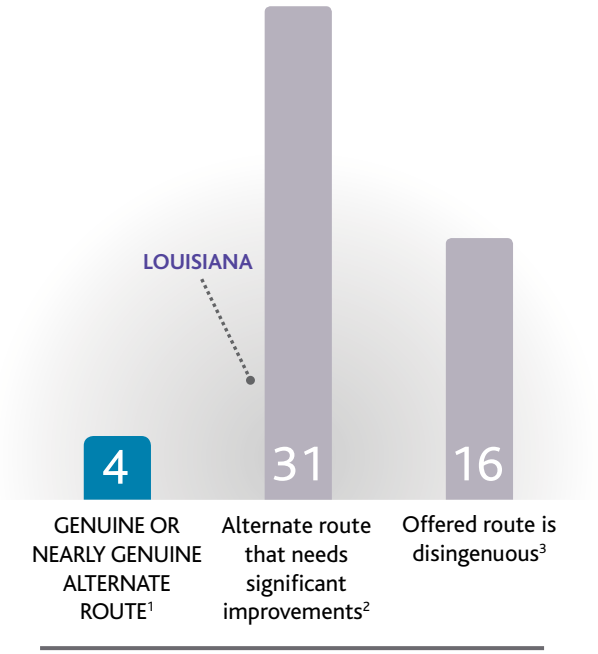
◪ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

★ EXAMPLES OF BEST PRACTICE

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

Figure 50

Do states provide real alternative pathways to certification?



1. Strong Practice: Connecticut, Florida, New Jersey, Rhode Island

2. Alabama, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Virginia, Washington, West Virginia

3. Alaska, Hawaii, Idaho, Iowa, Kansas, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Oregon, Utah, Vermont, Wisconsin, Wyoming

Figure 51

What are the characteristics of states' alternate routes?

	PREREQUISITE OF STRONG ACADEMIC PERFORMANCE	VERIFICATION OF SUBJECT-MATTER KNOWLEDGE	AVAILABILITY OF TEST OUT OPTIONS	EFFICIENT COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING	INTENSIVE MENTORING	BROAD USAGE	DIVERSITY OF PROVIDERS
Alabama	◪	☐	★	■	■	◪	☐	☐	◪	☐
Alaska	☐	☐	☐	☐	★	★	★	☐	☐	☐
Arizona	☐	★	★	☐	☐	★	★	☐	★	★
Arkansas	☐	★	★	★	★	★	☐	★	☐	★
California	☐	☐	■	■	■	★	☐	☐	★	★
Colorado	☐	◪	★	★	☐	★	☐	☐	★	★
Connecticut	★	■	◪	★	★	★	★	☐	★	★
Delaware	☐	■	◪	★	★	★	★	★	◪	★
District of Columbia	★	★	★	☐	☐	☐	★	☐	★	★
Florida	☐	★	★	■	■	★	◪	☐	★	★
Georgia	☐	☐	★	★	★	★	☐	★	★	★
Hawaii	☐	☐	☐	☐	☐	☐	☐	☐	◪	◪
Idaho	☐	◪	☐	☐	☐	☐	☐	☐	☐	◪
Illinois	◪	☐	★	☐	☐	☐	☐	☐	★	★
Indiana	◪	◪	☐	☐	☐	☐	★	☐	★	★
Iowa	☐	☐	★	☐	☐	★	★	☐	☐	☐
Kansas	☐	★	☐	☐	☐	★	☐	☐	☐	☐
Kentucky	◪	■	◪	◪	◪	■	☐	★	★	★
LOUISIANA	☐	★	★	☐	☐	■	◪	■	★	★
Maine	☐	★	★	☐	☐	☐	☐	☐	◪	☐
Maryland	☐	☐	◪	☐	★	★	★	★	★	★
Massachusetts	☐	★	★	☐	★	☐	★	☐	★	★
Michigan	★	★	★	☐	☐	☐	★	☐	★	★
Minnesota	★	★	★	☐	☐	★	☐	☐	★	☐
Mississippi	☐	★	★	★	★	★	☐	☐	☐	☐
Missouri	☐	◪	☐	☐	■	■	☐	★	☐	◪
Montana	☐	☐	☐	☐	☐	☐	☐	☐	★	☐
Nebraska	☐	☐	☐	★	☐	☐	★	☐	☐	☐
Nevada	☐	☐	☐	☐	☐	★	☐	☐	☐	★
New Hampshire	☐	◪	☐	☐	☐	☐	☐	☐	★	★
New Jersey	★	★	☐	★	★	★	★	★	★	☐
New Mexico	☐	☐	☐	☐	☐	☐	★	☐	★	☐
New York	◪	■	☐	☐	☐	■	☐	★	★	★
North Carolina	☐	☐	★	☐	☐	☐	☐	☐	★	★
North Dakota	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Ohio	☐	★	★	☐	☐	☐	★	☐	★	★
Oklahoma	☐	★	★	☐	☐	☐	☐	◪	☐	★
Oregon	☐	☐	◪	☐	☐	☐	☐	☐	☐	☐
Pennsylvania	◪	★	◪	☐	☐	☐	☐	☐	◪	★
Rhode Island	★	◪	★	★	★	☐	★	☐	★	★
South Carolina	☐	★	☐	★	★	◪	☐	★	■	★
South Dakota	☐	★	☐	◪	◪	★	◪	☐	☐	☐
Tennessee	☐	☐	★	☐	☐	☐	☐	☐	★	★
Texas	☐	☐	★	☐	☐	★	☐	☐	★	★
Utah	☐	☐	☐	☐	☐	☐	☐	☐	★	☐
Vermont	☐	☐	☐	☐	☐	☐	★	☐	★	☐
Virginia	☐	★	◪	★	◪	◪	◪	◪	★	★
Washington	☐	★	★	☐	☐	★	☐	★	★	★
West Virginia	☐	★	☐	☐	★	★	☐	★	☐	★
Wisconsin	☐	☐	☐	☐	☐	☐	☐	☐	☐	★
Wyoming	☐	☐	☐	☐	☐	★	☐	☐	☐	☐

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

Area 2: Expanding the Teaching Pool

Goal D – Part-Time Teaching Licenses

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

Goal Components

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

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

Background

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

Figure 52

How States are Faring in Part Time Teaching Licenses

1 Best Practice State
Georgia

2 States Meet Goal
Arkansas, Florida

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

3 States Partly Meet Goal
California, LOUISIANA, Oklahoma

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

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

Progress on this Goal Since 2011:

⬆ : 2 ⬌ : 49 ⬇ : 0

2-D Analysis: Louisiana

State Partly Meets Goal Progress Since 2011

ANALYSIS

Louisiana offers the Math for Professionals Certificate as a part-time license. The Math for Professionals Certificate is valid for one year and allows an individual to teach one or more mathematics courses on a part-time basis. The certificate can be renewed on an annual basis.

Candidates for the certificate must have an undergraduate degree with at least 30 credit hours of mathematics coursework, a master's degree in mathematics or science content area or be able to pass the mathematics content area test.

Candidates are required to complete a district-developed classroom readiness/training program prior to entering the classroom.

Supporting Research

Louisiana Bulletin 746:348

RECOMMENDATION

- **Allow other subject-matter experts to teach under a similar certificate.**

  While Louisiana is commended for offering a license that increases districts' flexibility to staff mathematics courses, the state should consider extending such a license to content experts in other subjects, including other STEM areas, that are frequently hard to staff or may not have high enough enrollment to necessitate a full-time position.

- **Require applicants to pass a subject-matter test.**

  Although Louisiana allows professionals the flexibility to demonstrate their content knowledge on a test, the state should require a subject-matter test of all applicants, including those with 30 credit hours or a master's degree. While the state does require evidence of content knowledge, only a subject-matter test ensures that teachers on the Math for Professionals Certificate know the specific content they will need to teach.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 53

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

	YES	Restricted or vague license offered	No
Alabama	☐	☐	■
Alaska	☐	☐	■
Arizona	☐	☐	■
Arkansas	■	☐	☐
California	☐	■	☐
Colorado	☐	☐	■
Connecticut	☐	☐	■
Delaware	☐	☐	■
District of Columbia	☐	☐	■
Florida	■	☐	☐
Georgia	■	☐	☐
Hawaii	☐	☐	■
Idaho	☐	☐	■
Illinois	☐	☐	■
Indiana	☐	☐	■
Iowa	☐	☐	■
Kansas	☐	■	☐
Kentucky	■	☐	☐
LOUISIANA	☐	■	☐
Maine	☐	☐	■
Maryland	☐	☐	■
Massachusetts	☐	☐	■
Michigan	■	☐	☐
Minnesota	☐	☐	■
Mississippi	☐	■	☐
Missouri	☐	■	☐
Montana	☐	■	☐
Nebraska	☐	■	☐
Nevada	☐	☐	■
New Hampshire	☐	☐	■
New Jersey	☐	☐	■
New Mexico	☐	☐	■
New York	☐	■	☐
North Carolina	☐	☐	■
North Dakota	☐	☐	■
Ohio	■	☐	☐
Oklahoma	☐	■	☐
Oregon	☐	☐	■
Pennsylvania	☐	■	☐
Rhode Island	☐	☐	■
South Carolina	■	☐	☐
South Dakota	☐	☐	■
Tennessee	■	☐	☐
Texas	■	☐	☐
Utah	■	☐	☐
Vermont	☐	☐	■
Virginia	☐	☐	■
Washington	☐	■	☐
West Virginia	☐	☐	■
Wisconsin	☐	■	☐
Wyoming	☐	☐	■
	10	**12**	**29**

EXAMPLE OF BEST PRACTICE

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

Area 2: Expanding the Teaching Pool

Goal E – Licensure Reciprocity

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

Goal Components

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

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

Background

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

Figure 54

How States are Faring in Licensure Reciprocity

2 Best Practice States
Alabama, Texas

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

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

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

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

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

Progress on this Goal Since 2011:

⬆: 5 ⬌: 45 ⬇: 1

2-E Analysis: Louisiana

State Meets a Small Part of Goal | Progress Since 2011

ANALYSIS

Regrettably, Louisiana grants waivers for its licensing tests to out-of-state teachers who have four years of experience and teach for one year in a Louisiana public school under the Out-of-State Certificate, a three-year nonrenewable certificate issued to teachers who have not met the state's testing requirements.

Teachers with valid out-of-state certificates are eligible for Louisiana's Professional Level 1 certificate. Applicants are required to have completed a teacher preparation program and meet the state's recency requirement of five years of experience immediately preceding application. Candidates who have not taught for five years may be issued a one-year certificate to complete six semester hours. Although transcripts are required for all applicants, it is not clear whether the state analyzes these transcripts to determine whether a teacher was prepared through a traditional or alternate route or whether additional coursework will be required.

In addition, Louisiana requires out-of-state teachers to have completed student teaching, an internship or have three years of teaching experience in the area of certification. Depending on the state's working definition of the term "student teaching," this policy is unlikely to offer much flexibility for teachers prepared in district-based alternate route programs.

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

The state does not articulate specific certification requirements for out-of-state teachers who teach online courses to Louisiana students.

Supporting Research

Louisiana Administrative Code Title 28, Bulletin 746, Section 305, 309

Out-of-State Certification Application

www.doe.state.la.us/lde/uploads/7106.pdf

RECOMMENDATION

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

  Louisiana takes considerable risk by granting a waiver for its licensing tests to any out-of-state teacher who has four years of teaching experience and teaches for a year on its out-of-state certificate. The state should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards. The negative impact on student learning stemming from a teacher's inadequate subject-matter knowledge is not mitigated by the teacher's having experience.

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

  Louisiana 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 Louisiana.

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

  Rather than rely on transcripts to assess credentials, Louisiana 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.**

  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.**

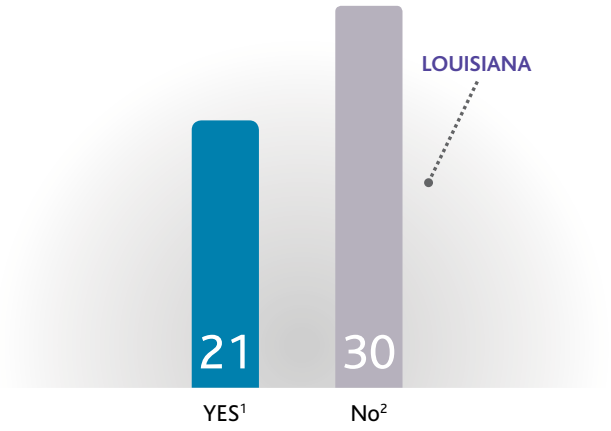
  Louisiana should ensure that online teachers based in other states are at least equally as qualified as those who teach in the state. However, Louisiana should balance the interests of its students in having qualified online instructors with making certain that these requirements do not create unnecessary obstacles for out-of-state teachers.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana asserted that it accords the same license, an out-of-state (OS) license, to teachers from other states regardless of the type of teacher preparation program they completed. Successful completion of student teaching or an internship is required. Louisiana added that it evaluates transcripts for verification of successful completion of a traditional or alternate certification program. Teacher preparation program completers from other states can qualify for issuance of an OS certificate in all certification areas that they hold in another state. After one year of successful teaching, candidates may qualify for issuance of the state's level 1 teaching certificate.

Figure 55

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



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

Figure 56

What do states require of teachers transferring from other states?

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

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

Figure 57

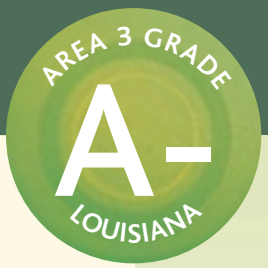
Do states treat out-of-state teachers the same whether they were prepared in a traditional or an alternate route program?

	STATE TREATS TEACHERS EQUALLY REGARDLESS OF PREPARATION	State specifies different requirements for alternate route teachers	State has policies with the potential to create obstacles for alternate route teachers
Alabama	■	☐	☐
Alaska	☐	☐	■
Arizona	☐	☐	■
Arkansas	☐	☐	■
California	☐	■	☐
Colorado	☐	☐	■
Connecticut	☐	☐	■
Delaware	☐	☐	■
District of Columbia	☐	☐	■
Florida	☐	☐	■
Georgia	■	☐	☐
Hawaii	☐	☐	■
Idaho	☐	☐	■
Illinois	☐	☐	■
Indiana	☐	☐	■
Iowa	☐	■	☐
Kansas	☐	■	☐
Kentucky	☐	☐	■
LOUISIANA	☐	☐	■
Maine	☐	☐	■
Maryland	☐	☐	■
Massachusetts	☐	☐	■
Michigan	☐	☐	■
Minnesota	☐	☐	■
Mississippi	☐	☐	■
Missouri	☐	☐	■
Montana	☐	☐	■
Nebraska	☐	☐	■
Nevada	☐	☐	■
New Hampshire	☐	☐	■
New Jersey	☐	☐	■
New Mexico	☐	☐	■
New York	☐	■	☐
North Carolina	☐	☐	■
North Dakota	☐	☐	■
Ohio	☐	☐	■
Oklahoma	☐	☐	■
Oregon	☐	☐	■
Pennsylvania	☐	☐	■
Rhode Island	☐	☐	■
South Carolina	☐	☐	■
South Dakota	☐	☐	■
Tennessee	☐	☐	■
Texas	■	☐	☐
Utah	☐	☐	■
Vermont	☐	☐	■
Virginia	☐	☐	■
Washington	☐	■	☐
West Virginia	■	☐	☐
Wisconsin	☐	☐	■
Wyoming	☐	■	☐
	4	**6**	**41**

EXAMPLES OF BEST PRACTICE

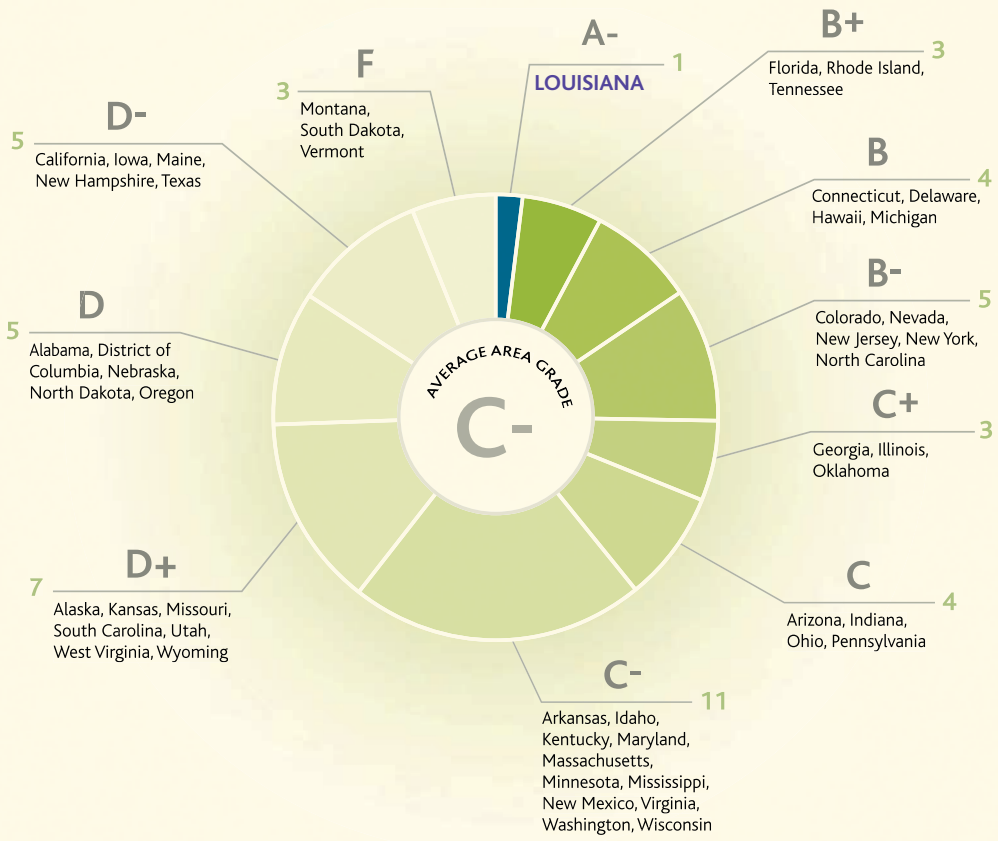
Alabama and **Texas** appropriately support licensure reciprocity by requiring that certified teachers from other states meet Alabama's and Texas's own testing requirements, and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate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

Area 3 Summary



How States are Faring in Identifying Effective Teachers

State Area Grades



Topics Included In This Area

- 3-A: State Data Systems
- 3-B: Evaluation of Effectiveness
- 3-C: Frequency of Evaluations
- 3-D: Tenure
- 3-E: Licensure Advancement
- 3-F: Equitable Distribution

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

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

Goal Components

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

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

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

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

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

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

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

Background

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

Figure 58

How States are Faring in State Data Systems

2 Best Practice States
Hawaii, New York

0 States Meet Goal

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 13 ⟷ : 36 ⬇ : 2

3-A Analysis: Louisiana

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

ANALYSIS

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

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

Louisiana defines teacher of record as the educator who is with the student from October 1 through testing. The state's teacher-student data link can connect more than one educator to a particular student in a given course, and it does have in place a process for teacher roster verification.

Louisiana does not publish data on teacher production that connects program completion, certification and hiring statistics. As part of its "Value Added Assessment of Teacher Preparation Programs in Louisiana" report, the state publishes the number of new teachers (first and second year of teaching) for its value-added data, but this is only for grades 4-9 and only for the subject areas of math, social studies, English language arts, reading and science.

Supporting Research

Data Quality Campaign
www.dataqualitycampaign.org

Value Added Assessment
http://regents.louisiana.gov/value-added-teacher-preparation-program-assessment-model/

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, Louisiana 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.

- **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. Louisiana 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, Louisiana will form a rich set of data that can inform policy decisions.

LOUISIANA RESPONSE TO ANALYSIS

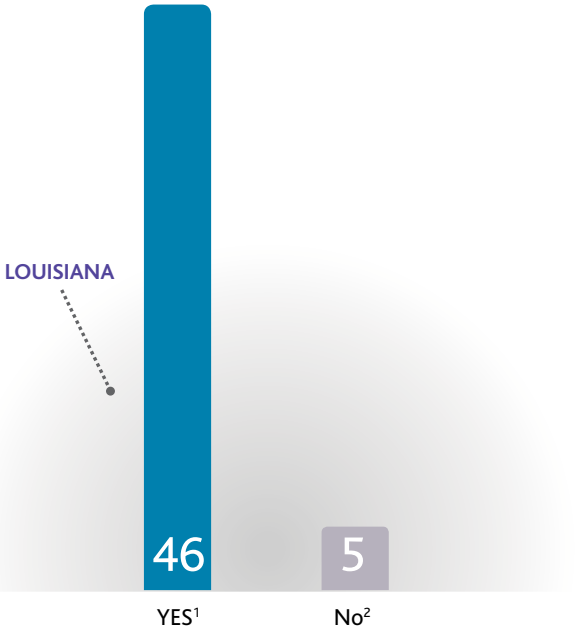
Louisiana recognized the factual accuracy of this analysis.

LAST WORD

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

Figure 59

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



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

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

Figure 60

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

	Adequate teacher of record definition	Can connect more than one educator to a student	Teacher roster verification
Alabama	☐	☐	☐
Alaska	☐	☐	☐
Arizona	■	■	■
Arkansas	■	■	■
California	☐	☐	☐
Colorado	■	■	■
Connecticut	☐	☐	☐
Delaware	■	■	■
District of Columbia	■	■	■
Florida	■	☐	■
Georgia	■	■	■
Hawaii	■	■	■
Idaho	■	■	■
Illinois	☐	☐	☐
Indiana	☐	■	■
Iowa	☐	☐	☐
Kansas	■	■	☐
Kentucky	■	■	■
LOUISIANA	☐	■	■
Maine	☐	☐	☐
Maryland	☐	☐	☐
Massachusetts	☐	■	■
Michigan	■	■	☐
Minnesota	☐	■	☐
Mississippi	☐	☐	■
Missouri	☐	■	☐
Montana	☐	☐	☐
Nebraska	☐	☐	☐
Nevada	☐	☐	☐
New Hampshire	☐	■	☐
New Jersey	☐	■	☐
New Mexico	☐	■	■
New York	■	■	■
North Carolina	■	■	■
North Dakota	☐	☐	☐
Ohio	■	■	■
Oklahoma	☐	■	■
Oregon	☐	■	☐
Pennsylvania	■	☐	■
Rhode Island	■	■	■
South Carolina	☐	☐	■
South Dakota	☐	■	☐
Tennessee	☐	■	■
Texas	■	■	☐
Utah	☐	■	☐
Vermont	☐	■	☐
Virginia	☐	■	☐
Washington	☐	☐	☐
West Virginia	☐	☐	■
Wisconsin	☐	■	☐
Wyoming	■	☐	☐
	19	**32**	**24**

Figure 61

Do states track teacher production?

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

EXAMPLES OF BEST PRACTICE

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

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

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

Goal Components

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

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

Background

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

Figure 62

How States are Faring in Evaluation of Effectiveness

0 Best Practice States

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

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 22 ⬌ : 27 ⬇ : 2

3-B Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

Commendably, Louisiana requires that objective evidence of student learning be the preponderant criterion of its teacher evaluations. All teachers must be evaluated under its statewide evaluation system, Compass.

Compass requires that 50 percent of the evaluation score be based on student learning and 50 percent on observation using the state's rubric. For subjects tested by state standardized assessments, student growth on such tests is used to measure student learning. For subjects not tested by state standardized tests, targets established by teachers and evaluators are used to measure student learning.

A four-tiered rating system is used: highly effective, effective: proficient, effective: emerging and ineffective. Any teacher receiving a rating of ineffective in either the student growth or the qualitative performance component of the evaluation must receive an overall rating of ineffective.

Classroom observations are required.

Supporting Research

Title 28 Part CXLVII Bulletin 130

Compass
http://www.louisianabelieves.com/teaching/compass

LOUISIANA RESPONSE TO ANALYSIS

Louisiana noted that professional practice and student-outcome ratings hold equal weight under the requirements for evaluation in the state.

Figure 63

Do states consider classroom effectiveness as part of teacher evaluations?

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

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

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

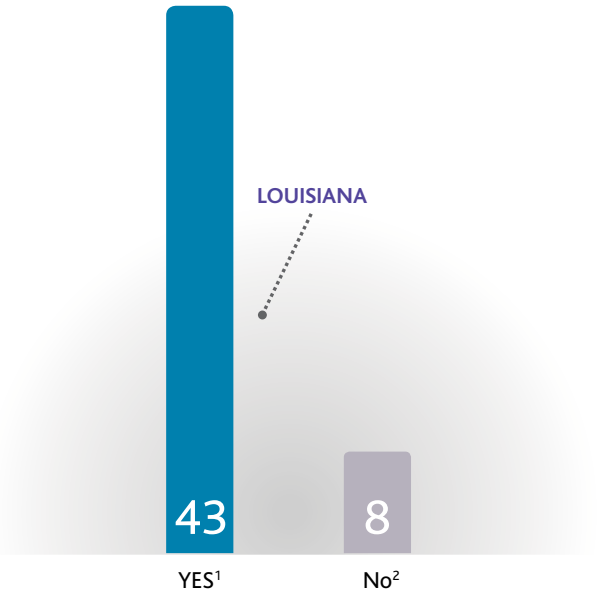
Figure 64

Is survey data used as part of teacher evaluations?

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

Figure 65

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



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

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

EXAMPLES OF BEST PRACTICE

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

Figure 66

Do states direct how teachers should be evaluated?

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

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

Figure 67

What requirements have states established for evaluators?

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

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

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

Goal Components

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

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

Background

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

Figure 68

How States are Faring in Frequency of Evaluations

0 Best Practice States

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

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 11 ⟷ : 38 ⬇ : 2

3-C Analysis: Louisiana

State Nearly Meets Goal Progress Since 2011

ANALYSIS

Commendably, all teachers in Louisiana must be evaluated annually.

Compass, the state's evaluation instrument, requires at least two observations with feedback. However, one observation may be waived for teachers who have earned a highly effective rating. Louisiana does not articulate when these observations should occur.

Supporting Research

Louisiana Revised Statute 17:3902

Title 28 Part CXLVII Bulletin 130

RECOMMENDATION

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

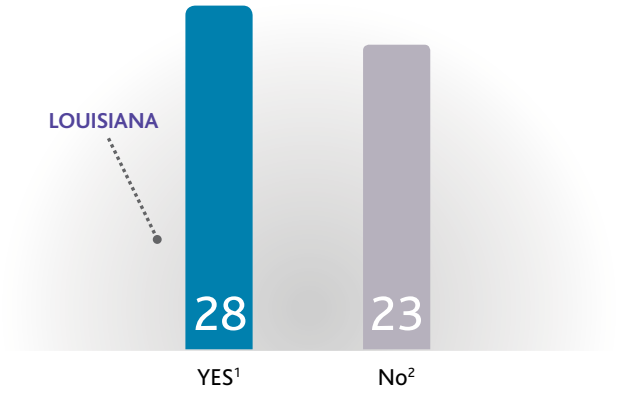
  It is critical that schools and districts closely monitor the performance of new teachers. Louisiana should ensure that its new teachers get the support they need, and that supervisors know early on which new teachers may be struggling or at risk for unacceptable levels of performance.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 69

Do states require districts to evaluate all teachers each year?



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

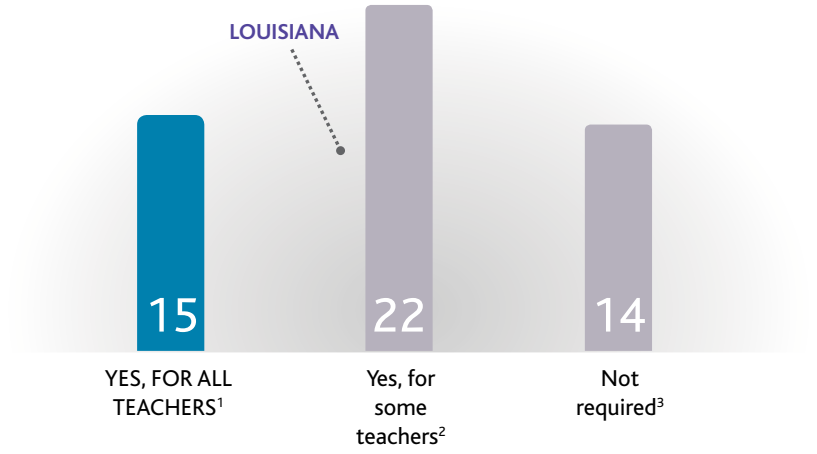
Figure 70

Do states require districts to evaluate all teachers each year?

	Annual evaluation of all veteran teachers	Annual evaluation of all probationary teachers
Alabama	■	■
Alaska	□	■
Arizona	■	■
Arkansas	□	■
California	□	■
Colorado	■	■
Connecticut	■	■
Delaware	■	■
District of Columbia	□	□
Florida	■	■
Georgia	■	■
Hawaii	■	■
Idaho	■	■
Illinois	□	■
Indiana	■	■
Iowa	□	□
Kansas	□	■
Kentucky	□	■
LOUISIANA	■	■
Maine	□	□
Maryland	■	■
Massachusetts	□	■
Michigan	□	■
Minnesota	□	■
Mississippi	■	■
Missouri	□	□
Montana	□	■
Nebraska	□	■
Nevada	■	■
New Hampshire	□	□
New Jersey	■	■
New Mexico	■	■
New York	■	■
North Carolina	■	■
North Dakota	■	■
Ohio	□	□
Oklahoma	■	■
Oregon	□	■
Pennsylvania	■	■
Rhode Island	■	■
South Carolina	□	■
South Dakota	□	■
Tennessee	■	■
Texas	□	■
Utah	■	■
Vermont	□	□
Virginia	□	■
Washington	■	■
West Virginia	■	■
Wisconsin	■	■
Wyoming	■	■
	28	**44**

Figure 71

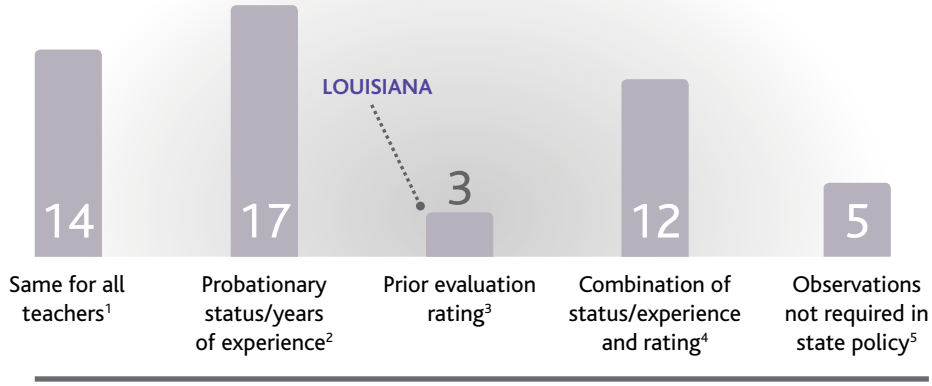
Do states require multiple classroom observations?



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

Figure 72

What is the determining factor for frequency of observations?



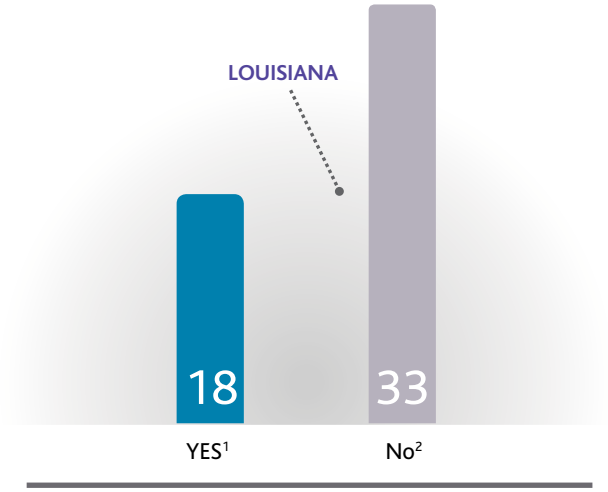
1. Alabama, District of Columbia[6], Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Mississippi, Missouri, New Jersey, New Mexico, New York, Rhode Island
2. Alaska, Arkansas[7], California[7], Colorado, Florida, Kansas[7], Minnesota[7], Nebraska, North Carolina, Oklahoma[7], Oregon, Pennsylvania[7], South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

EXAMPLES OF BEST PRACTICE

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

Figure 73

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



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

Area 3: Identifying Effective Teachers

Goal D – Tenure

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

Goal Components

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

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

Background

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

Figure 74

How States are Faring in Tenure

2 Best Practice States
Connecticut⬆, Michigan

3 States Meet Goal
Colorado, Florida, LOUISIANA⬆

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 7 ⟷ : 44 ⬇ : 0

State Meets Goal Progress Since 2011

ANALYSIS

Louisiana now requires teachers to be rated highly effective for five out of six years to be granted tenure. All other teachers remain "at-will" employees. A tenured teacher who receives a rating of ineffective immediately loses tenure. If rated highly effective for growth but ineffective for observation, a teacher is entitled to a second observation within 30 days. A teacher will reacquire tenure if the ineffective performance is reversed, or if the teacher receives a performance rating of highly effective for five of six years subsequent to the ineffective rating.

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

Supporting Research

HB 974 (2012), amending 17:442

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 75

How long before a teacher earns tenure?

	No Policy	1 Year	2 Years	3 years	4 YEARS	5 YEARS	STATE ONLY AWARDS ANNUAL CONTRACTS
Alabama				■			
Alaska				■			
Arizona				■			
Arkansas				■			
California			■				
Colorado				■			
Connecticut					■		
Delaware				■			
District of Columbia	■						
Florida							■
Georgia				■			
Hawaii				■			
Idaho				■[1]			
Illinois					■		
Indiana				■			
Iowa				■			
Kansas				■			
Kentucky					■		
LOUISIANA						■	
Maine				■			
Maryland				■			
Massachusetts				■			
Michigan						■	
Minnesota				■			
Mississippi		■					
Missouri						■	
Montana				■			
Nebraska				■			
Nevada				■			
New Hampshire						■	
New Jersey					■		
New Mexico				■			
New York				■			
North Carolina							■[2]
North Dakota			■				
Ohio						■[3]	
Oklahoma				■[4]			
Oregon				■			
Pennsylvania				■			
Rhode Island							■[5]
South Carolina			■				
South Dakota				■			
Tennessee						■	
Texas				■			
Utah				■			
Vermont			■				
Virginia				■[6]			
Washington				■[7]			
West Virginia				■			
Wisconsin				■			
Wyoming				■			
	1	**1**	**4**	**32**	**4**	**6**	**3**

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

EXAMPLES OF BEST PRACTICE

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

Figure 76

How are tenure decisions made?

	Evidence of student learning is the preponderant criterion	Some evidence of student learning is considered	Virtually automatically
Alabama	☐	☐	■
Alaska	☐	☐	■
Arizona	☐	■	☐
Arkansas	☐	☐	■
California	☐	☐	■
Colorado	■	☐	☐
Connecticut	■	☐	☐
Delaware	■	☐	☐
District of Columbia	☐	☐	■
Florida	■[1]	☐	☐
Georgia	☐	☐	■
Hawaii	■	☐	☐
Idaho	☐	☐	■
Illinois	☐	■	☐
Indiana	☐	■	☐
Iowa	☐	☐	■
Kansas	☐	☐	■
Kentucky	☐	☐	■
LOUISIANA	■	☐	☐
Maine	☐	☐	■
Maryland	☐	☐	■
Massachusetts	☐	■	☐
Michigan	■	☐	☐
Minnesota	☐	☐	■
Mississippi	☐	☐	■
Missouri	☐	☐	■
Montana	☐	☐	■
Nebraska	☐	☐	■
Nevada	■	☐	☐
New Hampshire	☐	☐	■
New Jersey	☐	■	☐
New Mexico	☐	☐	■
New York	☐	■	☐
North Carolina	☐	■[2]	☐
North Dakota	☐	☐	■
Ohio	☐	☐	■
Oklahoma	■[3]	☐	☐
Oregon	☐	☐	■
Pennsylvania	☐	☐	■
Rhode Island	■	☐	☐
South Carolina	☐	☐	■
South Dakota	☐	☐	■
Tennessee	■	☐	☐
Texas	☐	☐	■
Utah	☐	☐	■
Vermont	☐	☐	■
Virginia	☐	■	☐
Washington	☐	■	☐
West Virginia	☐	☐	■
Wisconsin	☐	☐	■
Wyoming	☐	☐	■
	11	**9**	**31**

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

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

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

Goal Components

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

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

Background

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

Figure 77

How States are Faring in Licensure Advancement

1 Best Practice State
Rhode Island

2 States Meet Goal
LOUISIANA, Tennessee⬆

0 States Nearly Meet Goal

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

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

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

Progress on this Goal Since 2011:

⬆ : 4 ⬌ : 46 ⬇ : 1

3-E Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

Louisiana's requirements for licensure advancement and renewal are based on evidence of teacher effectiveness.

Teachers must meet a standard for effectiveness, established by the state, based on a performance evaluation that includes growth in student achievement using value-added data (see Goal 3-B). Teachers must meet the standard for effectiveness for three years during their initial certification or renewal period to be issued a certificate or have their certificate renewed. Teachers applying for a Level III Professional Certificate must meet the requirements for Level II and must have a master's degree.

Supporting Research

https://www.teachlouisiana.net/Teachers.aspx?PageID=650

Bulletin 746 Louisiana Standards for State Certification of School Personnel

RECOMMENDATION

- **Consider implications of connecting evaluation results to license policy.**

  Louisiana commendably connects its strong evaluation system (see Goal 3-B) to teacher certification in the state. However, Louisiana must consider carefully how to use this evidence, as the standard for denying licensure—the right to practice in the state—should not necessarily be the same standard that might result in termination from a particular position.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 78

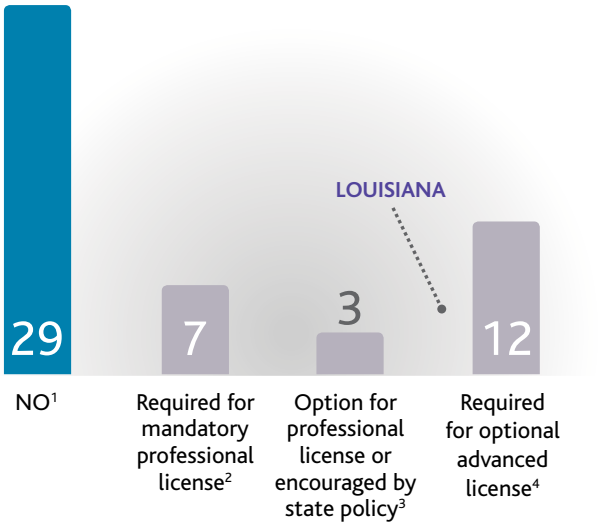
Do states require teachers to show evidence of effectiveness before conferring professional licensure?

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

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

Figure 79

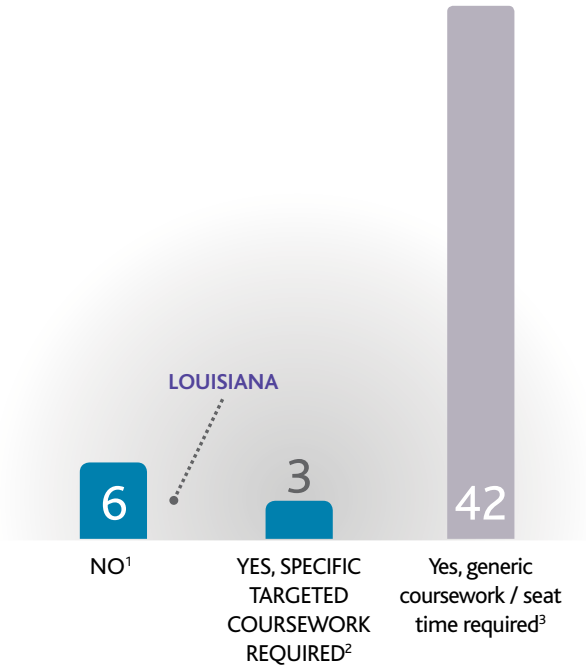
Do states require teachers to earn advanced degrees before conferring professional licensure?



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

Figure 80

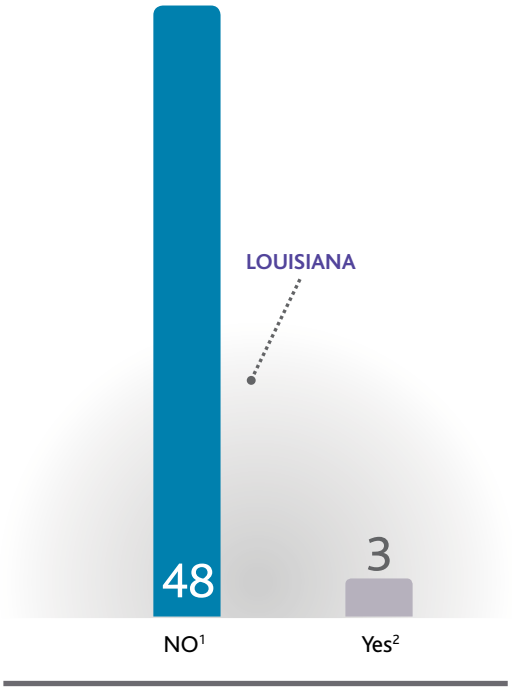
Do states require teachers to take additional coursework before conferring or renewing professional licenses?



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

Figure 81

Do states award lifetime licenses?



1. Strong Practice: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut[3], Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming
2. New Jersey, Pennsylvania, West Virginia
3. Although teachers in Connecticut must renew their licenses every five years, there are no requirements for renewal.

EXAMPLE OF BEST PRACTICE

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

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

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

Goal Components

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

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

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

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

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

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

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

Background

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

Figure 82

How States are Faring in Equitable Distribution

★	0	Best Practice States
●	9	States Meet Goal Arkansas⬆, Illinois⬆, Indiana⬆, LOUISIANA⬆, Massachusetts⬆, Missouri⬆, New York⬆, North Carolina⬆, Pennsylvania⬆
◕	0	States Nearly Meet Goal
◑	5	States Partly Meet Goal Connecticut, Florida⬆, New Jersey, South Carolina, Utah⬆
◔	29	States Meet a Small Part of Goal Alaska, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, Ohio, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin
○	8	States Do Not Meet Goal Alabama, Arizona, Iowa, Michigan, New Mexico, North Dakota, Oklahoma, Wyoming

Progress on this Goal Since 2011:

⬆ : 11 ⟷ : 40 ⬇ : 0

3-F Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

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

Louisiana is commended for reporting aggregate school-level data about teacher performance. The state publishes teacher evaluation ratings—from an evaluation system based on instructional effectiveness—by school. The state also reports the percentage of highly qualified teachers teaching core classes. This data is reported for each school, rather than aggregated by district.

Supporting Research

Louisiana 2011-2012 School Report Card

http://www.louisianabelieves.com/data/reportcards/2012/

Louisiana District Composite Reports

http://www.laeducationresults.net/Index.aspx?RecordID=002003

COMPASS Final Report 2012-2013

http://www.louisianabelieves.com/teaching/compass/compass-final-report-2012-2013

RECOMMENDATION

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

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

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

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

LOUISIANA RESPONSE TO ANALYSIS

Louisiana was helpful in providing NCTQ with the facts necessary for this analysis.

Figure 83

Do states publicly report school-level data about teachers?

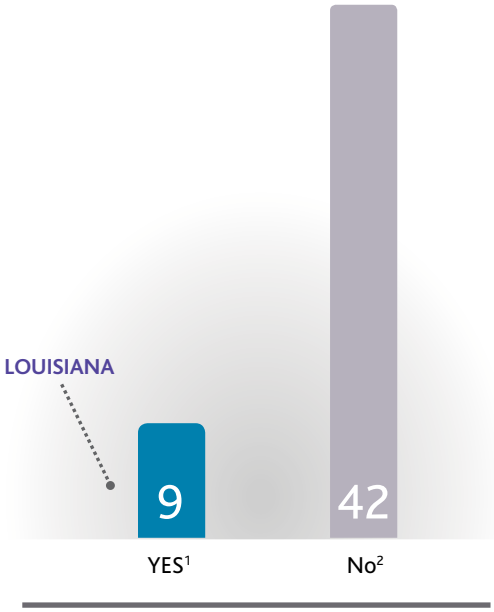
Alabama	☐	☐	☐	☐	☐	☐	☐
Alaska	☐	☐	☐	☐	■	☐	☐
Arizona	☐	☐	☐	☐	☐	☐	☐
Arkansas	■	☐	■	☐	■	☐	☐
California	☐	☐	■	☐	■	☐	☐
Colorado	☐	☐	☐	☐	■	☐	☐
Connecticut	☐	☐	☐	■	■	☐	☐
Delaware	☐	☐	☐	■	■	☐	☐
District of Columbia	☐	☐	☐	☐	■	☐	☐
Florida	☐	☐	☐	■	■	☐	☐
Georgia	☐	☐	■	☐	■	☐	☐
Hawaii	☐	☐	☐	☐	■	☐	☐
Idaho	☐	☐	■	☐	■	☐	☐
Illinois	■	☐	☐	☐	☐	■	■
Indiana	■	☐	☐	■	☐	☐	☐
Iowa	☐	☐	☐	☐	☐	☐	☐
Kansas	☐	☐	■	☐	■	☐	☐
Kentucky	☐	☐	■	☐	■	☐	☐
LOUISIANA	■	☐	☐	☐	■	☐	☐
Maine	☐	☐	☐	☐	■	☐	☐
Maryland	☐	☐	☐	☐	■	☐	☐
Massachusetts	■	☐	☐	☐	■	☐	☐
Michigan	☐	☐	☐	☐	☐	☐	☐
Minnesota	☐	☐	☐	■	■	☐	☐
Mississippi	☐	☐	■	☐	■	☐	☐
Missouri	■	☐	☐	☐	☐	☐	☐
Montana	☐	☐	■	☐	■	☐	☐
Nebraska	☐	☐	☐	☐	■	☐	☐
Nevada	☐	☐	☐	☐	■	☐	☐
New Hampshire	☐	☐	☐	☐	■	☐	☐
New Jersey	☐	☐	☐	☐	☐	■	■
New Mexico	☐	☐	☐	☐	☐	☐	☐
New York	■	☐	☐	■	■	■	☐
North Carolina	■	☐	■	■	■	■	☐
North Dakota	☐	☐	☐	☐	☐	☐	☐
Ohio	☐	☐	☐	☐	■	☐	■
Oklahoma	☐	☐	☐	☐	☐	☐	☐
Oregon	☐	☐	■	☐	■	☐	☐
Pennsylvania	■	☐	■	☐	■	☐	☐
Rhode Island	☐	☐	■	☐	■	☐	☐
South Carolina	☐	☐	☐	☐	■	■	■
South Dakota	☐	☐	☐	☐	■	☐	☐
Tennessee	☐	☐	☐	☐	■	☐	☐
Texas	☐	☐	■	■	■	☐	☐
Utah	☐	☐	☐	☐	■	☐	☐
Vermont	☐	☐	■	☐	■	☐	☐
Virginia	☐	☐	☐	☐	■	☐	☐
Washington	☐	☐	■	☐	■	☐	☐
West Virginia	☐	☐	☐	☐	■	☐	☐
Wisconsin	☐	☐	■	☐	■	☐	☐
Wyoming	☐	☐	☐	☐	☐	☐	☐
	9	**0**	**16**	**8**	**39**	**5**	**4**

EXAMPLES OF BEST PRACTICE

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

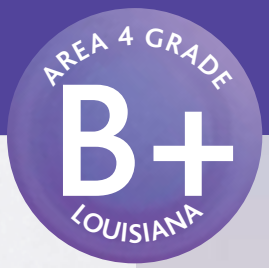
Figure 84

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



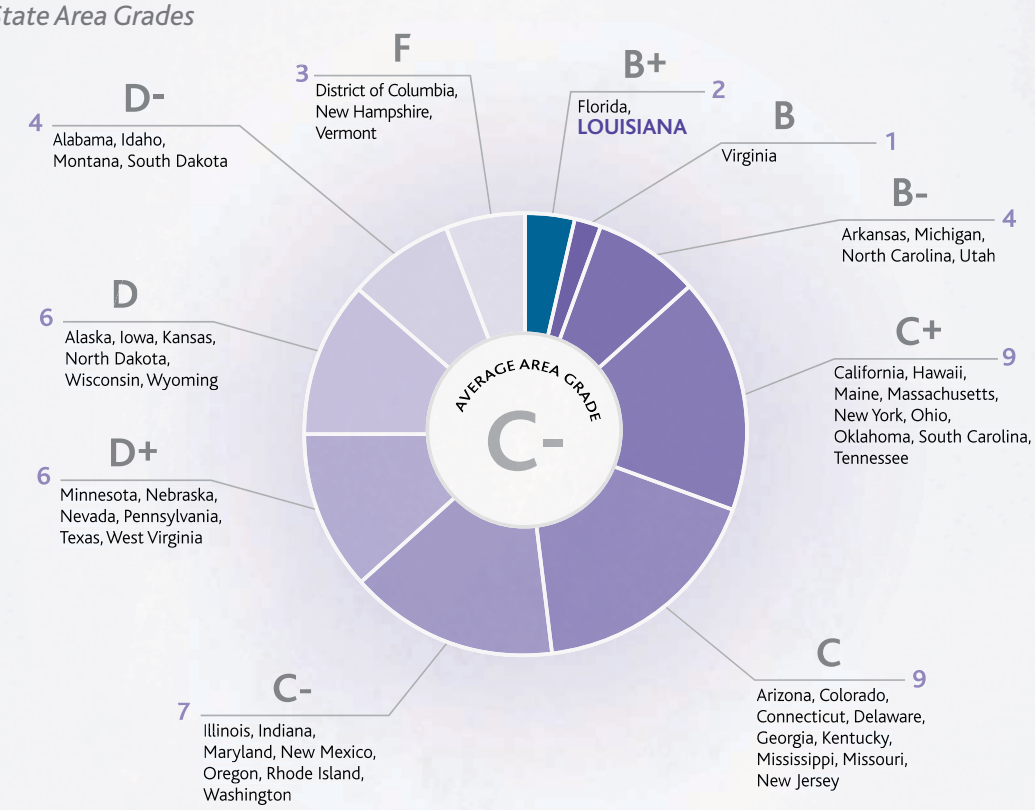
1. Strong Practice: Arkansas[3], Illinois, Indiana, Louisiana, Massachusetts[4], Missouri, New York, North Carolina, Pennsylvania
2. Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida[5], Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland,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

Area 4 Summary



How States are Faring in Retaining Effective Teachers

State Area Grades



Topics Included In This Area

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

Area 4: Retaining Effective Teachers

Goal A – Induction

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

Goal Components

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

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

Background

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

Figure 85

How States are Faring in Induction

1 Best Practice State
South Carolina

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

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 5 ⟷ : 45 ⬇ : 1

4-A Analysis: Louisiana

State Does Not Meet Goal Progress Since 2011

ANALYSIS

Louisiana does not require an induction program for new teachers.

RECOMMENDATION

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

  Louisiana should ensure that all new teachers—and especially any teacher in a low-performing school—receive mentoring support, especially in the first critical weeks of school.

- **Set specific parameters.**

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

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

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

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 86

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

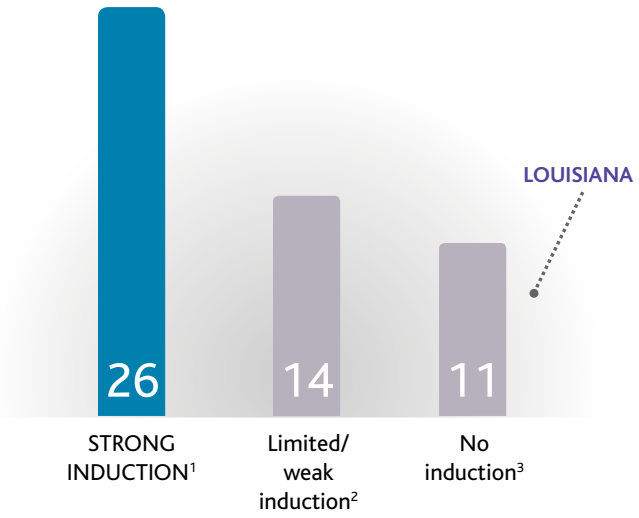
	Mentoring for all new teachers	Mentoring of sufficient frequency and duration	Mentoring provided at beginning of school year	Careful selection of mentors	Mentors must be trained	Mentors / programs must be evaluated	Mentors are compensated	Use of a variety of effective induction strategies
Alabama	■	■	■	■	■	■	■	■
Alaska	□	□	□	□	□	□	□	□
Arizona	□	□	□	□	□	□	□	□
Arkansas	■	■	■	■	■	□	■	■
California	■	□	■	■	■	■	□	□
Colorado	■	□	□	■	■	■	□	■
Connecticut	■	■	□	□	■	□	□	■
Delaware	■	□	□	□	■	□	■	■
District of Columbia	□	□	□	□	□	□	□	□
Florida	□	□	□	□	□	□	□	□
Georgia	□	□	□	□	□	□	□	□
Hawaii	■	■	□	■	■	■	□	■
Idaho	□	□	□	□	□	□	□	□
Illinois	■	■	□	■	■	■	■	■
Indiana	□	□	□	□	□	□	□	□
Iowa	■	□	□	■	■	□	■	□
Kansas	□	□	□	■	■	■	■	□
Kentucky	■	■	□	■	■	□	■	■
LOUISIANA	□	□	□	□	□	□	□	□
Maine	■	■	□	■	■	■	■	■
Maryland	■	■	□	■	■	■	■	■
Massachusetts	■	■	■	■	■	■	■	■
Michigan	■	□	□	■	□	■	□	□
Minnesota	□	□	□	□	□	□	□	□
Mississippi	■	■	□	□	■	□	■	■
Missouri	■	■	■	■	■	■	□	■
Montana	□	□	□	□	□	□	□	□
Nebraska	■	■	□	□	■	■	■	□
Nevada	□	□	□	□	□	□	□	□
New Hampshire	□	□	□	□	□	□	□	□
New Jersey	■	■	■	■	■	■	■	■
New Mexico	■	□	□	□	■	■	□	□
New York	□	■	□	■	■	□	■	■
North Carolina	■	■	■	■	■	■	■	■
North Dakota	■	■	□	□	□	□	□	■
Ohio	■	■	□	■	■	■	□	□
Oklahoma	■	■	■	■	■	□	■	□
Oregon	□	□	□	□	■	□	■	□
Pennsylvania	■	□	□	□	□	■	□	□
Rhode Island	■	■	□	□	■	■	■	■
South Carolina	■	■	■	■	■	■	■	■
South Dakota	□	□	□	□	□	□	□	□
Tennessee	■	■	□	□	□	□	□	□
Texas	□	□	□	□	□	□	□	□
Utah	■	□	□	■	■	□	□	□
Vermont	□	□	□	□	□	□	□	□
Virginia	■	■	□	■	■	■	■	■
Washington	□	□	□	■	□	□	□	■
West Virginia	■	□	□	■	□	□	□	□
Wisconsin	■	□	□	□	■	□	□	□
Wyoming	□	□	□	□	□	□	□	□
	31	**22**	**9**	**24**	**29**	**20**	**20**	**21**

EXAMPLE OF BEST PRACTICE

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

Figure 87

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



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

Area 4: Retaining Effective Teachers

Goal B – Professional Development

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

Goal Components

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

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

Background

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

Figure 88

How States are Faring in Professional Development

2 Best Practice States
LOUISIANA, North Carolina

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

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

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

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

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

Progress on this Goal Since 2011:

⬆ : 11 ⟷ : 39 ⬇ : 1

4-B Analysis: Louisiana

Best Practice State | Progress Since 2011

ANALYSIS

Louisiana's evaluation system provides clear performance expectations and significant regular information on such performance to all teachers. In addition, a postobservation conference between teachers and evaluators is required to discuss "commendation and areas of improvement." Local districts must provide teachers with multiple opportunities for feedback throughout the academic year.

Louisiana requires local boards to provide targeted professional development to beginning and continuing teachers to "address deficiencies identified in the evaluation process." In addition, each teacher will be given a professional growth plan "designed to assist each teacher and administrator in meeting the standards for effectiveness, effectively addressing the social, developmental, and emotional needs of students and maintaining a classroom environment that is conducive to learning." These plans are developed collaboratively between the teacher and evaluator. Teachers rated "ineffective" are put on intensive assistance plans.

Supporting Research

Louisiana Revised Code 17:3902; 17:3881; 17:3885

Bulletin 130, http://bese.louisiana.gov/documents-resources/policies-bulletins

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

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

Figure 89

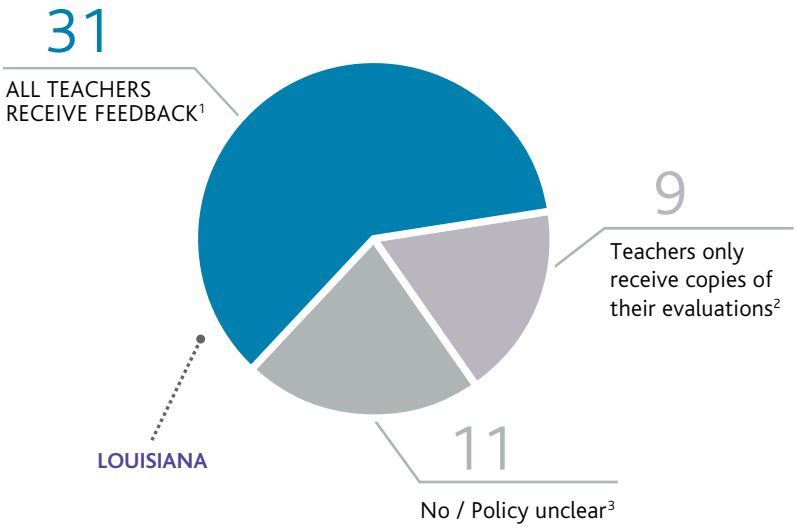
Do states ensure that evaluations are used to help teachers improve?

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS	IMPROVEMENT PLANS FOR TEACHERS WITH POOR RATINGS
Alabama	☐	☐	☐
Alaska	☐	☐	☐[1]
Arizona	■	■	■
Arkansas	■	■	■
California	☐	☐	☐
Colorado	■	■	■
Connecticut	■	■	■
Delaware	■	■	■
District of Columbia	☐	☐	☐
Florida	■	■	■
Georgia	■	■	☐
Hawaii	■	☐	■
Idaho	☐	☐	☐
Illinois	■	☐	■
Indiana	■	☐	☐
Iowa	☐	☐	☐
Kansas	■	☐	☐
Kentucky	■	☐	☐
LOUISIANA	■	■	■
Maine	■	■	■
Maryland	☐	☐	■
Massachusetts	■	☐	■
Michigan	■	■	■
Minnesota	☐	■	■
Mississippi	■	■	■
Missouri	■	☐	☐
Montana	☐	☐	☐
Nebraska	☐	☐	☐
Nevada	☐	☐	☐
New Hampshire	☐	☐	☐
New Jersey	■	■	■
New Mexico	☐	■	■
New York	■	☐	■
North Carolina	■	■	■
North Dakota	☐	☐	☐
Ohio	☐	☐	■
Oklahoma	☐	☐	■
Oregon	■	☐	■
Pennsylvania	☐	☐	■
Rhode Island	■	■	■
South Carolina	■	■	■
South Dakota	☐	☐	☐[2]
Tennessee	■	■	☐
Texas	■	☐	☐
Utah	■	☐	■
Vermont	☐	☐	☐
Virginia	■	■	■
Washington	■	☐	■
West Virginia	■	■	■
Wisconsin[3]	☐	☐	☐
Wyoming	■	■	☐
	31	**21**	**29**

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

Figure 90

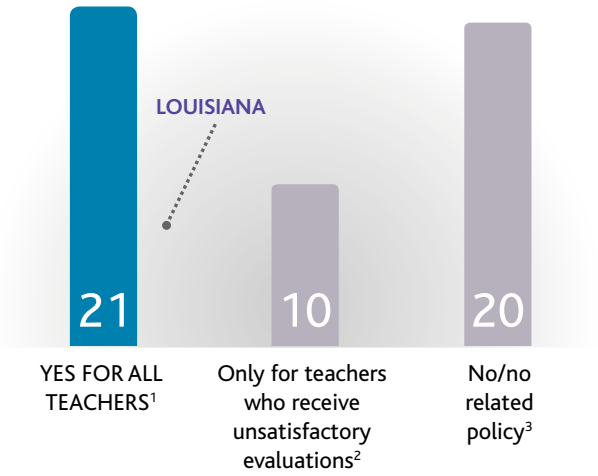
Do teachers receive feedback on their evaluations?



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

Figure 91

Do states require that teacher evaluations inform professional development?



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

Area 4: Retaining Effective Teachers

Goal C – Pay Scales

The state should give local districts authority over pay scales.

Goal Components

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

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

Background

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

Figure 92

How States are Faring in Pay Scales

2 Best Practice States
Florida, Indiana

1 State Meets Goal
Utah⬆

2 States Nearly Meet Goal
LOUISIANA⬆, Minnesota,

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

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

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

Progress on this Goal Since 2011:

⬆: 5 ⟷: 45 ⬇: 1

4-C Analysis: Louisiana

State Nearly Meets Goal Progress Since 2011

ANALYSIS

To determine teachers' salaries, Louisiana allows local districts to establish a salary schedule based on the following criteria: 1) effectiveness determined by performance evaluations; 2) demand inclusive of area of certification, particular school need, geographic area, and subject, which may include advance degree levels; and 3) experience. No one criterion can account for more than 50 percent of the formula used to compute salaries.

Supporting Research

Louisiana Revised Statutes 14:418

RECOMMENDATION

- **Discourage districts from tying compensation to elements not associated with teacher effectiveness.**

  Louisiana is commended for giving districts authority over their pay scales while making sure that teacher effectiveness is a factor. However, the state's policy still allows districts to prioritize advanced degrees and years of experience at their discretion. The limitation that neither factor can count for more than 50 percent does little to prevent a district from maintaining a salary schedule that pays a premium for advanced degrees, despite extensive research showing that such degrees do not have an impact on teacher effectiveness, and/or determines the highest steps by seniority.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

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

Figure 93

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

	DISTRICTS SET SALARY SCHEDULE	State sets minimum salary	State sets minimum salary schedule
Alabama	☐	☐	■
Alaska	■	☐	☐
Arizona	■	☐	☐
Arkansas	☐	☐	■
California	☐	■	☐
Colorado	■[1]	☐	☐
Connecticut	■	☐	☐
Delaware	☐	☐	■
District of Columbia	■	☐	☐
Florida	■	☐	☐
Georgia	☐	☐	■
Hawaii	☐	☐	■
Idaho	☐	■	☐
Illinois	☐	■	☐
Indiana	■	☐	☐
Iowa	☐	■	☐
Kansas	■	☐	☐
Kentucky	☐	☐	■
LOUISIANA	■	☐	☐
Maine	☐	■	☐
Maryland	■	☐	☐
Massachusetts	☐	■	☐
Michigan	■	☐	☐
Minnesota	■	☐	☐
Mississippi	☐	☐	■
Missouri	☐	■	☐
Montana	■	☐	☐
Nebraska	■	☐	☐
Nevada	■	☐	☐
New Hampshire	■	☐	☐
New Jersey	☐	■	☐
New Mexico	☐	■	☐
New York	■	☐	☐
North Carolina	☐	☐	■
North Dakota	■	☐	☐
Ohio	☐	☐	■
Oklahoma	☐	☐	■
Oregon	■	☐	☐
Pennsylvania	■	☐	☐
Rhode Island	■[2]	☐	☐
South Carolina	☐	☐	■
South Dakota	■	☐	☐
Tennessee	☐	☐	■
Texas	☐	☐	■
Utah	■	☐	☐
Vermont	■	☐	☐
Virginia	■	☐	☐
Washington	☐	☐	■
West Virginia	☐	☐	■
Wisconsin	■	☐	☐
Wyoming	■	☐	☐
	27	**9**	**15**

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

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

Figure 94

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

	Requires performance to count more than advanced degrees	Prohibits additional pay for advanced degrees	Leaves pay to district discretion	Requires compensation for advanced degrees
Alabama	☐	☐	☐	■
Alaska	☐	☐	■	☐
Arizona	☐	☐	■	☐
Arkansas	☐	☐	☐	■
California	☐	☐	■	☐
Colorado	☐	☐	■	☐
Connecticut	☐	☐	■	☐
Delaware	☐	☐	☐	■
District of Columbia	☐	☐	■	☐
Florida	■	☐	☐	☐
Georgia	☐	☐	☐	■
Hawaii	☐	☐	☐	■
Idaho	☐	☐	☐	■
Illinois	☐	☐	☐	■
Indiana	■	☐	☐	☐
Iowa	☐	☐	■	☐
Kansas	☐	☐	■	☐
Kentucky	☐	☐	☐	■
LOUISIANA	☐	☐	■	☐
Maine	☐	☐	■	☐
Maryland	☐	☐	■	☐
Massachusetts	☐	☐	■	☐
Michigan	☐	☐	■	☐
Minnesota	☐	☐	■	☐
Mississippi	☐	☐	☐	■
Missouri	☐	☐	■	☐
Montana	☐	☐	■	☐
Nebraska	☐	☐	■	☐
Nevada	☐	☐	■	☐
New Hampshire	☐	☐	■	☐
New Jersey	☐	☐	■	☐
New Mexico	☐	☐	■	☐
New York	☐	☐	■	☐
North Carolina	☐	■[1]	☐	☐
North Dakota	☐	☐	■	☐
Ohio	☐	☐	☐	■
Oklahoma	☐	☐	☐	■
Oregon	☐	☐	■	☐
Pennsylvania	☐	☐	■	☐
Rhode Island	☐	☐	■[2]	☐
South Carolina	☐	☐	☐	■
South Dakota	☐	☐	■	☐
Tennessee	☐	☐	☐	■
Texas	☐	☐	■[3]	☐
Utah	■[4]	☐	☐	☐
Vermont	☐	☐	■	☐
Virginia	☐	☐	■	☐
Washington	☐	☐	☐	■
West Virginia	☐	☐	☐	■
Wisconsin	☐	☐	■	☐
Wyoming	☐	☐	■	☐
	3	**1**	**32**	**15**

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

Area 4: Retaining Effective Teachers

Goal D – Compensation for Prior Work Experience

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

Goal Component

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

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

Background

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

Figure 95

How States are Faring in Compensation for Prior Work Experience

1 Best Practice State
North Carolina

1 State Meets Goal
California

1 State Nearly Meets Goal
LOUISIANA ⬆

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

1 State Meets a Small Part of Goal
Hawaii

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

Progress on this Goal Since 2011:

⬆ : 1 ⟷ : 50 ⬇ : 0

4-D Analysis: Louisiana

State Nearly Meets Goal Progress Since 2011

ANALYSIS

In Louisiana, local districts are encouraged to provide compensation for related prior subject-area work experience. Districts are required to develop local compensation plans based on effectiveness, experience and demand with no one factor accounting for more than 50 percent. Experience may include relevant previous work.

Supporting Research

Louisiana Act 1 Memo

http://www.louisianabelieves.com/docs/teaching/act-1-legislative-memo.pdf?sfvrsn=2

RECOMMENDATION

- **Expand policy to encourage local districts to compensate all new teachers with relevant prior work experience.**

  Louisiana is commended for including prior relevant work experience in the definition of experience that districts may include in their compensation plans. Rather than have this as a possible option that districts may include, the state should articulate that teachers should be compensated for such experience. Such compensation would be attractive to career changers in other fields, such as in the STEM subjects.

LOUISIANA RESPONSE TO ANALYSIS

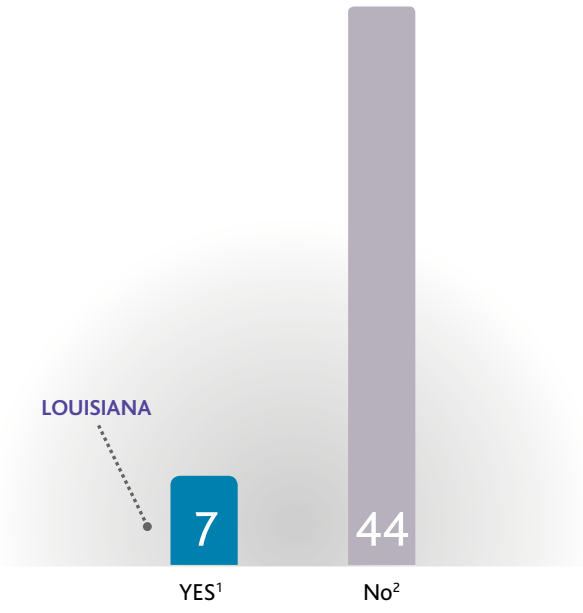
Louisiana was helpful in providing NCTQ with facts that enhanced this analysis.

EXAMPLE OF BEST PRACTICE

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

Figure 96

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



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

Area 4: Retaining Effective Teachers

Goal E – Differential Pay

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

Goal Components

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

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

Background

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

Figure 97

How States are Faring in Differential Pay

1 Best Practice State
Georgia

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

2 States Nearly Meet Goal
Maryland, Washington

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

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

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

Progress on this Goal Since 2011:

⬆ : 3 ⟷ : 46 ⬇ : 2

4-E Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

Louisiana supports differential pay by which a teacher can earn additional compensation by teaching certain subjects. As part of the Critical Teacher Shortage Incentive Program, the state defines mathematics, biology, chemistry and physics as shortage areas. The state offers $3,000 per year for every four consecutive years of teaching to newly certified teachers who agree to teach in one of these subjects at the elementary or secondary level.

Louisiana also supports differential pay for those teaching in high-need schools. Teachers serving in low-performing or Title I schools are eligible to receive an additional $6,000 per year for up to four years.

Teachers who are National Board Certified are eligible to receive a $5,000 annual supplement, although this is only applicable to those who have earned this certification prior to July 1, 2013. This differential pay, however, is not tied to high-need schools or subject-area shortages.

Supporting Research

Louisiana Revised Statutes 17:421.6; 17:427.2; 17.427.3

RECOMMENDATION

- **Consider tying National Board supplements to teaching in high-need schools.**

  This differential pay could be an incentive to attract some of the state's most effective teachers to low-performing schools.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana noted that state statute requires districts to develop local compensation plans that consider demand as a factor in compensation. In guidance, the state has encouraged districts to consider high-need schools and subject areas as eligible for this demand factor. However, districts are able to define this locally.

Figure 98

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

	HIGH NEED SCHOOLS		SHORTAGE SUBJECT AREAS		
	DIFFERENTIAL PAY	Loan forgiveness	DIFFERENTIAL PAY	Loan forgiveness	No support
Alabama	☐	☐	☐	☐	■
Alaska	☐	☐	☐	☐	■
Arizona	☐	☐	☐	☐	■
Arkansas	■	☐	■	☐	☐
California	■	☐	■	☐	☐
Colorado	■	■	☐	☐	☐
Connecticut	☐	☐	☐	☐	■
Delaware	■	☐	☐	☐	☐
District of Columbia	☐	☐	☐	☐	■
Florida	■	☐	■	☐	☐
Georgia	■	☐	■	☐	☐
Hawaii	■	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	■
Illinois	☐	☐	☐	■	☐
Indiana	☐	☐	☐	☐	■
Iowa	☐	☐	☐	☐	■
Kansas	☐	☐	☐	☐	■
Kentucky	■	☐	■	☐	☐
LOUISIANA	■	☐	■	☐	☐
Maine	☐	☐	☐	☐	■
Maryland	■[1]	☐	☐	☐	☐
Massachusetts	☐	☐	☐	☐	■
Michigan	☐	☐	☐	☐	■
Minnesota	☐	☐	☐	☐	■
Mississippi	☐	■	☐	■	☐
Missouri	☐	☐	☐	☐	■
Montana	☐	■	☐	■	☐
Nebraska	☐	■	☐	■	☐
Nevada	■	☐	■	☐	☐
New Hampshire	☐	☐	☐	☐	■
New Jersey	☐	☐	☐	☐	■
New Mexico	■	☐	■	☐	☐
New York	■	☐	■	☐	☐
North Carolina	■	☐	☐	☐	☐
North Dakota	☐	☐	☐	☐	■
Ohio	■	☐	■	☐	☐
Oklahoma	■	☐	■	■	☐
Oregon	☐	■	☐	■	☐
Pennsylvania	☐	■	■	■	☐
Rhode Island	☐	☐	☐	☐	■
South Carolina	☐	■	☐	■	☐
South Dakota	☐	☐	☐	☐	■[2]
Tennessee	■	☐	■	☐	☐
Texas	■	☐	☐	☐	☐
Utah	☐	☐	■	☐	☐
Vermont	☐	☐	☐	■	☐
Virginia	■	☐	■	■	☐
Washington	■	☐	☐	■	☐
West Virginia	☐	☐	☐	☐	■
Wisconsin	■	☐	☐	☐	☐
Wyoming	■	☐	☐	☐	☐
	22	**7**	**15**	**11**	**20**

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

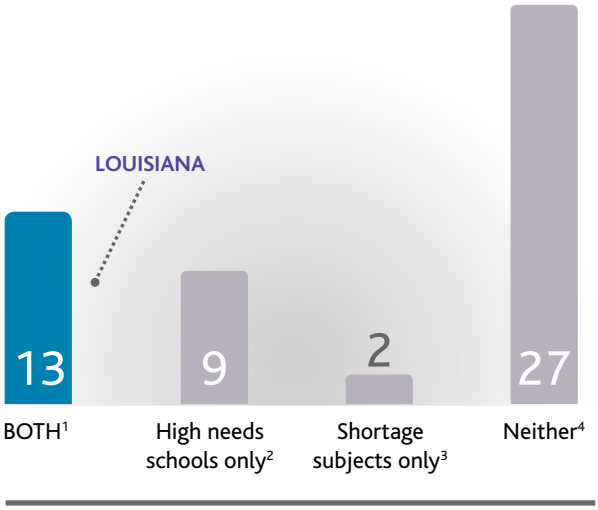
2. South Dakota offers scholarships to teachers in high-need schools.

EXAMPLE OF BEST PRACTICE

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

Figure 99

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



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

Area 4: Retaining Effective Teachers

Goal F – Performance Pay

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

Goal Components

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

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

Background

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

Figure 100

How States are Faring in Performance Pay

2 Best Practice States
Florida, Indiana

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

1 State Nearly Meets Goal
California

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

1 State Meets a Small Part of Goal
Nebraska

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

Progress on this Goal Since 2011:

⬆ : 6 ⟷ : 42 ⬇ : 3

4-F Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

Louisiana requires local districts to establish a salary schedule based on the following criteria: 1) effectiveness determined by performance evaluations; 2) demand inclusive of area of certification, particular school need, geographic area and subject, which may include advance degree levels; and 3) experience. No one criterion can account for more than 50 percent of the formula used to compute salaries.

Louisiana also allows local districts to adopt "an incentive compensation program providing for monetary awards based on performance." Neither the basis nor the amount of the award for effective performance is addressed.

Supporting Research

Louisiana Revised Statutes 17:10.2.D; 17:418

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 101

Do states support performance pay?

	PERFORMANCE FACTORED INTO SALARY FOR ALL TEACHERS	PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS	Performance pay permitted/ encouraged by the state	State-supported performance pay initiatives offered in select districts or schools	Does not support performance pay
Alabama	☐	☐	☐	☐	■
Alaska	☐	☐	☐	☐	■
Arizona	☐	☐	■	☐	☐
Arkansas	☐	☐	■	☐	☐
California	☐	☐	☐	■	☐
Colorado	☐	☐	☐	☐	■
Connecticut	☐	☐	☐	☐	■
Delaware	☐	☐	☐	☐	■
District of Columbia	☐	☐	☐	☐	■
Florida	■	☐	☐	☐	☐
Georgia	☐	☐	☐	■	☐
Hawaii	■	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	■
Illinois	☐	☐	☐	☐	■
Indiana	■	☐	☐	☐	☐
Iowa	☐	☐	☐	☐	■
Kansas	☐	☐	☐	☐	■
Kentucky	☐	☐	■	☐	☐
LOUISIANA	■	☐	☐	☐	☐
Maine	☐	☐	☐	■	☐
Maryland	☐	☐	☐	☐	■
Massachusetts	☐	☐	☐	■	☐
Michigan	■	☐	☐	☐	☐
Minnesota	☐	☐	■	☐	☐
Mississippi	☐	☐	■	☐	☐
Missouri	☐	☐	☐	■	☐
Montana	☐	☐	☐	☐	■
Nebraska	☐	■[1]	☐	☐	☐
Nevada	☐	☐	■[2]	☐	☐
New Hampshire	☐	☐	☐	☐	■
New Jersey	☐	☐	☐	☐	■
New Mexico	☐	☐	☐	☐	■
New York	☐	☐	☐	■	☐
North Carolina	☐	☐	☐	☐	■
North Dakota	☐	☐	☐	☐	■
Ohio	☐	☐	☐	■	☐
Oklahoma	☐	☐	■	☐	☐
Oregon	☐	☐	☐	■	☐
Pennsylvania	☐	☐	☐	☐	■
Rhode Island	☐	☐	☐	☐	■
South Carolina	☐	■	☐	☐	☐
South Dakota	☐	☐	☐	☐	■
Tennessee	☐	☐	■	☐	☐
Texas	☐	☐	☐	☐	■
Utah	■	☐	☐	☐	☐
Vermont	☐	☐	☐	☐	■
Virginia	☐	☐	☐	■	☐
Washington	☐	☐	☐	☐	■
West Virginia	☐	☐	☐	☐	■
Wisconsin	☐	☐	☐	☐	■
Wyoming	☐	☐	☐	☐	■
	6	**2**	**8**	**9**	**26**

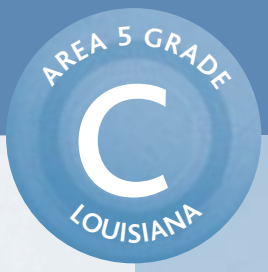
EXAMPLES OF BEST PRACTICE

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

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

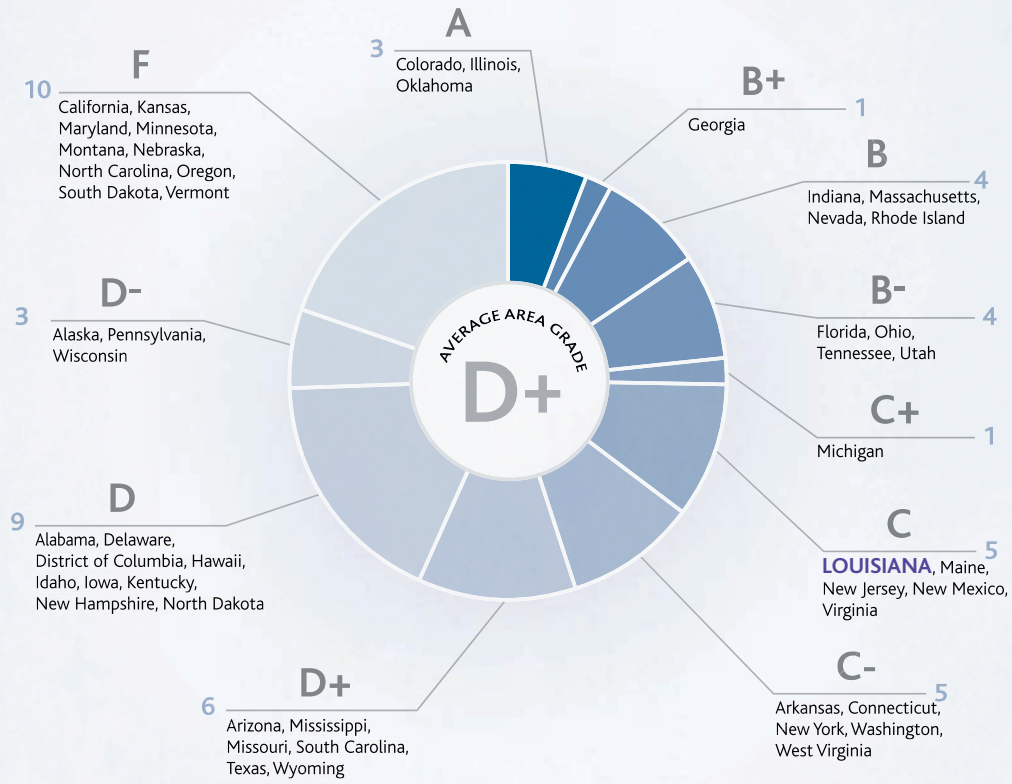
2. Nevada's initiative does not go into effect until 2015-2016.

Area 5 Summary



How States are Faring in Exiting Ineffective Teachers

State Area Grades



Topics Included In This Area

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

Area 5: Exiting Ineffective Teachers

Goal A – Extended Emergency Licenses

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

Goal Components

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

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

Background

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

Figure 102

How States are Faring in Licensure Loopholes

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

3 States Meet Goal
Nevada, New Mexico, South Carolina

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

2 States Partly Meet Goal
New York, Wyoming

2 States Meet a Small Part of Goal
Michigan, Vermont

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

Progress on this Goal Since 2011:

⬆: 1 ⟷: 50 ⬇: 0

5-A Analysis: Louisiana

State Does Not Meet Goal Progress Since 2011

ANALYSIS

Louisiana allows teachers who have not met licensure requirements to teach for up to three years on a Temporary Authority to Teach (TAT) certificate. Eligible candidates include teachers who have failed a Praxis exam required for licensure and potential alternative certification candidates who fail either a basic skills or a content test. Individuals with a bachelor's degree who are hired late can also teach with a one-year temporary authorization. This authorization may be renewed twice, provided the teacher meets certain guidelines, which, depending on the applicant's category, include taking the Praxis exam at least twice a year and/or completing six credit hours toward certification.

The state also offers a one-year Temporary Employment Permit (TEP), which allows individuals who have not passed required state tests to teach if their aggregate score on all of their exams is equal to or higher than the total required on all the tests. This permit may be renewed for up to three years if the candidate demonstrates that the test was retaken during the past year.

Supporting Research

Types of Teaching Authorizations and Certification
https://www.teachlouisiana.net/pdf/licensurestructure.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. Louisiana should ensure that all teachers have passed their licensing tests—an important minimum benchmark for entering the profession—prior to entering the classroom. As described in several other goals, the state's cut-scores on at least some tests are already set at a point that makes assurance of content knowledge questionable; granting a conditional license to individuals unable to meet these low bars puts adult interest before student need.

- **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 licensure tests. However, Louisiana's current policy puts students at risk by allowing teachers who have not passed required subject-matter tests to teach for up to three years on either a TAT or TEP certificate.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 103

How long can new teachers practice without passing licensing tests?

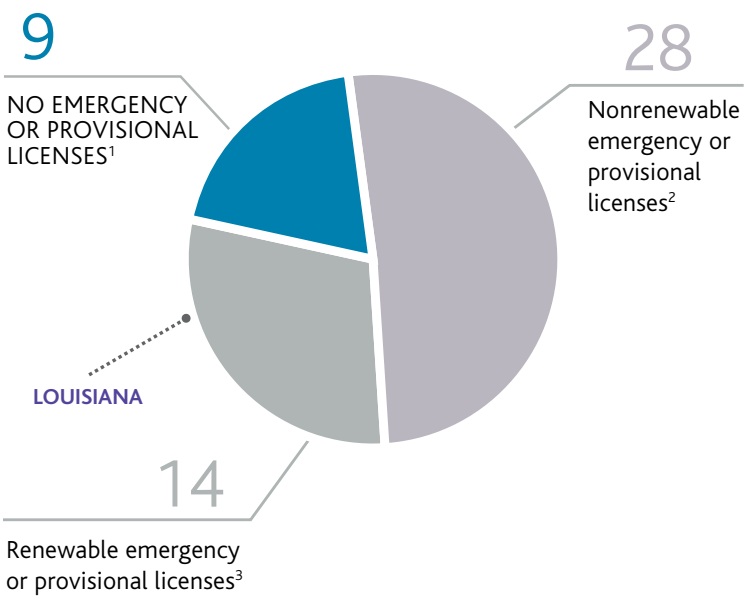
	NO DEFERRAL	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	☐	■	☐	☐
Alaska	☐	☐	☐	■
Arizona	☐	☐	☐	■
Arkansas	☐	■	☐	☐
California	☐	☐	■	☐
Colorado	■	☐	☐	☐
Connecticut	☐	■	☐	☐
Delaware	☐	☐	☐	■
District of Columbia	☐	■	☐	☐
Florida	☐	☐	☐	■
Georgia	☐	■	☐	☐
Hawaii	☐	☐	☐	■
Idaho	☐	☐	☐	■
Illinois	■	☐	☐	☐
Indiana	☐	☐	☐	■
Iowa	☐	■	☐	☐
Kansas	☐	☐	■	☐
Kentucky	☐	■	☐	☐
LOUISIANA	☐	☐	☐	■
Maine	☐	☐	☐	■
Maryland	☐	☐	■	☐
Massachusetts	☐	■	☐	☐
Michigan	☐	☐	■	☐
Minnesota	☐	☐	☐	■
Mississippi	■	☐	☐	☐
Missouri	☐	☐	☐	■
Montana	☐	☐	☐	■
Nebraska	☐	☐	☐	■
Nevada	■	☐	☐	☐
New Hampshire	☐	☐	☐	■
New Jersey	■	☐	☐	☐
New Mexico	■	☐	☐	☐
New York	☐	☐	■	☐
North Carolina	☐	☐	☐	■
North Dakota	☐	■	☐	☐
Ohio	☐	■	☐	☐
Oklahoma	☐	■	☐	☐
Oregon	☐	☐	☐	■
Pennsylvania	☐	☐	☐	■
Rhode Island	☐	☐	☐	■
South Carolina	■	☐	☐	☐
South Dakota	☐	☐	■	☐
Tennessee	☐	☐	☐	■
Texas	☐	☐	☐	■
Utah	☐	■	☐	☐
Vermont	☐	☐	■	☐
Virginia	☐	☐	☐	■
Washington	☐	☐	■	☐
West Virginia	☐	■	☐	☐
Wisconsin	☐	☐	☐	■
Wyoming	☐	■	☐	☐
	7	**14**	**8**	**22**

EXAMPLES OF BEST PRACTICE

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

Figure 104

Do states still award emergency licenses?



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

Area 5: Exiting Ineffective Teachers

Goal B – Dismissal for Poor Performance

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

Goal Components

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

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

Background

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

Figure 105

How States are Faring in Dismissal for Poor Performance

2 Best Practice States
Florida, Oklahoma

1 State Meets Goal
Indiana

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

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

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

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

Progress on this Goal Since 2011:

⬆: 16 ⟷: 35 ⬇: 0

5-B Analysis: Louisiana

State Partly Meets Goal Progress Since 2011

ANALYSIS

Louisiana does make teacher ineffectiveness grounds for dismissal. State law articulates that "...evaluating the teacher's performance as ineffective shall constitute sufficient proof of poor performance, incompetence, or willful neglect of duty and no additional documentation shall be required to substantiate such charges." The state has a grievance procedure that it must use before it can dismiss a teacher receiving an ineffective evaluation rating. However, once this requirement has been met, the teacher undergoes the same appeals procedures as teachers facing charges commonly associated with license revocation, such as a felony and/or morality violations.

In Louisiana, tenured teachers who are terminated have one opportunity to appeal. After the board notifies the teacher of dismissal, the teacher has up to 60 days to file an appeal with a court of competent jurisdiction.

Supporting Research

RS 17:443 and RS 17:3883

RECOMMENDATION

- **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. Although Louisiana only allows one appeal and limits the amount of time for filing to 60 days, the fact that appeals are to a court makes the likelihood of disposition within a reasonable time frame questionable at best. The state should ensure that the opportunity to appeal occurs at the district level, and that appeals related to classroom effectiveness are decided only by those with educational expertise.

- **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 for and issues with far-reaching consequences that could permanently affect a teacher's right to practice. Louisiana should ensure that appeals related to classroom effectiveness are decided only by those with educational expertise.

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

EXAMPLES OF BEST PRACTICE

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

Figure 106

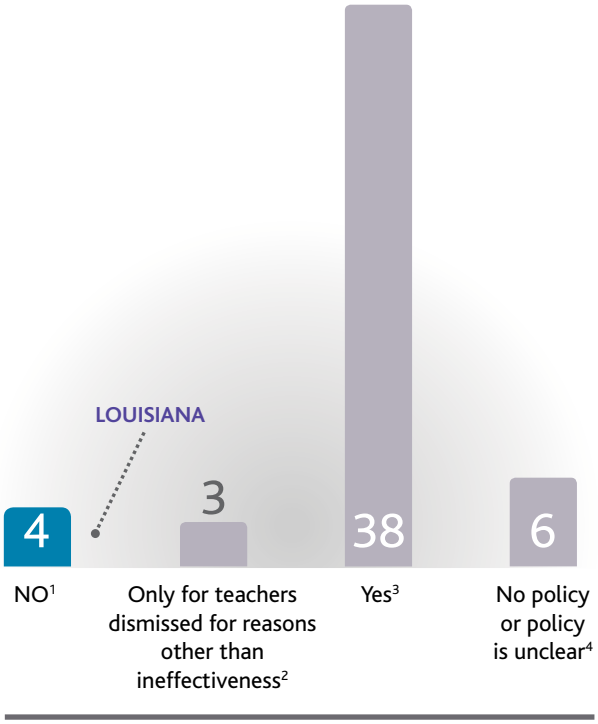
Do states articulate that ineffectiveness is grounds for dismissal?

	Yes, through dismissal and/or evaluation policy	No
Alabama	☐	■
Alaska	■	☐
Arizona	■	☐
Arkansas	■	☐
California	☐	■
Colorado	■	☐
Connecticut	■	☐
Delaware	■	☐
District of Columbia	☐	■
Florida	■	☐
Georgia	■	☐
Hawaii	■	☐
Idaho	■	☐
Illinois	■	☐
Indiana	■	☐
Iowa	☐	■
Kansas	☐	■
Kentucky	☐	■
LOUISIANA	■	☐
Maine	■	☐
Maryland	☐	■
Massachusetts	■	☐
Michigan	■	☐
Minnesota	☐	■
Mississippi	☐	■
Missouri	☐	■
Montana	☐	■
Nebraska	☐	■
Nevada	☐	■[1]
New Hampshire	☐	■
New Jersey	■	☐
New Mexico	■	☐
New York	■	☐
North Carolina	■	☐
North Dakota	☐	■
Ohio	■	☐
Oklahoma	■	☐
Oregon	☐	■
Pennsylvania	■	☐
Rhode Island	■	☐
South Carolina	☐	■
South Dakota	☐	■
Tennessee	■	☐
Texas	☐	■
Utah	☐	■
Vermont	☐	■
Virginia	■	☐
Washington	■	☐
West Virginia	■	☐
Wisconsin	☐	■
Wyoming	■	☐
	29	**22**

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

Figure 107

Do states allow multiple appeals of teacher dismissals?



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

Area 5: Exiting Ineffective Teachers

Goal C – Reductions in Force

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

Goal Component

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

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

Background

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

Figure 108

How States are Faring in Reductions in Force

3 Best Practice States
Colorado, Florida, Indiana

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

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

3 States Partly Meet Goal
Arizona, Idaho, New Hampshire

0 States Meet a Small Part of Goal

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

Progress on this Goal Since 2011:

⬆: 7 ⟷: 44 ⬇: 0

5-C Analysis: Louisiana

State Meets Goal Progress Since 2011

ANALYSIS

New legislation in Louisiana ensures that teacher ineffectiveness is grounds for dismissal. All reduction in force decisions are based "solely upon demand, performance, and effectiveness," as determined by the state's performance evaluation system. The reduction in force is completed "by dismissing the least effective teacher within each targeted subject area or area of certification first, and then proceeding by effectiveness rating until the reduction in force has been accomplished." Seniority and tenure are not permitted to be considered when making reduction in force decisions.

Supporting Research

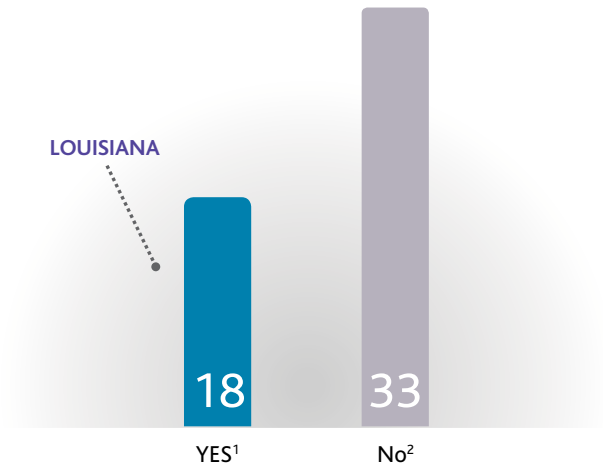
Louisiana Revised Statute 17:81.4 (D)

LOUISIANA RESPONSE TO ANALYSIS

Louisiana recognized the factual accuracy of this analysis.

Figure 109

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



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

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

3. Tenure is considered first.

Figure 110

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

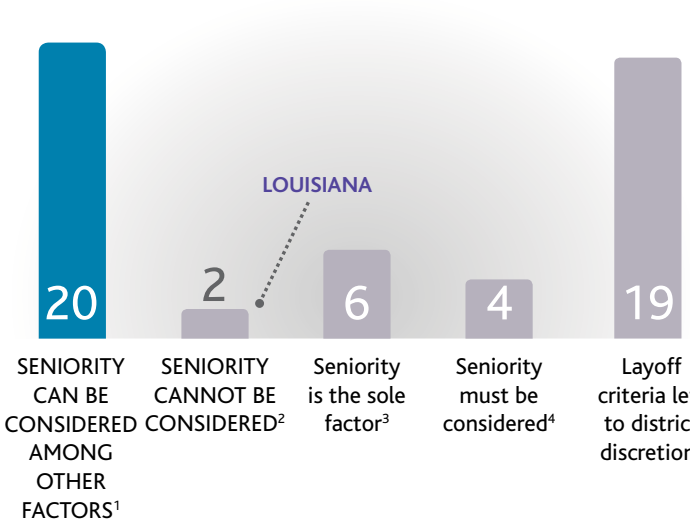
	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE ONLY FACTOR
Alabama	☐	☐
Alaska	☐	☐
Arizona	☐	■
Arkansas	☐	☐
California	☐	☐
Colorado	■	■
Connecticut	☐	☐
Delaware	☐	☐
District of Columbia	☐	☐
Florida	■	■
Georgia	■	■
Hawaii	☐	☐
Idaho	☐	■
Illinois	■	■
Indiana	■	■
Iowa	☐	☐
Kansas	☐	☐
Kentucky	☐	☐
LOUISIANA	■	■
Maine	■	■
Maryland	☐	☐
Massachusetts	■	■
Michigan	■	■
Minnesota	☐	☐
Mississippi	☐	☐
Missouri	■	■
Montana	☐	☐
Nebraska	☐	☐
Nevada	☐	■
New Hampshire	☐	■
New Jersey	☐	☐
New Mexico	☐	☐
New York	☐	☐
North Carolina	☐	☐
North Dakota	☐	☐
Ohio	■	■
Oklahoma	■	■
Oregon	☐	☐
Pennsylvania	☐	☐
Rhode Island	■	■
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	■	■
Texas	■	■
Utah	■	■
Vermont	☐	☐
Virginia	■	■
Washington	■	■
West Virginia	☐	☐
Wisconsin	☐	☐
Wyoming	☐	☐
	18	**22**

EXAMPLES OF BEST PRACTICE

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

Figure 111

Do states prevent districts from overemphasizing seniority in layoff decisions?



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

Goals and Keywords

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

Goals and Keywords

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

Goals and Keywords

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

Teacher Policy Priorities for Louisiana

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
Specifically require secondary social studies and science 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
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

AREA 2: Expanding the Teaching Pool

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

AREA 4: Retaining Effective Teachers

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

AREA 5: Exiting Ineffective Teachers

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

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