2015 State Teacher Policy Yearbook

National Summary

Acknowledgments

National Council on Teacher Quality

	Overall State Grade 2015	Overall State Grade 2013	Overall State Grade 2011	Overall State Grade 2009
Florida	B+	B+	B	C
Indiana	B	B-	C+	D
Louisiana	B	B	C-	C-
New York	B	B-	C	D+
Tennessee	B	B	B-	C-
Arkansas	B-	B-	C	C-
Connecticut	B-	B-	C-	D+
Delaware	B-	C+	C	D
Georgia	B-	B-	C	C-
Massachusetts	B-	B-	C	D+
Ohio	B-	B-	C+	D+
Oklahoma	B-	B-	B-	D+
Rhode Island	B-	B	B-	D
Illinois	C+	C+	C	D+
Michigan	C+	B-	C+	D-
New Jersey	C+	B-	D+	D+
Utah	C+	C	C-	D
Virginia	C+	C+	D+	D+
Colorado	C	C+	C	D+
Kentucky	C	C	D+	D+
Mississippi	C	C	D+	D+
New Mexico	C	D+	D+	D+
South Carolina	C	C-	C-	C-
Arizona	C-	C-	D+	D+
Idaho	C-	D+	D+	D-
Maine	C-	C-	D-	F
Minnesota	C-	C-	C-	D-
Missouri	C-	C-	D	D
Nevada	C-	C-	C-	D-
North Carolina	C-	C	D+	D+
Pennsylvania	C-	C-	D+	D
Texas	C-	C-	C-	C-
Washington	C-	C-	C-	D+
West Virginia	C-	C-	D+	D+
Alabama	D+	C-	C-	C-
District of Columbia	D+	D+	D	D-
Hawaii	D+	D+	D-	D-
Kansas	D+	D	D	D-
Maryland	D+	D+	D+	D
California	D	D+	D+	D+
Iowa	D	D	D	D
Nebraska	D	D-	D-	D-
New Hampshire	D	D	D-	D-
North Dakota	D	D	D	D-
Oregon	D	D	D-	D-
Wisconsin	D	D+	D	D
Wyoming	D	D	D	D-
Alaska	D-	D	D	D
South Dakota	D-	D-	D	D
Vermont	D-	D-	D-	F
Montana	F	F	F	F

Executive Summary

A tipping point is defined as the point at which an issue or idea crosses a certain threshold and gains significant momentum. It is not necessarily a point of dramatic transformation – indeed it is often a series of small actions that eventually changes the tide. In many ways, 2015 may be just such a tipping point year for teacher policy in the United States.

The story of this ninth installment of the National Council on Teacher Quality's (NCTQ) *State Teacher Policy Yearbook* isn't about a watershed reform effort in any one policy area. Rather, it is a story about states continuing down a reform path focused on teacher effectiveness, with fewer states out of step with the prevailing trend each passing year.

Figure B

Average State Teacher Policy Yearbook *grades 2009-2015*

2009	2011	2013	2015
D	D+	C-	C-

There is no question that considerable work still needs to be done. In critical areas, including ensuring that all teachers are prepared for the demands of college- and career-readiness standards, much state teacher policy is woefully inadequate. Across the nation the average state teacher policy grade for 2015 is a C −. It is a mark that is still far too low to ensure teacher effectiveness nationwide. And yet, this grade is actually a marked improvement over the D average earned by states in the 2009 *Yearbook*.

Since NCTQ first began assigning letter grades to state teacher policy, 44 states have improved their overall grades—23 states by at least a full grade level or more. No state has yet earned an A overall for its full complement of teacher policies. But in 2015, 13 states earned grades in the B- to B+ range. Not a single state scored higher than a C in 2009.

From this perspective, the teacher policy glass is starting to look half full on many fronts.

Just six years ago not a single state required elementary teacher candidates to demonstrate adequate knowledge in all core subjects as a condition of licensing; in 2015, states' policy on teacher licensing is much improved.

While current teacher preparation requirements are not nearly ambitious enough to meet the demands of college- and career-readiness standards, states have made some progress in ensuring teacher effectiveness at the outset by raising the bar on several teacher preparation policies.

■ **TEACHER PREP ADMISSIONS:** Twenty-four states now set a high academic bar for admission into teacher prep programs, through grade point average and/or test requirements. While too many states still set a low bar, it is a major advance in policy compared to 2009 when NCTQ found that 36 states did not require even so much as a basic skills test for admission into teacher preparation programs. Until recently, **Texas** was the only state NCTQ recognized for having a test of academic proficiency normed to the general college bound population, rather than just to prospective teachers, as an entry requirement for teacher preparation.

■ **ELEMENTARY TEACHER LICENSING:** Twenty-two states now demand that elementary teachers demonstrate content knowledge by obtaining passing scores on academic content tests in each core subject they will teach. The number continues to

Figure C
How many states set a high academic bar for admission to teacher prep?

24 states

2015	16
2013	6
2011	2

move in the right direction, ticking up each year since 2009. And for the first time ever, a majority of states (26) adequately measure new elementary teachers' knowledge of math. Up until 2011, NCTQ recognized only **Massachusetts** for its preparation of teachers in mathematics.

■ **MIDDLE SCHOOL TEACHER PREPARATION:** A majority of states (26) now require all middle school teachers to pass a test in each core subject they will teach, while the number of states that allow prospective middle school teachers to obtain a generalist K-8 teacher license has dwindled to a low of 19.

■ **STUDENT TEACHING:** In 2015, most states (34) help to ensure that student teaching is a high-quality experience by requiring an adequate 10-week minimum placement. Thirteen states now require that the cooperating/mentor teacher with whom the student teacher is placed has demonstrated effectiveness in the classroom (as measured by consistent gains in student achievement). Only five states required this just two years ago, and just two states had such a requirement in 2011, when NCTQ began tracking student teaching.

The dramatic proliferation of state teacher evaluation systems that include objective measures of student achievement has slowed, but this is largely because the vast majority of states have already enacted new evaluation policies.

This year, most states are transitioning to new student assesment systems aligned with college- and career-readiness standards, while at the same time ramping up their efforts to translate teacher effectiveness policy into practice. Despite the challenges, very few states are turning their backs on teacher effectiveness policy, and NCTQ remains optimistic about the future of performance-based teacher evaluation across the states.

■ **ANNUAL TEACHER EVALUATION:** Twenty-seven states require annual evaluations for all teachers in 2015, compared to just 15 states in 2009, and 45 states now require annual evaluations for all new, probationary teachers.

■ **STATE DATA SYSTEMS:** In 2009, not a single state had a longitudinal data system with unique statewide student and teacher identifiers that could connect student data across years and match individual teacher records with individual student records. In 2015, the vast majority of states have data systems that include all of those elements and more: 29 now also have adequate teacher of record definitions; 34 states can connect multiple teachers to a single student; and 26 states have a process for roster verification — all critical elements for evaluations of teacher effectiveness that measure student growth.

■ **USE OF STUDENT GROWTH AND ACHIEVEMENT IN EVALUATIONS:** Today, 43 states require teacher evaluations that include measures of student achievement. Sixteen states include student achievement and growth as the preponderant criterion in teacher evaluations, up from only four states in 2009. An additional 19 states include growth measures as a significant criterion in teacher evaluations.

In 2015, there remain just five states in the nation – **California**, **Iowa**, **Montana**, **Nebraska** and **Vermont** – that still have no formal state policy requiring teacher evaluations to take objective measures of student achievement into account in evaluating teacher effectiveness.

■ **TEACHER TENURE:** To grant tenure or not to grant tenure: that is really the wrong question. The critical issue is that for far too long, and in far too many states, teachers have been awarded tenure virtually automatically, after a few years (usually three or less) on the job. But today, like never before in K-12 education, states and school districts have the capacity to make well-informed tenure decisions based not just on seniority but also on a wealth of other information about teacher and student performance.

In 2009, not a single state in the nation tied evidence of teacher effectiveness to decisions of consequence. This year, an all-time high of 23 states now require that tenure decisions are informed by teacher performance. In nine states – **Colorado**, **Connecticut**, **Delaware**, **Florida**, **Hawaii**, **Louisiana**, **New York**, **Oklahoma** and **Tennessee** – evidence of teacher performance is required to be the most significant criterion for granting teachers tenure or teacher contracts.

Figure D
*How many states requires annual teacher evaluations?*

● All teachers
● All probationary teachers
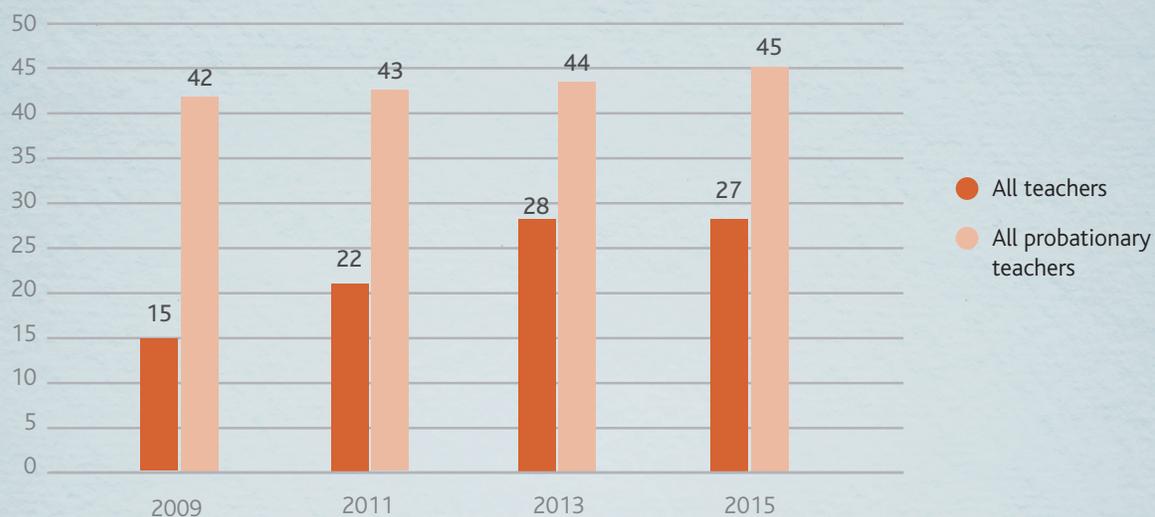
Figure E
How many states tie teacher tenure policy to teacher performance?
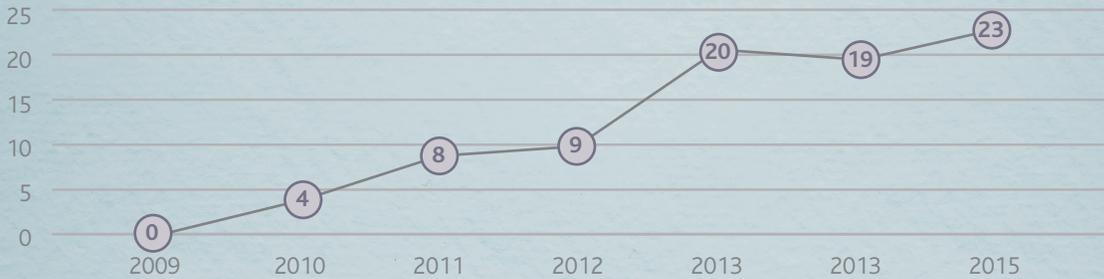
NCTQ has long argued that good mentoring and strong induction for new teachers – for both traditional and alternate routes – can provide new teachers with the early support they need to become more effective.

Although this area in particular may be one with the greatest potential for gaps between solid policy and solid practice, it is significant that states are increasingly sending the message about how important it is that new teachers receive support.

■ **INDUCTION FOR NEW TEACHERS:** In 2015, 23 states require that districts provide teachers with strong induction programs, and a majority of states (32) require mentoring for all new teachers.

■ **FEEDBACK ON TEACHER EFFECTIVENESS AND PROFESSIONAL DEVELOPMENT ALIGNED WITH TEACHER NEEDS:** In light of state efforts to improve teacher evaluations, NCTQ added a goal in 2011 to examine the extent to which states are connecting teacher evaluation results and findings to improving classroom practice. This is achieved by providing teachers with feedback on their evaluations and designing professional development opportunities for teachers based on their identified strengths and weaknesses.

That year, NCTQ identified 24 states requiring that teachers receive feedback from evaluators on their evaluation results – either written or in person. That number rose to 31 states in 2013 and 38 states in 2015. Today, 31 states specifically require in state policy that teacher evaluation results be used to inform and shape professional development for all teachers. This is an improvement from only 12 states in 2011.

Figure F
How many states require teacher evaluations to include evidence of student learning?

● State requires objective measures of student achievement to be included in teacher evaluations

● Student growth is the preponderant criterion in teacher evaluations

The majority of states now recognize that if evaluations of teacher effectiveness help states, districts and schools identify their most talented teachers — those who help students gain the most academic ground — such evaluations also can help reveal which teachers are consistently ineffective.

Figure G

How many states require teacher evaluation to inform professional development for all teachers?

31 states

2015	10
2013	9
2011	12

- **DISMISSAL POLICY:** In 2015, 28 states now articulate that ineffective teaching is grounds for teacher dismissal (**Rhode Island** no longer ties teacher evaluation to dismissal policy). This is a large shift in state policy since 2009 when only one state made clear that classroom ineffectiveness should make teachers eligible for dismissal.

- **LAYOFF DECISIONS:** In 2011, NCTQ added a goal to examine the extent to which states require districts to consider factors other than seniority in making decisions about layoffs. At that time, 11 states required districts to consider teacher performance in making reductions in force. In 2015 that number has increased to 19 states that explicitly require performance to be considered in making layoff decisions. An even more promising 22 states prevent seniority from being the sole factor in determining which teachers are laid off if cutbacks must be made.

Figure H

How many states indicate that ineffectiveness is grounds for teacher dismissal?
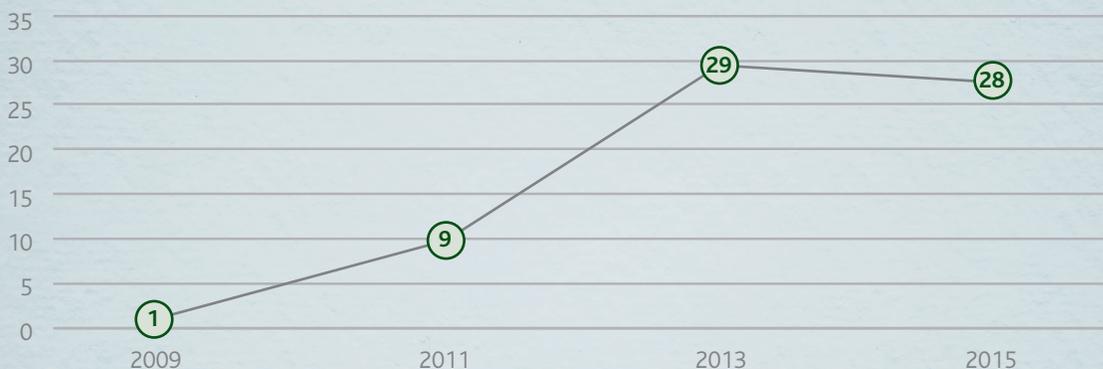
The fact that the average overall state teacher policy grade has held steady since 2013 at a C- is more interesting than it sounds.

State teacher policy has seen a few watershed years of dramatic change around teacher effectiveness, making 2015 seem a bit dull by comparison. This year, eight states have higher grades, and 10 states earned grades lower than in 2013.

The 2015 *Yearbook* includes two new teacher preparation goals for special education teachers in reading and early childhood-certified teachers who can teach elementary grades. We also incorporated college- and career-readiness into the *Yearbook* goals for teacher preparation this year. With new teacher policy issues added to the mix, it is not surprising that state policies in these areas have been weak and may have had a negative impact on policy grades. Yet, despite the raised bar, the states' grades are quite stable this year, meaning that improvement has continued in other key teacher policies.

Figure I
2015 Average State Grades

Delivering Well Prepared Teachers	C-
Expanding the Teaching Pool	C-
Identifying Effective Teachers	C-
Retaining Effective Teachers	C-
Exiting Ineffective Teachers	C-

■ **TOP OF THE CLASS: Florida** remains at the top on state teacher policy with an overall grade of B+, driven by its strong teacher preparation and evaluation policies as well as the state's efforts to connect teacher evaluations to other policies of consequence, such as teacher salaries, contracts, professional development and dismissal.

■ **MOST PROGRESS:** The big mover in 2015 is **New Mexico**. The Land of Enchantment earned a grade of C this year, improving from the D+ the state has received in every *Yearbook* since 2009. New Mexico has made important strides with new requirements for teacher preparation program accountability and alternate route programs, as well as strong teacher effectiveness policies.

■ **STRONG TEACHER POLICY STATES: Indiana** and **New York** join the ranks, with **Louisiana** and **Tennessee**, of states that earn an overall grade of B for 2015. New York, in particular, stands out for ensuring that special education teachers know the subjects they are licensed to teach by requiring both elementary and secondary special education teachers to pass tests in all core subject areas. New York has also raised the bar on entrance requirements for graduate-level teacher preparation programs and has held firm on teacher effectiveness policies such as teacher evaluations based on student achievement and tenure tied to evaluation results. The state also requires action when teachers receive multiple ineffective evaluation ratings.

■ **SHIFTING STATES: Delaware**, **Idaho**, **Kansas**, **South Carolina** and **Utah** saw increases in their grades for 2015, while **Alabama**, **Alaska**, **California**, **Colorado**, **Michigan**, **Nebraska**, **New Jersey**, **North Carolina** and **Wisconsin** lost some ground. **Rhode Island** also earned a lower grade in 2015 because of shifts in teacher evaluation policy, although the state still earns a solid B-.

■ **WAY BEHIND THE CURVE**: **Alaska** and **Nebraska** join **Montana** (the only state to earn an F in 2015), **South Dakota** and **Vermont** as the bottom five performing states. These states have consistently been unwilling to adopt teacher effectiveness policies.

■ **HIGHS AND LOWS IN AREA GRADES.** NCTQ grades the states on five critical policy areas (which roll up to the overall average grade for each state). **Florida** and **Indiana** earned the highest grades among the states for efforts their teacher preparation policies – each state received a B+ in 2015. **Alaska** and **Montana** received the nation's lowest grades for teacher preparation policy. Each state received failing grades.

The highest score posted in 2015 for efforts to expand teaching opportunities with flexible yet rigorous pathways to licensing is a B for **Ohio**. Seven states received failing grades in this area of teacher policy – **Alaska**, **Hawaii**, **Montana**, **North Dakota**, **Oregon**, **Vermont** and **Wyoming**.

Louisiana is the only state that earns an A for its consistent focus on teacher effectiveness in the state's teacher evaluation and tenure policies. With B+ grades **Florida** and **New York** also top the states with strong teacher evaluation policies that connect to decisions of consequence. **Colorado**, **Connecticut**, **Delaware** and **Tennessee** earned solid B grades for teacher effectiveness policies this year.

Arkansas, **Florida**, **Hawaii**, **Louisiana**, **Utah** and **Virginia** earn the *Yearbook*'s top grades (with Bs) for policies related to retaining effective teachers through professional development and support, but perhaps most importantly through salary and compensation policies that value and reward effectiveness in the classroom.

Finally, with an A-, **Oklahoma** leads the states on aligning teacher dismissal and layoff policies with teacher performance. **Florida**, **Illinois**, **Nevada** and **Tennessee** earned strong B+ grades, while **California**, **Maryland**, **Minnesota**, **Montana**, **North Carolina**, **Oregon**, **South Dakota** and **Vermont** received failing grades.

Still remaining are critical state teacher policies that most states consistently ignore, and where only a few state leaders are paving the way forward on teacher effectiveness.

■ **EARLY CHILDHOOD LOOPHOLES:** In 38 states, teachers can teach in elementary school grades on an early childhood license. However, only seven states require early childhood teachers to pass a content test with separate scores for reading and mathematics among other subjects.

■ **SECONDARY TEACHER PREPARATION:** Just five states require secondary teachers to demonstrate their knowledge of the subjects they will teach – **Indiana**, **Minnesota**, **Missouri**, **South Dakota** and **Tennessee** – without any loopholes around general science and social studies.

Secondary teacher policy falls far short of addressing the ways that college- and career-readiness standards affect instruction across all subject areas. In only 10 states do teaching standards and/or testing frameworks even mention that secondary teacher candidates must have the ability to build content knowledge and vocabulary through careful reading of informational and literary texts, to incorporate literacy skills as an integral part of every subject, and to intervene and support students who are struggling.

■ **SPECIAL EDUCATION:** With just a few exceptions, state licensing policies for special education teachers are abysmal. Twenty-one states still allow special education teachers to earn a generic special education license to teach any special education students in any grade, K-12; an additional 16 states offer K-12 licenses as an option. Only 14 states require elementary special education candidates to demonstrate content knowledge on a subject-matter test – similar to what would be expected of any other elementary school teacher. Only **Missouri**, **New York** and **Wisconsin** require secondary-level special education teachers to pass a test in every subject they are licensed to teach.

■ **ACCOUNTABILITY FOR PREPARING EFFECTIVE TEACHERS:** While state data systems are better than ever, states are not doing much to use this information to improve teacher preparation programs. Thirty-seven states now collect some objective data on teacher preparation programs that reflect program effectiveness, but only 10 set minimum standards for program performance.

■ **ALTERNATE ROUTES INTO TEACHING:** NCTQ identifies just six states in 2015 – **Arkansas**, **Connecticut**, **Delaware**, **Florida**, **New Jersey** and **Rhode Island** – that provide real and genuine alternative pathways to certification for the nontraditional teaching candidate.

■ **TEACHER COMPENSATION:** It is still the case that far too few states are willing to take on the issue of teacher pay and lift the teaching profession by rewarding excellence. Despite the extensive research showing that advanced degrees do not have an impact on teacher effectiveness, only **Louisiana** and **North Carolina** prohibit additional pay just for advanced degrees. Only three states – **Florida**, **Indiana**, and **Utah** – require that performance count more than advanced degrees in determining teacher pay.

Figure J

How many states support performance pay?

7
Performance impacts
teacher salary

35
No support for
performance pay

9
Performance
bonus available
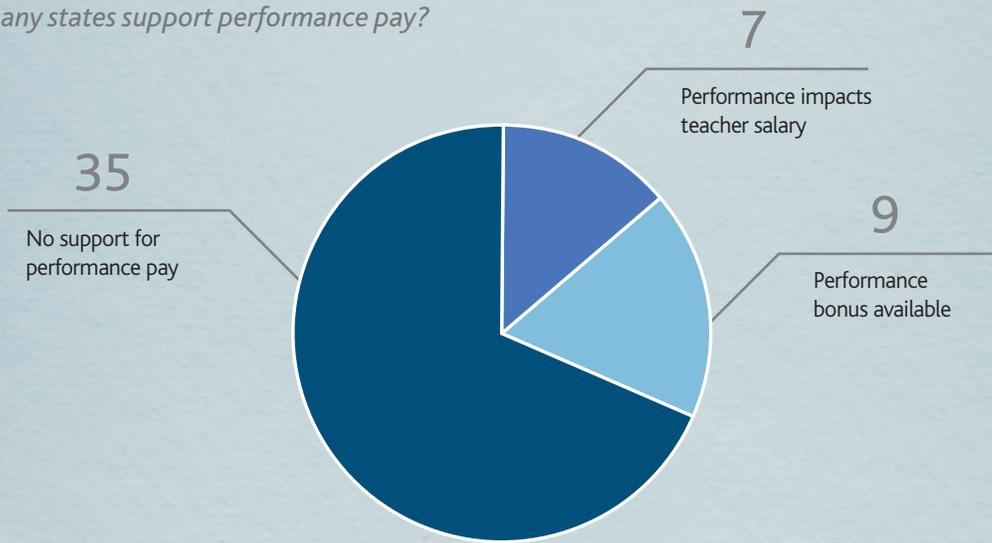
In 2015, 16 states provide for performance pay for teachers, but just seven states — **Florida**, **Hawaii**, **Indiana**, **Louisiana**, **Michigan**, **Nevada** and **Utah** — directly tie teacher compensation to teacher evaluation results. These states now require that districts build performance into salary schedules, moving away from bonus structures that teachers know may be subject to budget constraints and competing priorities.

Just a few years ago, our *Yearbook* headline read: "Taken as a whole, state teacher policies are broken, outdated and inflexible." Now, after nine annual encyclopedic reviews of every policy states have on their books affecting teachers, the landscape looks much more promising.

In building cooperative relationships with state policymakers over the years, NCTQ has had a unique ability to both track state policy and help shape teacher policy. We haven't been easy on the states and we've never graded on a curve. The *Yearbook* has set the bar high for teacher quality because we think teaching is arguably the most important job there is. By focusing attention on policies that shape preparation, licensing, evaluation and compensation, NCTQ has aimed to push states to recognize the critical role they play in championing teacher effectiveness. Even acknowledging that we still have far to go, the progress made by states to date is real, and the willingness of state policymakers to take ownership of teacher effectiveness policy continues to grow. As a result, NCTQ is optimistic that every state in the U.S. is better positioned than ever to adopt strong and meaningful policies ensuring that every child, in every school, has an effective teacher.

Goal	⭐ Best Practice State	🔵 State Meets Goal
AREA 1: Delivering Well Prepared Teachers		
1-A: Admission into Teacher Preparation	**Delaware, Rhode Island, West Virginia**	Alabama, Arkansas, District of Columbia, Georgia, Hawaii, Indiana, Louisiana, Michigan, Mississippi, Montana, New Jersey, New York, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia
1-B: Elementary Teacher Preparation	**NONE**	Connecticut
1-C: Elementary Teacher Preparation in Reading Instruction	**California**	Florida, Minnesota, North Carolina
1-D: Elementary Teacher Preparation in Mathematics	**Massachusetts**	Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Maine, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming
1-E: Early Childhood	**NONE**	NONE
1-F: Middle School Teacher Preparation	**Arkansas**	Florida, Georgia, Indiana, Pennsylvania, Texas
1-G: Secondary Teacher Preparation	**Arkansas**	Minnesota, Texas
1-H: Secondary Teacher Preparation in Science and Social Studies	**NONE**	Minnesota, Missouri, Tennessee
1-I: Special Education Teacher Preparation	**NONE**	Louisiana, New York, Rhode Island
1-J: Special Education Preparation in Reading	**California**	NONE
1-K: Assessing Professional Knowledge	**NONE**	Alabama, Arizona, Arkansas, California, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Minnesota, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Washington, West Virginia, Wisconsin
1-L: Student Teaching	**Rhode Island, Tennessee**	Arizona, Arkansas, Delaware, Georgia, Indiana, Massachusetts, Utah
1-M: Teacher Preparation Program Accountability	**NONE**	Delaware, Florida

Goal	⭐ Best Practice State	🔵 State Meets Goal
AREA 2: How States are Faring in Expanding the Pool of Teachers		
2-A: Alternate Route Eligibility	**District of Columbia, Michigan**	Minnesota
2-B: Alternate Route Preparation	**NONE**	Delaware, Georgia, New Jersey
2-C: Alternate Route Usage and Providers	**NONE**	Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Nevada, New Hampshire, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington
2-D: Part-Time Teaching Licenses	**Georgia**	Arkansas, Florida
2-E: Licensure Reciprocity	**NONE**	NONE
AREA 3: How States are Faring in Identifying Effective Teachers		
3-A: State Data Systems	**Hawaii, West Virginia**	Ohio, Rhode Island
3-B: Evaluation of Effectiveness	**NONE**	Alaska, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Kentucky, Louisiana, Mississippi, New Mexico, New York, North Carolina, Oklahoma, Pennsylvania, Tennessee
3-C: Frequency of Evaluations	**Idaho, New Jersey, Tennessee, Washington**	Delaware, North Dakota
3-D: Tenure	**Colorado, Connecticut, New York**	Florida, Louisiana
3-E: Licensure Advancement	**Louisiana, Rhode Island**	NONE
3-F: Equitable Distribution	**NONE**	Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania

Goal	⭐ Best Practice State	🔵 State Meets Goal
AREA 4: How States are Faring in Retaining Effective Teachers		
4-A: Induction	**South Carolina**	Arkansas, Hawaii, Illinois, Kansas, Kentucky, Maryland, Massachusetts, Missouri, New Jersey, North Carolina, Virginia
4-B: Professional Development	**Louisiana, Massachusetts**	Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Kentucky, Maine, Michigan, Mississippi, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Utah, Virginia, West Virginia
4-C: Pay Scales and Performance Pay	**Florida, Indiana, Utah**	NONE
4-D: Differential Pay	**Florida, Louisiana**	Arkansas, California, Georgia, Kentucky, Nevada, New York, Ohio, Oklahoma, Tennessee, Virginia, Washington
4-E: Compensation for Prior Work Experience	**North Carolina**	California
AREA 5: How States are Faring in Exiting Ineffective Teachers		
5-A: Extended Emergency License	**Mississippi, New Jersey, Rhode Island**	Nevada, New Mexico, New York, South Carolina
5-B: Dismissal for Poor Performance	**NONE**	Florida, Indiana, New York, Oklahoma
5-C: Reduction in Force	**NONE**	Colorado, Florida, Georgia, Illinois, Indiana, Louisiana, Maine, Michigan, Missouri, Nevada, Oklahoma, Tennessee, Texas, Utah, Virginia

Figure L *Summary Grade Chart 2015 State Teacher Policy* Yearbook	Overall State Grade 2015	Delivering Well Prepared Teachers	Expanding The Pool of Teachers	Identifying Effective Teachers	Retaining Effective Teachers	Exiting Ineffective Teachers
Alabama	D+	B-	C-	D	F	D
Alaska	D-	F	F	D+	D	D-
Arizona	C-	D+	D+	C	C-	D+
Arkansas	B-	B-	B-	C	B	C-
California	D	D+	D+	F	C+	F
Colorado	C	D	D+	B	C	C+
Connecticut	B-	B-	C+	B	C	C-
Delaware	B-	B-	B-	B	B-	D
District of Columbia	D+	C-	C	C-	D-	D
Florida	B+	B+	B-	B+	B	B+
Georgia	B-	C+	B-	C+	C+	B
Hawaii	D+	D-	F	B-	B	D
Idaho	C-	D+	D	C+	D-	C
Illinois	C+	D+	C+	C	C-	B+
Indiana	B	B+	C+	C+	C	B
Iowa	D	D-	D	F	D	D
Kansas	D+	D+	D-	C	D+	C-
Kentucky	C	C	C	C	B-	D
Louisiana	B	B-	C+	A	B	C
Maine	C-	D+	C-	D-	C	C
Maryland	D+	D	C-	C-	C	F
Massachusetts	B-	B-	C+	C	C	B
Michigan	C+	D+	C+	B-	C+	C+
Minnesota	C-	C+	C+	C-	D+	F
Mississippi	C	C-	B-	C-	C	D+
Missouri	C-	B-	D+	D+	C-	C-
Montana	F	F	F	F	D-	F
Nebraska	D	D-	D	D-	D+	D-
Nevada	C-	D-	D	C-	C-	B+
New Hampshire	D	C-	D	D-	F	D
New Jersey	C+	C+	C+	C+	C	C
New Mexico	C	D+	D	C	C+	C
New York	B	B	C+	B+	B-	B-
North Carolina	C-	C+	D+	B-	C+	F
North Dakota	D	D-	F	D+	D+	D
Ohio	B-	C-	B	C+	B-	B-
Oklahoma	B-	C+	C-	C+	C+	A-
Oregon	D	D+	F	D-	C	F
Pennsylvania	C-	C-	C+	C+	D	D-
Rhode Island	B-	B-	B-	C+	D+	C+
South Carolina	C	C+	C	C-	C+	D+
South Dakota	D-	D-	D+	F	D	F
Tennessee	B	C+	C	B	B-	B+
Texas	C-	B-	C+	D-	D+	C
Utah	C+	C	D+	D+	B	B-
Vermont	D-	C-	F	F	F	F
Virginia	C+	C+	C	D+	B	C
Washington	C-	D	C+	C-	C-	C-
West Virginia	C-	B-	D	C-	C-	C-
Wisconsin	D	C-	D-	D-	D+	D-
Wyoming	D	D-	F	D+	D	D+

How States are Faring on Delivering Well-Prepared Teachers

State Area Grades

F — 2
Alaska, Montana

B+ — 2
Florida, Indiana

B — 1
New York

D- — 7
Hawaii, Iowa, Nebraska, Nevada, North Dakota, South Dakota, Wyoming

B- — 10
Alabama, Arkansas, Connecticut, Delaware, Louisiana, Massachusetts, Missouri, Rhode Island, Texas, West Virginia

D — 3
Colorado, Maryland, Washington

AVERAGE AREA GRADE
C-

C+ — 8
Georgia, Minnesota, New Jersey, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia

D+ — 9
Arizona, California, Idaho, Illinois, Kansas, Maine, Michigan, New Mexico, Oregon

C — 2
Kentucky, Utah

C- — 7
District of Columbia, Mississippi, New Hampshire, Ohio, Pennsylvania, Vermont, Wisconsin

Topics Included In This Area

- Admission into Teacher Preparation
- Elementary Teacher Preparation
- Elementary Teacher Preparation in Reading Instruction
- Elementary Teacher Preparation in Mathematics
- Early Childhood
- Middle School Teacher Preparation

- Secondary Teacher Preparation
- Secondary Teacher Preparation in Science and Social Studies
- Special Education Teacher Preparation
- Special Education Preparation in Reading
- Assessing Professional Knowledge
- Student Teaching
- 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 limit admission to teacher preparation programs to candidates in the top half of the college-going population.

2. 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. Alternatively, academic proficiency could be demonstrated by grade point average.

Findings

With so much attention on teacher effectiveness and the changes in instruction demanded by college- and career-readiness standards, states are just beginning to turn their attention to how teacher candidates are prepared for the job in the first place. It is clear that the academic institutions engaged in teacher preparation must take responsibility for providing well-prepared teachers, but states, too, must be responsible for ensuring adequate teacher preparation. States have the opportunity to get teacher effectiveness right from the start by setting more ambitious admission requirements for teacher preparation programs.

Ensuring that prospective teachers have strong academic records is more pertinent than ever, but in its exhaustive and unprecedented examination of teacher preparation programs, NCTQ's *Teacher Prep Review* found that only about a quarter of teacher prep programs set a high standard for admission. State policy is weaker than it should be as well. In recent years, many states have made

How States are Faring in Admission Requirements

3 **Best Practice States**
Delaware, Rhode Island, West Virginia ⬆

20 **States Meets Goal**
Alabama, Arkansas ⬆, District of Columbia, Georgia, Hawaii, Indiana ⬆, Louisiana, Michigan, Mississippi, Montana ⬆, New Jersey, New York, North Carolina, Oklahoma ⬆, Oregon ⬆, South Carolina, Tennessee ⬆, Texas, Utah, Virginia

1 **State Nearly Meets Goal**
Pennsylvania

6 **States Partly Meet Goal**
Connecticut, Kentucky, Missouri ⬆, New Hampshire, Washington, Wisconsin

5 **States Meet a Small Part of Goal**
Florida, Illinois, Iowa, Nebraska, South Dakota

16 **States Do Not Meet Goal**
Alaska, Arizona, California, Colorado, Idaho, Kansas, Maine, Maryland, Massachusetts, Minnesota, Nevada, New Mexico, North Dakota, Ohio, Vermont, Wyoming

Progress on this Goal Since 2013:

⬆ : 8   ↔ : 43   ⬇ : 0

progress on this *Yearbook* goal because they now require Council for the Accreditation of Educator Preparation (CAEP) accreditation, which includes a standard requiring a cohort minimum GPA of 3.0 and cohort performance above the 50th percentile on a test of academic proficiency normed to the general college-going population. In 2015, 24 states set a high academic bar for admission to teacher prep programs, through either GPA and/or test requirements. However, only 10 of these states have established requirements independent of national accreditation standards. Whether CAEP will uniformly uphold its standards and deny accreditation to programs that fall short in key areas such as admissions is still unknown.   Twenty-seven states set a low – or no – academic bar for program admissions.

Examples of Best Practice

While many states now require CAEP accreditation, which includes a standard requiring strong admission practices, **Delaware**, **Rhode Island** and **West Virginia** have set a high bar independent of the accreditation process, ensuring that the state's expectations are clear. These states 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, Rhode Island and West Virginia also require teacher candidates to have a 3.0 GPA or to be in the top 50th percentile for general education coursework completed. Rhode Island and West Virginia also require 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.

SUMMARY OF ADMISSIONS FIGURES

- **Figure 1** Academic proficiency requirements
- **Figure 2** Admission tests
- **Figure 3** Minimum GPA for admission

Figure 1

Do states set a high academic bar for admission to teacher preparation programs?

- 18 — YES, THROUGH BOTH A TEST AND GPA[1]
- 1 — YES, THROUGH A TEST[2]
- 5 — YES, THROUGH GPA[3]
- 27 — No[4]

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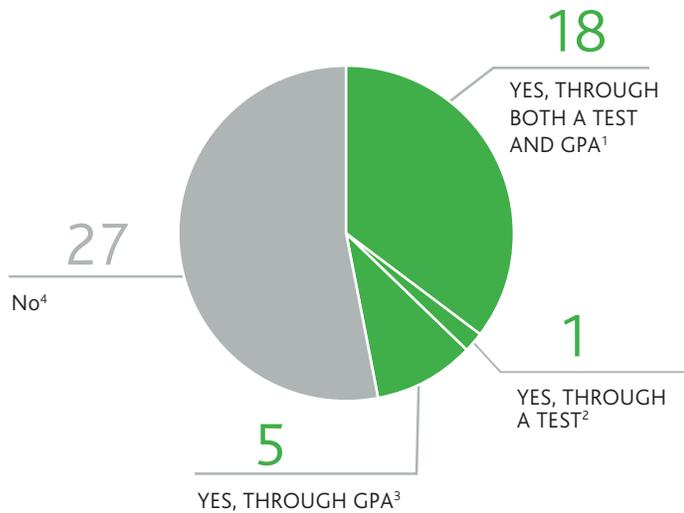
1. Strong Practice: Alabama[5], Arkansas[5], Delaware[6], District of Columbia[5], Indiana[5], Louisiana[5], Michigan[5], New Jersey[7], New York[5], North Carolina[5], Oklahoma[5], Oregon[5], Rhode Island, South Carolina[5], Tennessee[5], Utah[6], Virginia[5], West Virginia

2. Strong Practice: Texas

3. Strong Practice: Georgia, Hawaii[8], Mississippi, Montana, Pennsylvania[9]

4. Alaska, Arizona, California, Colorado, Connecticut, Florida, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, South Dakota, Vermont, Washington, Wisconsin, Wyoming

5. Requirement for admissions test normed to college-bound population and cohort minimum GPA of 3.0 are based on CAEP accreditation standards, not state's own admissions policies.

6. Candidates can qualify for admission through the GPA or test requirement.

7. New Jersey requires a cohort minimum GPA of 3.0. The requirement for admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admissions policies.

8. Requirement for cohort minimum GPA of 3.0 is based on CAEP accreditation standards, not Hawaii's own admission standards. Hawaii exempts candidates with a bachelor's degree from admission testing requirements.

9. Candidates can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.

1. Requirement for admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admissions policy.

2. Candidates can qualify for admission through the GPA or test requirement.

3. Test required only for candidates without a bachelor's degree.

Figure 2

Do states require tests of academic proficiency for admission to teacher prep?

State	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	■[1]			
Alaska			■	
Arizona				■
Arkansas	■[1]			
California			■	
Colorado				■
Connecticut		■		
Delaware	■[2]			
District of Columbia	■[1]			
Florida		■		
Georgia		■		
Hawaii				■[3]
Idaho				■
Illinois			■	
Indiana	■[1]			
Iowa		■		
Kansas				■
Kentucky		■		
Louisiana	■[1]			
Maine				■
Maryland			■	
Massachusetts			■	
Michigan	■[1]			
Minnesota			■	
Mississippi		■		
Missouri		■		
Montana				■
Nebraska		■		
Nevada			■	
New Hampshire		■		
New Jersey	■[1]			
New Mexico			■	
New York	■[1]			
North Carolina	■[1]			
North Dakota			■	
Ohio				■
Oklahoma	■[1]			
Oregon	■[1]			
Pennsylvania		■		
Rhode Island	■			
South Carolina	■[1]			
South Dakota				■
Tennessee	■[1]			
Texas	■			
Utah	■[2]			
Vermont			■	
Virginia	■[1]			
Washington		■		
West Virginia	■			
Wisconsin		■		
Wyoming				■
Total	**19**	**12**	**10**	**10**

Figure 3

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

23	2	5	21
3.0 OR HIGHER[1]	2.75-2.9[2]	2.5-2.7[3]	No minimum GPA required[4]
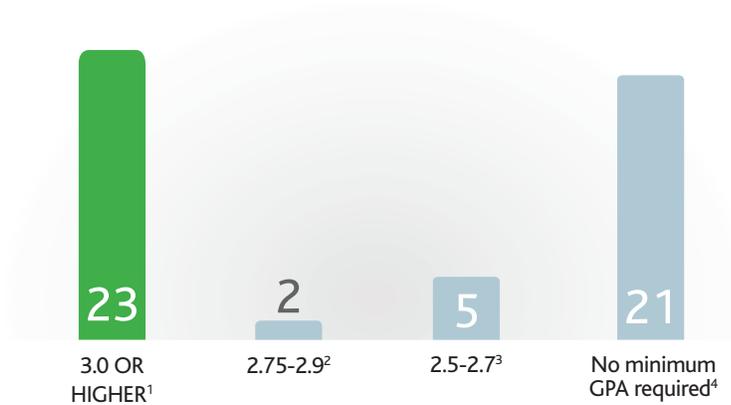
1. Strong Practice: Alabama[5], Arkansas[5], Delaware[6], District of Columbia[5], Georgia[7], Hawaii[5], Indiana[5], Louisiana[5], Michigan[5], Mississippi[8], Montana, New Jersey[8], New York[5], North Carolina[5], Oklahoma[5], Oregon[5], Pennsylvania[9], Rhode Island, South Carolina[5], Tennessee[5], Utah[6], Virginia[5], West Virginia

2. Kentucky, Texas[10]

3. Connecticut[11], Florida, Nebraska, South Dakota, Wisconsin[12]

4. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Vermont, Washington, Wyoming

5. The 3.0 GPA requirement is a cohort average and is based on CAEP accreditation standards, not state's own admissions policies.

6. Candidates can qualify for admission through the GPA or test requirement.

7. The 3.0 GPA is a cohort average; individual candidates must have a 2.5 GPA.

8. The 3.0 GPA requirement is a cohort average; individual condidates must have a 2.75 GPA.

9. The students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.

10. The overall GPA of an incoming class "may not be less than 3.0."

11. Connecticut requires a B- grade point average for all undergraduate courses.

12. The GPA admission requirement is 2.5 for undergraduate and 2.75 for advanced 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 college- and career-readiness standards.

Goal Components

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

1. The state should require all elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all core academic 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

Findings

As college- and career-readiness standards become the basis for new student assessments, teacher preparation requirements must reflect the need for elementary teacher candidates to be broadly educated and proficient in the academic content they will eventually deliver in the classroom. Considering that just a few years ago not a single state required elementary teacher candidates to demonstrate adequate knowledge in all core subjects as a condition of licensing, the states' position on elementary teacher licensing is greatly improved, although not nearly enough to declare a transformation in teacher preparation.

How States are Faring in Elementary Teacher Preparation

0 — **Best Practice States**

1 — **State Meets Goal**
Connecticut

21 — **States Nearly Meet Goal**
Alabama, Arkansas, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana⬆, Maine, Missouri, New Hampshire, New Jersey, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

6 — **States Partly Meet Goal**
California, Massachusetts, Minnesota, New Mexico, New York, Oklahoma

7 — **States Meet a Small Part of Goal**
Arizona, Georgia, Mississippi, North Carolina, Oregon, Pennsylvania, Washington

16 — **States Do Not Meet Goal**
Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, Ohio, South Dakota, Tennessee, Wisconsin

Progress on this Goal Since 2013:

⬆ : 1   ⬌ : 50   ⬇ : 0

Findings (cont.)

In 2015, 22 states are demanding that elementary teachers demonstrate content knowledge by obtaining passing scores on academic content tests in each core subject (rather than obtaining a general or composite score that may mask weaknesses in certain subjects, or requiring no tests at all). The policy improvement comes as numerous states now require teachers to pass the Praxis II Elementary Education: Multiple Subjects test. Yet with such a large investment in teacher effectiveness policies across the nation, it is still staggering to consider that more than half the states do not have an adequate mechanism for ensuring that prospective elementary school teachers have mastered all core content. Twenty-four states have inadequate academic tests for teacher candidates, and five states — **Alaska**, **Hawaii**, **Iowa**, **Montana** and **Ohio** — do not require all elementary teachers to pass any content tests to become licensed. Only five states require elementary school teacher candidates to have a major, minor or concentration in a core academic area.

Examples of Best Practice

Twenty-two states require elementary candidates to pass a content test comprised of four independently scored subtests, including mathematics. Only **Massachusetts** and **New Mexico** require an academic content major, and only **Connecticut**, **Mississippi**, and **Oklahoma** require an academic minor or concentration. Connecticut is the only state that requires both a four-part content test and an academic concentration.

SUMMARY OF ELEMENTARY TEACHER PREP FIGURES

- **Figure 4** Content test requirements
- **Figure 5** Academic concentrations

Figure 4

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	□	□	■	□
Massachusetts	□	□	■ [2]	□
Michigan	□	□	■	□
Minnesota	□	■	□	□
Mississippi	□	□	■	□
Missouri	■	□	□	□
Montana	□	□	□	■
Nebraska	□	□	■	□
Nevada	□	□	■	□
New Hampshire	■	□	□	□
New Jersey	■	□	□	□
New Mexico	□	□	■	□
New York	□	■	□	□
North Carolina	□	□	■ [2]	□
North Dakota	□	□	■	□
Ohio	□	□	□	■ [3]
Oklahoma	□	■	□	□
Oregon	□	■	□	□
Pennsylvania	□	■	□	□
Rhode Island	■	□	□	□
South Carolina	■	□	□	□
South Dakota	□	□	■	□
Tennessee	□	□	■ [4]	□
Texas	■	□	□	□
Utah	■	□	□	□
Vermont	■	□	□	□
Virginia	■	□	□	□
Washington	□	■	□	□
West Virginia	■	□	□	□
Wisconsin	□	□	■	□
Wyoming	■	□	□	□
	22	**9**	**15**	**5**

Figure 5

Do states expect elementary teachers to complete an academic concentration?

2	3	11	35
ACADEMIC MAJOR REQUIRED[1]	MINOR OR CONCENTRATION REQUIRED[2]	Major or minor required, but there are loopholes[3]	Not required[4]
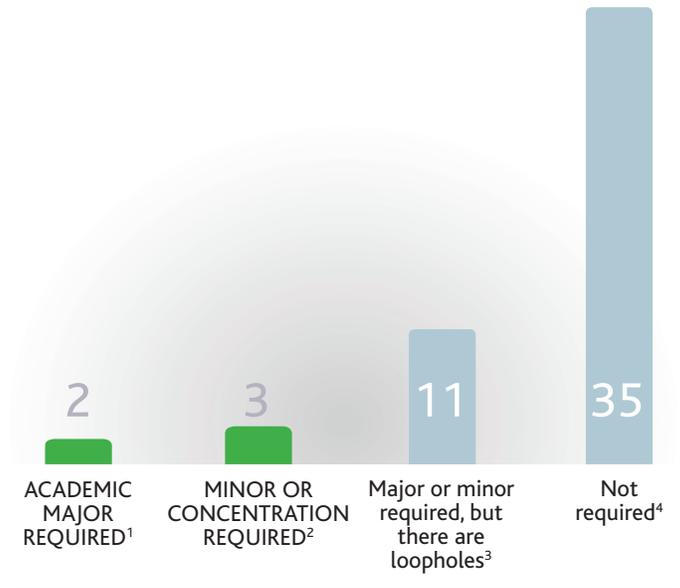
1. Strong Practice: Massachusetts, New Mexico

2. Strong Practice: Connecticut, Mississippi, Oklahoma

3. California, Colorado, Iowa, Maryland, Michigan, 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, Indiana, Kansas, Kentucky, Louisiana, Maine, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire[5], North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

5. Only K-8 teachers must complete an area of concentration (10 courses above the institution's introductory level) in a field such as humanities, fine arts, social sciences and sciences.

Figure 4

1. Alaska does not require testing for initial licensure.

2. 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.

3. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.

4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

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 and are prepared for the instructional shifts related to literacy associated with college-and career-readiness standards.

Goal Components

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

1. The state should require that new elementary teachers 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.

3. The state should ensure that all elementary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction of all subject areas. Specifically,
   • The state should require that all new elementary teachers are prepared to incorporate complex texts and academic language into instruction.
   • The state should ensure that all new elementary teachers are prepared to incorporate literacy skills as an integral part of every subject.
   • The state should ensure that all new elementary teachers are prepared to support struggling readers.

The components for this goal have changed since 2013. In light of state progress on this topic, the bar for this goal has been raised.

How States are Faring in Elementary Teacher Preparation in Reading Instruction

★ 1 Best Practice State
California

3 States Meet Goal
Florida, Minnesota, North Carolina

13 States Nearly Meet Goal
Alabama, Connecticut, Indiana, Massachusetts, Mississippi, New Hampshire, New Mexico, New York, Ohio, Oklahoma, Virginia, West Virginia, Wisconsin

6 States Partly Meet Goal
Arkansas, Colorado, Idaho, South Carolina⬆, Tennessee⬇, Texas

13 States Meet a Small Part of Goal
Arizona, Delaware, Georgia, Illinois, Louisiana, Maryland, Michigan, Missouri, Oregon, Pennsylvania, Utah, Vermont, Washington

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

Progress on this Goal Since 2013:

⬆ : 1   ↔ : 49   ⬇ : 1

Findings

Embedded in college and career-readiness standards are some important assumptions about the kinds of skills that must be cultivated in students as they move through school. The standards are unambiguous about the importance of teaching literacy and assume that teachers of all grade levels in all core subjects are reading teachers. As a result, teachers must be prepared with knowledge about the most effective ways to teach reading to all students, including struggling readers, and must be equipped with strategies for incorporating literacy across core subject areas.

States have made important progress in ensuring that elementary teachers know the firmly established science of reading instruction. For example, in 2009, NCTQ identified only five states that used an appropriate, rigorous test in scientifically based reading. In 2015, 18 states adequately measure new elementary teachers' knowledge of the science of reading. While state policy on reading instruction is not nearly where it should be, and too many states (20) have inadequate tests or no tests (13 states) to ensure that teachers understand and can teach the essential instructional components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehensive), there are some promising efforts. At the elementary level, **Arkansas** has thoughtfully rewritten competencies for teachers to articulate the important role of informational text in the elementary classroom, and **California's** Reading Instruction Competence Assessment measures elementary teachers' knowledge and skills related to the key instructional shifts in college- and career-readiness standards. These two states are among 25 states that explicitly require elementary teachers to have knowledge of intervention strategies for struggling readers.

Examples of Best Practice

California stands out for its focus on elementary teachers readiness to teach reading and literacy skills. All elementary candidates must pass comprehensive assessments that specifically test the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. California's test frameworks go further than most states and specify that elementary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

NCTQ also commends states using the Foundations of Reading assessment to confirm that new elementary teachers are well grounded in scientifically based reading instruction. States using this state-of-the-art test are: **Connecticut**, **Massachusetts**, **Mississippi**, **New Hampshire**, **North Carolina** and **Wisconsin**.

SUMMARY OF ELEMENTARY TEACHER PREP IN READING INSTRUCTION FIGURES

- **Figure 6** Preparation and testing requirements
- **Figure 7** Science of reading tests
- **Figure 8** Instructional shifts associated with college-and career-readiness standards

Figure 6

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

	ADEQUATE TEST	Inadequate test but included in preparation standards	No test but included in preparation standards	Neither test nor included in preparation standards
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	■[3]			
Texas		■		
Utah		■		
Vermont		■		
Virginia	■			
Washington		■		
West Virginia	■			
Wisconsin	■			
Wyoming				■
Total	**18**	**12**	**4**	**17**

Figure 7

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

18	20	13
YES[1]	Inadequate test[2]	No[3]
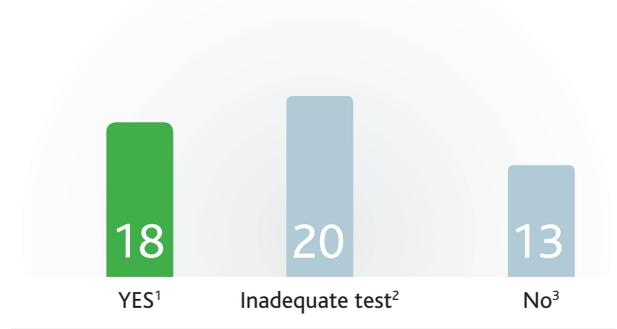
1. Strong Practice: Alabama[4], California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina[5], Ohio, Oklahoma, Tennessee[6], Virginia, West Virginia, Wisconsin

2. Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Louisiana, Maine, Missouri, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wyoming

3. Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, South Dakota

4. Alabama's reading test spans the K-12 spectrum.

5. Teachers have until their second year to pass the reading test.

6. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 6

1. Alabama's reading test spans the K-12 spectrum.
2. Teachers in North Carolina have until their second year to pass the reading test.
3. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 8

Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	Use of Informational Text	Incorporating Literacy Skills into All Subjects	Supporting Struggling Readers
Alabama	Partial	Partial	Partial
Alaska	—	—	—
Arizona	Partial	—	Partial
Arkansas	Full	Full	Full
California	Full	Full	Full
Colorado	Partial	Partial	Full
Connecticut	Partial	—	Full
Delaware	Partial	—	—
District of Columbia	Partial	—	—
Florida	Partial	Partial	Full
Georgia	—	—	Full
Hawaii	—	—	—
Idaho	Partial	Partial	—
Illinois	Partial	—	Full
Indiana	Full	—	Partial
Iowa	—	—	—
Kansas	Partial	—	—
Kentucky	Partial	—	—
Louisiana	Partial	—	Full
Maine	Partial	—	—
Maryland	Partial	—	Partial
Massachusetts	—	—	Full
Michigan	—	Partial	Partial
Minnesota	Partial	Partial	Full
Mississippi	Partial	—	Full
Missouri	Partial	Partial	—
Montana	—	—	—
Nebraska	Partial	—	—
Nevada	Partial	—	—
New Hampshire	Partial	—	Full
New Jersey	Partial	—	—
New Mexico	Partial	—	Full
New York	Full	—	Full
North Carolina	Partial	Full	Full
North Dakota	Partial	—	—
Ohio	Partial	—	Full
Oklahoma	Partial	—	Full
Oregon	Partial	—	Partial
Pennsylvania	Partial	—	Full
Rhode Island	Partial	—	Partial
South Carolina	Partial	Full	Full
South Dakota	—	—	—
Tennessee	Partial	—	Full
Texas	Partial	Partial	Full
Utah	Partial	—	—
Vermont	Full	Partial	—
Virginia	Partial	—	Full
Washington	Partial	—	Full
West Virginia	Partial	—	Full
Wisconsin	Partial	—	Full
Wyoming	Partial	—	—

■ Fully addresses instructional component   ◨ Partially addresses instructional component

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 elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure.

2. 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).

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.

Findings

Elementary teacher candidates need more than a superficial knowledge of mathematics. As part of their teacher preparation, candidates must acquire a deep conceptual understanding of the mathematics they will teach. This is even more pertinent now that almost every state is implementing college- and career-readiness standards. Elementary teacher training must focus on the critical areas of numbers and operations; algebra; geometry and measurement; and data analysis and probability.

How States are Faring in Teacher Preparation in Mathematics

⭐ **1** **Best Practice State**
Massachusetts

⬤ **24** **States Meet Goal**
Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana⬆, Maine, Missouri, New Hampshire, New Jersey, New York, North Carolina⬆, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

◕ **1** **State Nearly Meets Goal**
Minnesota

◑ **1** **State Partly Meets Goal**
California

◔ **17** **States Meet a Small Part of Goal**
Alaska, Arizona, Georgia, Illinois, Iowa, Kansas, Maryland, Michigan, Mississippi, Montana, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Washington

○ **7** **States Do Not Meet Goal**
Colorado, Hawaii, Nebraska, Nevada, Ohio, Tennessee⬇, Wisconsin

Progress on this Goal Since 2013:

⬆ : 2   ⬌ : 48   ⬇ : 1

Findings (cont.)

States have made strides in this area over the years that the *Yearbook* has tracked state teacher policy — but there is still a long way to go. In 2015, NCTQ finds that, for the first time ever, a majority of states (26) adequately measure new elementary teachers' knowledge of math. This improvement comes largely because many states have adopted the Praxis II Multiple Subjects, which provides a separate score for each core subject area, thus allowing states and teacher preparation institutions to confirm mathematics knowledge.

Examples of Best Practice

Twenty-five 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.

SUMMARY OF ELEMENTARY TEACHER PREP IN MATHEMATICS FIGURES

■ **Figure 9** Math requirements

Figure 9

Do states measure new elementary teachers' knowledge of math?

26	20	5
YES[1]	Inadequate test[2]	No[3]
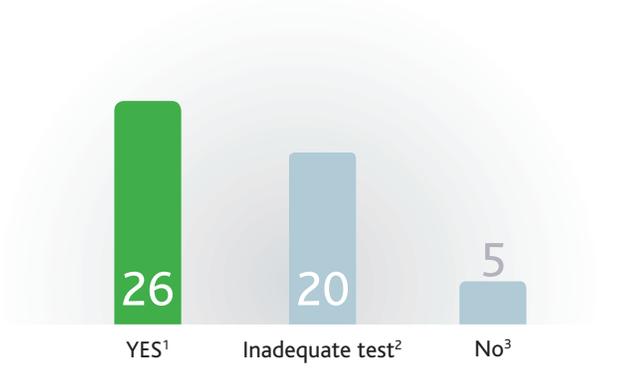
1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Maine, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

2. Arizona, California, Colorado, Georgia, Illinois, Kansas, Maryland, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee[4], Washington, Wisconsin

3. Alaska[5], Hawaii, Iowa, Montana, Ohio[6]

4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

5. Testing is not required for initial licensure.

6. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.

Area 1: Delivering Well-Prepared Teachers

❭ Goal E – Early Childhood

The state should ensure that new teachers who can teach elementary grades on an early childhood license possess sufficient content knowledge in all core subjects and know the science of reading instruction.

Goal Components

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

1. The state should ensure that all new teacher candidates who can teach elementary grades on an early childhood license possess sufficient content knowledge in all core subjects, including mathematics.

2. The state should ensure that all new teacher candidates 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.

3. The state should ensure that all new teacher candidates who can teach elementary grades on an early childhood license are sufficiently prepared for the ways that college- and career-readiness standards affect instruction of all subject areas. Specifically,
   • The state should require that all such candidates are prepared to incorporate complex texts and academic language into instruction.
   • The state should ensure that all such candidates are prepared to incorporate literacy skills as an integral part of every subject.
   • The state should ensure that all such candidates are prepared to support struggling readers.

How States are Faring in Early Childhood

0 Best Practice States

0 States Meet Goal

3 States Nearly Meet Goal
Florida, Indiana, Virginia

3 States Partly Meet Goal
Alabama, Louisiana, New York

14 States Meet a Small Part of Goal
Colorado, Connecticut, Idaho, Massachusetts, Minnesota, New Hampshire, New Mexico, Oklahoma, Rhode Island, South Carolina, Tennessee, Utah, West Virginia, Wisconsin

18 States Do Not Meet Goal
Arizona, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Maine, Maryland, Missouri, Nebraska, Nevada, New Jersey, North Dakota, South Dakota, Vermont, Washington, Wyoming

N/A 13 States Are Not Rated on Goal
Alaska, Arkansas, California, Georgia, Kentucky, Michigan, Mississippi, Montana, North Carolina, Ohio, Oregon, Pennsylvania, Texas

Progress on this Goal Since 2013:

New Goal

Findings

In 38 states, teachers can teach in elementary school grades on an early childhood license. However, many of these states do not require early childhood teachers to meet the same or equivalent standards as elementary teachers, even though these teachers may be assigned to kindergarten through grade 3 classrooms. Beginning in 2013, NCTQ began systematically tracking whether states ensure that new teachers who can teach elementary grades on an early childhood license possess sufficient content knowledge in all core subjects. Our findings suggest a significant teacher licensing loophole. Among the 38 states that allow early childhood-licensed teachers to teach in the elementary grades, only seven require early childhood teachers to pass a content test with separate scores for reading and mathematics among other subjects (compared to 22 states that require such a content test for regular elementary teaching licenses). Even with so much evidence supporting the critical foundational reading instruction teachers must provide in the early grades, only 13 states require early childhood-certified teachers to pass a test of the science of reading.

Examples of Best Practice

Unfortunately, NCTQ cannot award "best practice" honors to any state's policy in the area of early childhood education. However, three states—**Florida**, **Indiana** and **Virginia**—are worthy of mention for taking steps in the right direction by holding early childhood candidates to the same standards as their elementary teachers. Each state requires its early childhood candidates to pass a content test with separately scored subtests, as well as passing a test of scientifically based reading instruction.

Florida ensures that early childhood education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's test frameworks and competencies go further than other states and specify that early childhood education candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

SUMMARY OF EARLY CHILDHOOD FIGURES

- **Figure 10** Requirements for early childhood teachers
- **Figure 11** Content tests
- **Figure 12** Science of reading tests
- **Figure 13** Math requirements
- **Figure 14** Instructional shifts associated with college- and career-readiness standards

Figure 10

What do states require of early childhood teachers who teach elementary grades?

	CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT	ADEQUATE SCIENCE OF READING TEST
Alabama	☐	▉
Alaska[1]	☐	☐
Arizona	☐	☐
Arkansas[1]	☐	☐
California[1]	☐	☐
Colorado	☐	☐
Connecticut	☐	▉
Delaware	☐	☐
District of Columbia	☐	☐
Florida	▉[2]	▉
Georgia[1]	☐	☐
Hawaii	☐	☐
Idaho	☐	☐
Illinois	☐	☐
Indiana	▉	▉
Iowa	☐	☐
Kansas	☐	☐
Kentucky[1]	☐	☐
Louisiana	▉	☐
Maine	☐	☐
Maryland	☐	☐
Massachusetts	☐	▉
Michigan[1]	☐	☐
Minnesota	☐	▉
Mississippi[1]	☐	☐
Missouri	☐	☐
Montana[1]	☐	☐
Nebraska	☐	☐
Nevada	☐	☐
New Hampshire	☐	▉
New Jersey	☐	☐
New Mexico	☐	☐
New York	▉	▉
North Carolina[1]	☐	☐
North Dakota	☐	☐
Ohio[1]	☐	☐
Oklahoma	☐	▉
Oregon[1]	☐	☐
Pennsylvania[1]	☐	☐
Rhode Island	▉[3]	☐
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	☐	▉[4]
Texas[1]	☐	☐
Utah	▉[3]	☐
Vermont	☐	☐
Virginia	▉	▉
Washington	☐	☐
West Virginia	☐	▉
Wisconsin	☐	▉
Wyoming	☐	☐
	7	**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. Florida's test consists of three subtests covering language arts and reading, math and science.

3. Early childhood candidates may pass either multiple subjects (subscores) or content knowledge (no subscores) test.

4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 11

Do states ensure that early childhood teachers who teach elementary grades know core content?

	REQUIRE CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT	Require content test with composite score	Require test with little to no content	No test required
Alabama		■		
Alaska[1]				
Arizona			■	
Arkansas[1]				
California[1]				
Colorado			■	
Connecticut			■	
Delaware			■	
District of Columbia		■		
Florida	■ [2]			
Georgia[1]				
Hawaii				■
Idaho		■		
Illinois			■	
Indiana	■			
Iowa			■	
Kansas			■	
Kentucky[1]				
Louisiana	■			
Maine			■	
Maryland		■		
Massachusetts			■	
Michigan[1]				
Minnesota			■	
Mississippi[1]				
Missouri			■	
Montana[1]				
Nebraska			■	
Nevada		■		
New Hampshire		■ [3]		
New Jersey		■		
New Mexico			■	
New York	■			
North Carolina[1]				
North Dakota		■		
Ohio[1]				
Oklahoma			■	
Oregon[1]				
Pennsylvania[1]				
Rhode Island	■ [4]			
South Carolina			■	
South Dakota				
Tennessee		■ [5]		
Texas[1]				
Utah	■ [4]			
Vermont				■
Virginia	■			
Washington			■	
West Virginia			■	
Wisconsin		■		
Wyoming				■
	7	10	18	3

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. Florida's test contains three subtests that cover language arts and reading, math and science.

3. Candidates may take either a test that requires little to no content or a content test with a composite score.

4. May pass either multiple subjects (subscores) or content knowledge (no subscores) test.

5. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 12

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

13	1	24	13
YES[1]	Inadequate test[2]	No[3]	Not applicable[4]
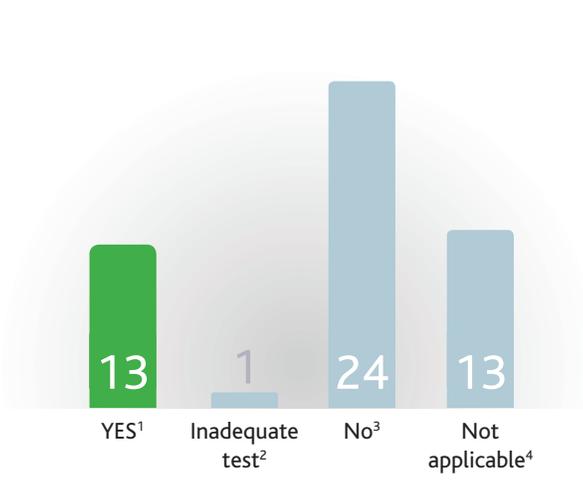
1. Strong Practice: Alabama, Connecticut, Florida, Indiana, Massachusetts, Minnesota, New Hampshire, New York, Oklahoma, Tennessee[5], Virginia, West Virginia, Wisconsin

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. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 13

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

7	28	3	13
YES[1]	Inadequate test[2]	No[3]	Not applicable[4]
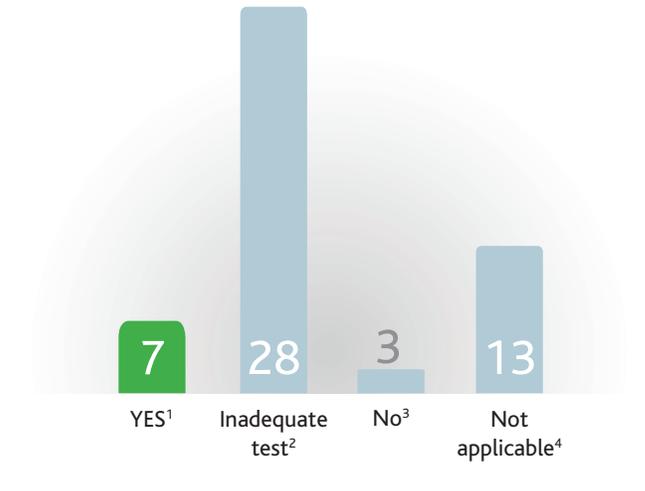
1. Strong Practice: Florida, Indiana, Louisiana, New York, Rhode Island[5], Utah[5], Virginia

2. Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Illinois, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, South Carolina, South Dakota, Tennessee[6], Washington, West Virginia, Wisconsin

3. Hawaii, Vermont, 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. May pass either multiple subjects (subscores) or content knowledge (no subscores) test.

6. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 14

Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

State	Use of Informational Text	Incorporating Literacy Skills into All Subjects	Supporting Struggling Readers
Alabama	Fully	Partially	Partially
Alaska[1]			
Arizona			
Arkansas[1]			
California[1]			
Colorado	Partially	Partially	Fully
Connecticut	Partially		Fully
Delaware	Partially		
District of Columbia			
Florida	Partially	Partially	Fully
Georgia[1]			
Hawaii			
Idaho	Fully		
Illinois	Partially	Partially	
Indiana	Fully		Partially
Iowa			
Kansas	Partially		
Kentucky[1]			
Louisiana	Partially		Fully
Maine	Partially		
Maryland	Partially		Partially
Massachusetts			Fully
Michigan[1]			
Minnesota	Partially		
Mississippi[1]			
Missouri			
Montana[1]			
Nebraska			
Nevada	Fully		
New Hampshire	Partially		Fully
New Jersey	Fully		
New Mexico			
New York	Fully		Fully
North Carolina[1]			
North Dakota	Fully		
Ohio[1]			
Oklahoma			Fully
Oregon[1]			
Pennsylvania[1]			
Rhode Island	Partially		Partially
South Carolina	Fully	Fully	Fully
South Dakota	Partially	Partially	
Tennessee	Partially	Fully	Fully
Texas[1]			
Utah			
Vermont			
Virginia	Partially		Fully
Washington			Fully
West Virginia	Partially		Fully
Wisconsin	Partially		Fully
Wyoming			

■ Fully addresses instructional component ◪ Partially addresses instructional component

1. These states do not offer 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 F – Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content and for the ways that college- and and career-readiness standards affect instruction of all subject areas.

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 ensure that all middle school teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
   • The state should require that all new middle school teachers are prepared to incorporate complex texts and academic language into instruction.
   • The state should ensure that all new middle school teachers are prepared to incorporate literacy skills as an integral part of every subject.
   • The state should ensure that all new middle school teachers are prepared to support struggling readers.

The components for this goal have changed since 2013. In light of state progress on this topic, the bar for this goal has been raised.

Findings

To provide effective teaching, middle school teacher candidates must develop sufficient expertise in their subjects, particularly in increasingly rigorous classrooms. In 2015, NCTQ finds that 13 states

How States are Faring in Middle School Teacher Preparation

1 Best Practice State
Arkansas

5 States Meet Goal
Florida, Georgia, Indiana, Pennsylvania, Texas

20 States Nearly Meet Goal
Alabama, Connecticut, Delaware, District of Columbia, Illinois, Kansas, Kentucky, Louisiana, Mississippi, Missouri, New Hampshire, New Jersey, New York, Ohio, Rhode Island, South Carolina, Tennessee⬇, Vermont, Virginia, West Virginia

5 States Partly Meet Goal
Maryland, Massachusetts, Minnesota, North Carolina, Wisconsin

10 States Meet a Small Part of Goal
Colorado, Idaho, Michigan, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Utah, Wyoming

10 States Do Not Meet Goal
Alaska, Arizona, California, Hawaii, Iowa, Maine, Montana, Nebraska, South Dakota, Washington

Progress on this Goal Since 2013:

⬆ : 0   ↔ : 50   ⬇ : 1

still offer generalist K-8 teaching licenses, and six more allow such licenses for self-contained classrooms. It is widely acknowledged that teaching kindergarteners and eighth graders are substantially different enterprises. Yet individuals with K-8 licenses are fully certified to teach grades 7 and 8, although their preparation is no different from that of a teacher certified to teach grades 1 and 2.

Just half the states (26) require middle school teachers to pass an appropriate content test for every core subject they will be licensed to teach. At the same time, none of the states that offer the broad generalist K-8 license requires teachers to pass middle school-level content tests in every subject they will teach, even if these teachers are in a middle school setting.

There are other weaknesses in state policy for middle school teachers, particularly given the demands of college- and career-readiness standards. In the middle school grades, teachers must have the ability to 1) incorporate literacy skills as an integral part of every subject, 2) build content knowledge and vocabulary through careful reading of informational and literary texts across the curriculum, and 3) help struggling readers. In examining states' teacher standards and licensing test frameworks for 2015, NCTQ finds only 14 states where teaching standards address (or even give cursory attention to) the need for middle school teachers to be prepared for the instructional shifts associated with college- and career-readiness standards.

Examples of Best Practice

Arkansas ensures that all middle school teacher candidates are adequately prepared to teach middle school-level content. The state does not offer a K-8 generalist license, requires passing scores on subject-specific content tests and explicitly requires at least two content-area minors. Arkansas also ensures that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's competencies for the middle grades specify that middle school candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

SUMMARY OF MIDDLE SCHOOL TEACHER PREP FIGURES

- **Figure 15** Distinctions in licenses between middle and elementary teachers
- **Figure 16** Content test requirements
- **Figure 17** Instructional shifts associated with college- and career-readiness standards

Figure 15

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		■	
Pennsylvania	■		
Rhode Island	■		
South Carolina	■		
South Dakota			■
Tennessee	■		
Texas	■		
Utah		■	
Vermont	■		
Virginia	■		
Washington			■
West Virginia	■		
Wisconsin			■[1]
Wyoming	■		
	32	**6**	**13**

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

Figure 16

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				■ [4]
Indiana	■			
Iowa				■
Kansas	■			
Kentucky	■			
Louisiana	■			
Maine			■	
Maryland	■ [5]			
Massachusetts		■		
Michigan			■	
Minnesota			■	
Mississippi	■			
Missouri	■			
Montana				■
Nebraska				■
Nevada			■	
New Hampshire			■ [6]	
New Jersey	■			
New Mexico			■	
New York	■ [7]			
North Carolina	■ [8]			
North Dakota			■	
Ohio	■			
Oklahoma			■	
Oregon			■	
Pennsylvania	■			
Rhode Island	■			
South Carolina	■			
South Dakota			■	
Tennessee	■ [9]			
Texas	■			
Utah			■	
Vermont	■			
Virginia	■			
Washington			■	
West Virginia	■			
Wisconsin		■		
Wyoming				■
Total	**26**	**2**	**14**	**9**

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 content test.

3. For K-8 license, Idaho also requires one single-subject test.

4. Illinois requires candidates to take a middle level core content test if a test is available. It is not clear that this will result in teachers passing a test in each subject.

5. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary grades.

6. New Hampshire requires K-8 candidates to have a core concentration and to pass a middle school content test in a core area. Teachers with a 5-8 license must pass a Praxis II assessment.

7. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass the new assessment with three subtests.

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

9. New legislation in Tennessee allows teachers to delay passage of content tests if they possess a bachelor's degree in a core content area.

Figure 17

Are states ensuring that new middle school teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

State	Use of Informational Text	Incorporating Literacy Skills into All Subjects	Supporting Struggling Readers
Alabama	Partially	Partially	Partially
Alaska			
Arizona	Partially		
Arkansas	Fully	Fully	Fully
California			
Colorado	Partially	Partially	Fully
Connecticut	Partially		
Delaware	Partially		
District of Columbia	Partially		
Florida	Partially	Partially	Fully
Georgia	Partially	Partially	Fully
Hawaii			
Idaho	Partially	Partially	
Illinois	Fully	Fully	Fully
Indiana	Partially	Fully	Fully
Iowa			
Kansas	Partially		
Kentucky	Partially		
Louisiana	Partially		Fully
Maine	Partially		
Maryland	Partially		
Massachusetts			
Michigan			
Minnesota	Partially	Fully	Fully
Mississippi	Partially		
Missouri	Partially	Partially	Partially
Montana			
Nebraska			
Nevada	Partially		
New Hampshire	Partially	Fully	Fully
New Jersey	Partially		
New Mexico			
New York	Partially		Fully
North Carolina	Partially	Fully	
North Dakota	Partially		
Ohio	Partially		Partially
Oklahoma			
Oregon	Partially		
Pennsylvania	Partially	Fully	Fully
Rhode Island	Partially		Partially
South Carolina	Partially	Partially	Partially
South Dakota	Partially		
Tennessee	Partially	Fully	Fully
Texas	Partially	Fully	Fully
Utah	Partially		
Vermont	Partially		Partially
Virginia	Partially	Partially	
Washington			
West Virginia	Partially		
Wisconsin	Partially		Fully
Wyoming			

■ Fully addresses instructional component   ◪ Partially addresses instructional component

Area 1: Delivering Well-Prepared Teachers

❯ Goal G – Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content and for the ways that college- and career-readiness standards affect instruction of all subject areas.

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 that secondary teachers pass a content test when adding subject-area endorsements to an existing license.

3. The state should ensure that all secondary teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
   • The state should require that all new secondary teachers are prepared to incorporate complex texts and academic language into instruction.
   • The state should ensure that all new secondary teachers are prepared to incorporate literacy skills as an integral part of every subject.
   • The state should ensure that all new secondary teachers of English language arts are prepared to support struggling readers.

The components for this goal have changed since 2013. In light of state progress on this topic, the bar for this goal has been raised.

Findings

Unlike elementary school teachers, who need to be broadly educated in the several core content areas they will deliver in the classroom, secondary-level teachers are generally specialists—that is, they teach specific subjects, usually in departmentalized school settings. Forty-two states generally require subject-matter testing to ensure

How States are Faring in Secondary Teacher Preparation

1   **Best Practice State**
Arkansas

2   **States Meet Goal**
Minnesota, Texas

28   **States Nearly Meet Goal**
Alabama, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Maine, Massachusetts, Michigan, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Virginia, West Virginia, Wisconsin

11   **States Partly Meet Goal**
Arizona, District of Columbia, Illinois, Louisiana, Maryland, Mississippi, Missouri, Nevada, New Mexico, Oregon, Tennessee⬇

3   **States Meet a Small Part of Goal**
California, Colorado, North Carolina

6   **States Do Not Meet Goal**
Alaska, Hawaii, Iowa, Montana, Washington, Wyoming

Progress on this Goal Since 2013:

⬆ : 0   ↔ : 50   ⬇ : 1

that secondary teachers know the content they will teach. However, only five of the 42--**Indiana**, **Minnesota**, **Missouri**, **South Dakota** and **Tennessee**--do so without loopholes around general science and social studies (see Goal 1-H). States are more lax about adding endorsements to an existing license to teach other subjects. Thirty-four states require an adequate content assessment for secondary teachers adding a subject-area endorsement to their licenses; just four do so without general science or social studies loopholes.

In addition to ensuring that secondary teachers are sufficiently prepared to teach appropriate grade-level content, states must also be sure that teachers are prepared for the ways that college- and career-readiness standards affect instruction across all subject areas. Secondary teacher policy falls woefully short of these needs. Only 10 states have teaching standards and/or testing frameworks addressing or even mentioning that secondary teacher candidates must have the ability to build content knowledge and vocabulary through careful reading of informational and literary texts, incorporate literacy skills as an integral part of every subject and intervene and support students who are struggling.

Examples of Best Practice

Arkansas requires that all secondary teacher candidates pass a content test to teach any core secondary subject—both for initial licensure and to add an additional field to a secondary license. Arkansas also ensures that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's competencies specify that secondary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

Also worthy of mention are **Indiana** and **Tennessee**, which do not offer secondary certification in general social studies or science; all teachers must be certified in a specific discipline.

SUMMARY OF SECONDARY TEACHER PREP FIGURES

- **Figure 18** Content test requirements
- **Figure 19** Endorsement requirements
- **Figure 20** Instructional shifts associated with college- and career-readiness standards

Figure 18

Do secondary teachers have to pass a content test in every subject area for licensure?

YES[1]	Yes, but significant loophole in science and/or social studies[2]	No[3]
5	37	9
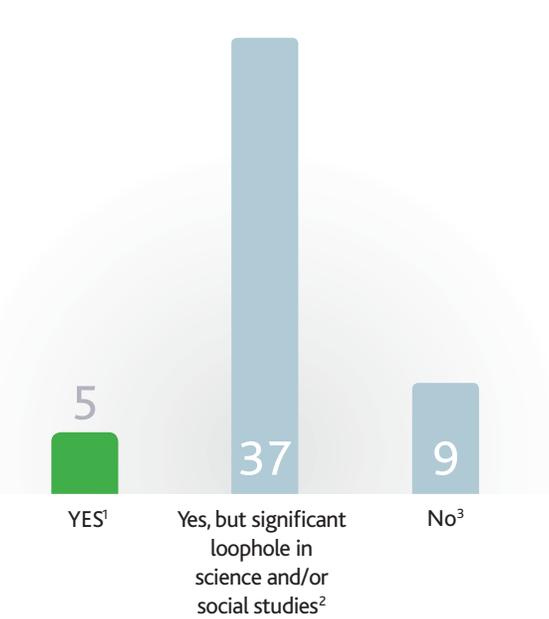
1. Strong Practice: Indiana, Minnesota, Missouri, South Dakota, Tennessee[4]

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina[5], North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin

3. Alaska[6], Arizona[7], California, Colorado, Hawaii, Iowa, Montana, Washington, Wyoming

4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

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

6. Alaska does not require content tests for initial licensure.

7. Candidates with a master's degree in the subject area do not have to pass a content test.

Figure 19

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

YES[1]	Yes, but significant loophole in science and/or social studies[2]	No[3]
4	30	17
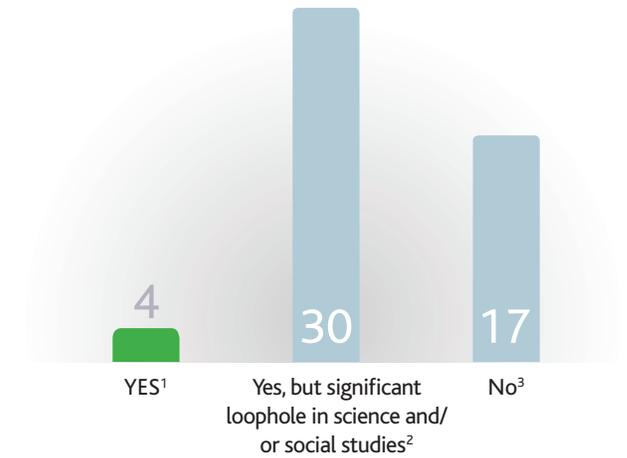
1. Strong Practice: Indiana, Minnesota, South Dakota, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

3. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Iowa, Louisiana, Maryland, Mississippi, Missouri, Montana, Nevada, New Mexico, North Carolina, Oregon, Wyoming

Figure 20

Are states ensuring that new secondary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

State	Use of informational text	Incorporating literacy skills into all subjects	Supporting struggling readers
Alabama	Partially	Partially	Partially
Alaska			
Arizona	Partially		
Arkansas	Fully	Fully	Partially
California	Partially	Fully	Fully
Colorado	Partially	Partially	Fully
Connecticut	Partially		
Delaware	Partially		
District of Columbia	Partially		
Florida		Partially	Partially
Georgia	Partially		
Hawaii			
Idaho	Partially		
Illinois			
Indiana	Partially	Partially	Partially
Iowa			
Kansas	Partially		
Kentucky	Partially		
Louisiana	Partially		Fully
Maine	Partially		
Maryland	Partially		Fully
Massachusetts			
Michigan			Partially
Minnesota	Partially	Fully	Fully
Mississippi	Partially		
Missouri	Partially	Partially	Partially
Montana			
Nebraska	Partially		
Nevada	Partially		
New Hampshire	Partially	Partially	Fully
New Jersey	Partially		
New Mexico			
New York	Partially		Fully
North Carolina	Partially	Fully	
North Dakota	Partially		
Ohio	Partially		Partially
Oklahoma			
Oregon	Partially		
Pennsylvania	Partially		Partially
Rhode Island	Partially		Partially
South Carolina	Partially	Partially	Partially
South Dakota	Partially		
Tennessee	Partially		Partially
Texas	Partially	Fully	Fully
Utah	Partially	Partially	
Vermont	Partially		Fully
Virginia	Partially	Partially	
Washington	Partially		Fully
West Virginia	Partially		
Wisconsin	Partially		
Wyoming			

■ Fully addresses instructional component ◩ Partially addresses instructional component

Area 1: Delivering Well-Prepared Teachers

❯ Goal H – Secondary Teacher Preparation in Science and Social Studies

The state should ensure that secondary science and social studies 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. 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.

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. If a general social studies or combination social studies 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.

Findings

High school teacher candidates must develop a sophisticated level of knowledge in the subjects they wish to teach if they are to help their students succeed in increasingly rigorous classrooms and graduate from high school ready for college and career. But state policies for secondary teacher preparation are not ambitious enough to meet the demands of college-and career-readiness standards. The failure of states to require new teachers, without loophole or exception, to demonstrate knowledge of the subjects they will be licensed to teach at the high school level may be one of the biggest impediments to helping students meet higher academic standards.

In 2015, NCTQ identifies 37 states that have significant loopholes in their secondary licensing requirements in science and/or social studies. For

How States are Faring in Secondary Teacher Preparation in Science and Social Studies

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

Progress on this Goal Since 2013:

⬆ : 0   ↔ : 51   ⬇ : 0

example, just 20 states test each specific science subject to verify that secondary teachers have adequate content knowledge in each science discipline they are authorized to teach. Most states (30) continue to cling to a loose definition of science teacher, allowing for the licensing of general "all-purpose science teachers" who can teach subjects as varied as biology, chemistry or physics on a generalist or combined subject science license. Districts undoubtedly appreciate the flexibility that these broad field licenses offer, especially given the very real shortage of teachers in many science disciplines. But the all-purpose science teacher not only masks the problem, it also perpetuates it.

Similarly, the vast majority of states (44) have significant loopholes in social studies licensing. Just as with an umbrella science certification, most states offer a general social studies license at the secondary level. For this certification, teachers can have a background in a wide variety of fields, ranging from history and political science to anthropology and psychology. Under such a license, a teacher who majored in psychology could be licensed to teach secondary history having passed only a general knowledge test and answering most—and perhaps all—history questions incorrectly.

Examples 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. Missouri also requires their general social studies teachers to pass a multi-content test with six independently scored subtests.

SUMMARY OF SECONDARY TEACHER PREP IN SCIENCE AND SOCIAL STUDIES FIGURES

- **Figure 21** Content knowledge of general science teachers
- **Figure 22** Contect knowledge of general social studies teachers

Figure 21

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

13	7	1	30
OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING[1]	OFFERS GENERAL SCIENCE OR COMBINATION LICENSES WITH ADEQUATE TESTING[2]	Offers only single-subject science licenses without adequate testing[3]	Offers general science or combination licenses without adequate testing[4]
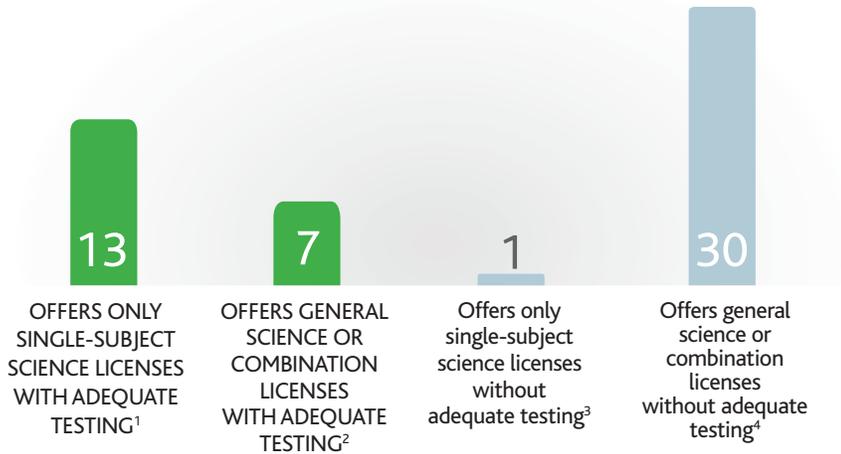
1. Strong Practice: Florida, Indiana[5], Kansas, Kentucky, Maine[5], Massachusetts, Minnesota, New Hampshire[5], New York, South Dakota[5], Tennessee[6], Utah[5], Virginia

2. Strong Practice: Connecticut, Mississippi[7], Missouri, New Jersey, Oklahoma[7], Rhode Island[8], West Virginia

3. California

4. Alabama, Alaska, Arizona[9], Arkansas, Colorado, Delaware, District of Columbia, Georgia[10], Hawaii, Idaho, Illinois, Iowa, Louisiana, Maryland, Michigan, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin, Wyoming

5. While not offering general science, the state does offer a physical science license without adequate testing.

6. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

7. Teachers with a physical science certification may only teach physical science.

8. Teachers with the general science license may only teach general science courses.

9. Candidates with a master's degree in the subject area do not have to pass a content test.

10. Georgia's science test consists of two subtests.

Figure 22

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

4	2	1	44
OFFERS ONLY SINGLE-SUBJECT SOCIAL STUDIES LICENSES WITH ADEQUATE TESTING[1]	OFFERS GENERAL SOCIAL STUDIES LICENSE WITH ADEQUATE TESTING[2]	Offers single-subject social studies license without adequate testing[3]	Offers general social studies license without adequate testing[4]
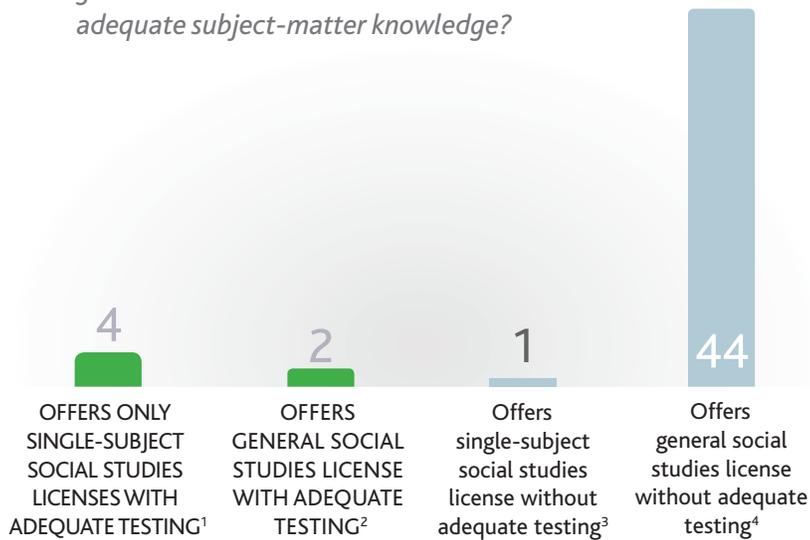
1. Strong Practice: Georgia, Indiana, South Dakota, Tennessee[5]

2. Strong Practice: Minnesota[6], Missouri

3. Arizona[7]

4. Alabama, Alaska, 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[8], Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

5. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

6. Minnesota's test for general social studies is divided into two individually scored subtests.

7. Candidates with a master's degree in the subject area do not have to pass a content test.

8. Oklahoma offers combination licenses.

Area 1: Delivering Well-Prepared Teachers

❯ Goal I – 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.

Findings

Unfortunately, for as long as NCTQ has been tracking state teacher policy, special education teacher policy has been a black mark on states, as almost all have fallen woefully short in ensuring that special education teachers have a strong foundation in all of the subject matter they are licensed to teach. Although most special education students are expected to meet the same high college- and career-readiness standards as typical students, too many states set an even lower bar for the preparation and licensure requirements of special education teachers than for regular elementary or secondary teachers.

Amazingly, many states make no distinction between special education teaching at the elementary and the secondary levels. Twenty-one states still allow special education teachers to earn a generic special education license to teach any special education students in any grade, K-12; an

How States are Faring in Special Education Teacher Preparation

⭐ **0**   **Best Practice States**

🔵 **3**   **State Meets Goal**
Louisiana⬆, New York, Rhode Island

◔ **5**   **States Nearly Meet Goal**
Alabama, Missouri, New Jersey, Pennsylvania, West Virginia

◐ **4**   **States Partly Meet Goal**
Idaho, Iowa, Massachusetts, Wisconsin

◔ **10**   **States Meet a Small Part of Goal**
Colorado, Delaware, Georgia, Illinois, Maine, Maryland, Michigan, North Carolina, Tennessee, Vermont

○ **29**   **States Do Not Meet Goal**
Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia, Florida, Hawaii, Indiana, Kansas, Kentucky, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, Wyoming

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Progress on this Goal Since 2013:

⬆ : 1   ↔ : 50   ⬇ : 0

additional 16 states offer K-12 licenses as an option. The policy sends an important and devastating message about special education: There is no need for any specific subject or grade-level content or pedagogy knowledge for teachers of any special education student ages 5-17. Only 14 states require elementary special education candidates to demonstrate content knowledge on a subject-matter test – similar to what would be expected of any other elementary school teacher. Only **Missouri**, **New York** and **Wisconsin** require secondary level special education teachers to pass a test in every subject they are licensed to teach; another six states require a test in at least one secondary subject.

Examples of Best Practice

Unfortunately, NCTQ cannot award "best practice" honors to any state's policy in the area of special education. However, **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 licensed 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 multi-subject 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.

SUMMARY OF SPECIAL EDUCATION TEACHER PREP FIGURES

- **Figure 23** Distinctions in licenses between elementary and secondary teachers
- **Figure 24** Content test requirements

Figure 23

Do states distinguish between elementary and secondary special education teachers?

State	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	■ [1]		
Montana			■
Nebraska		■	
Nevada			■
New Hampshire		■	
New Jersey	■ [2]		
New Mexico			■
New York	■		
North Carolina			■
North Dakota			■
Ohio			■
Oklahoma			■
Oregon			■
Pennsylvania	■		
Rhode Island	■		
South Carolina		■	
South Dakota		■	
Tennessee	■		
Texas		■	
Utah			■
Vermont			■ [3]
Virginia			■
Washington			■
West Virginia	■		
Wisconsin	■		
Wyoming		■	
Total	**14**	**16**	**21**

Figure 24

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

Elementary Subject-Matter Test

Required for an elementary special education license	Alabama, Louisiana, Massachusetts, Missouri[1], New Jersey, New York, Pennsylvania[2], Rhode Island, West Virginia[3], Wisconsin
Required for a K-12 special education license	Colorado, Idaho, Illinois, North Carolina[4]

Secondary Subject-Matter Test(s)

Tests in all core subjects required for secondary special education license	Missouri[1], New York[5], Wisconsin[6]
Test in at least one subject required for secondary special education license	Louisiana, Massachusetts, New Jersey, Pennsylvania[2], Rhode Island, West Virginia[3]
Required for a K-12 special education license	None

1. Missouri offers a K-12 certification but candidates must pass either the Elementary Multi-Content Assessment or the new Middle/Secondary Content Assessment (English, Mathematics, Science and Social Studies) or choose one of the specific content assessment for a specific area of certification.

2. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education as a reading specialist does not have to take a content test.

3. 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.

4. North Carolina gives teachers until their second year to earn a passing score, provided they attempt to pass during their first year.

5. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.

6. Wisconsin requires a middle school level content area test which does not report subscores for each area.

Figure 23

1. Missouri offers a K-12 certification but candidates must pass either the Elementary Multi-Content Assessment or the new Middle/Secondary Content Assessment (English, Mathematics, Science and Social Studies) or choose one of the specific content assessment for a specific area of certification.

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

3. Candidates must meet requirements for both the K-8 and 7-12 special education licenses.

Area 1: Delivering Well-Prepared Teachers

❯ ## Goal J – Special Education Preparation in Reading

The state should ensure that special education teachers know the science of reading instruction and are sufficiently prepared for the instructional shifts related to literacy associated with college-and career-readiness standards.

Goal Components

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

1. The state should require that special education teachers who teach the elementary grades 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 special education candidates who teach the elementary grades in the science of reading instruction.

3. The state should ensure that all special education teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction of all subject areas. Specifically,
   • The state should ensure that all new special education teachers are prepared to support struggling readers.
   • The state should require that all new special education teachers are prepared to incorporate complex texts and academic language into instruction.
   • The state should ensure that all new special education teachers are prepared to incorporate literacy skills as an integral part of every subject.

Findings

College- and career-readiness standards are explicit about the importance of reading, emphasizing that all teachers in all grade levels for all students

How States are Faring in Special Education Preparation in Reading

1 **Best Practice State**
California

0 **States Meet Goal**

9 **States Nearly Meet Goal**
Connecticut, Indiana, Massachusetts, New York, North Carolina, Oklahoma, Virginia, West Virginia, Wisconsin

5 **States Partly Meet Goal**
Alabama, Colorado, Idaho, Pennsylvania, Tennessee

10 **States Meet a Small Part of Goal**
Arkansas, Florida, Louisiana, Maryland, Minnesota, Missouri, New Mexico, Ohio, Texas, Vermont

26 **States Do Not Meet Goal**
Alaska, Arizona, Delaware, District of Columbia, Georgia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Washington, Wyoming

Progress on this Goal Since 2013:

New Goal

are teachers of reading and literacy. Teaching children how to read is "job one" because reading proficiency underpins all later learning. One could easily argue that even more than the general education classroom teachers, special education teachers must understand and be able to teach the essential instructional components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) and know the most effective strategies to teach struggling readers. In most cases, the root cause of a student's learning disability is significant trouble with reading.

As a result, one of the best ways to reduce the proportion of children in special education is to train teachers at the front line on preventing reading failure. Yet just 11 states measure new special education teachers' knowledge of the science of reading, compared to 18 states that require general elementary teacher candidates to pass an adequate test of the science of reading. Accepting that reading difficulties are the primary reason for referrals to special education, the failure to transfer this important testing requirement to special education teachers is nothing short of baffling. Because it is especially critical for special education teachers to possess the knowledge and skills related to the science of reading, there is little excuse for states like **Alabama**, **Florida**, **Minnesota**, **Mississippi**, **New Hampshire**, **New Mexico** and **Ohio** (states that already have strong reading content test requirements for elementary teachers) to not also require elementary special education teachers to pass the same assessments.

Very few states address the need for special education teachers to be prepared for the instructional shifts associated with college- and career-readiness standards. Just nineteen states require teacher preparation to support struggling readers, despite the obvious importance of such support for students with learning disabilities. The policy landscape is even bleaker when it comes to using complex informational text, fully addressed in preparation standards only by Indiana and New York, and building vocabulary and content knowledge across all subject areas, fully addressed only by California and North Carolina.

Examples of Best Practice

California meets this goal by ensuring that all special education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. All special education candidates must pass a comprehensive assessment that specifically tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. California's test frameworks go further than most states and ensure that special education teacher candidates have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

SUMMARY OF SPECIAL EDUCATION PREP IN READING FIGURES

- **Figure 25** Science of reading tests
- **Figure 26** Instructional shifts associated with college- and career-readiness standards

Figure 26

Figure 25

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

11	10	30
YES[1]	Inadequate test[2]	No[3]
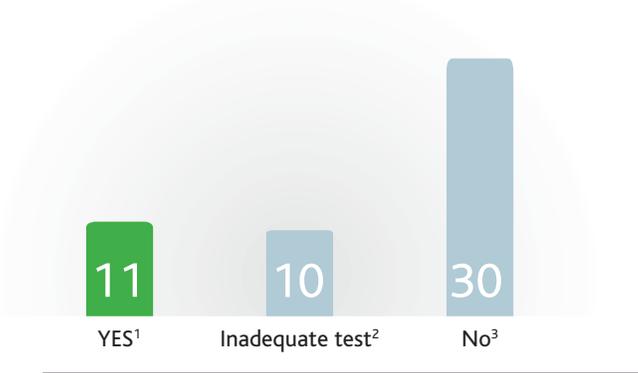
1. Strong Practice: California, Connecticut, Indiana, Massachusetts, New York, North Carolina, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin

2. Alabama, Delaware, Idaho, Louisiana, Minnesota, Missouri, New Jersey, Pennsylvania, Rhode Island, Texas

3. Alaska, Arizona, Arkansas, Colorado, District of Columbia, Florida, Georgia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Utah, Vermont, Washington, Wyoming

Figure 26

Are states ensuring that new special education teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	Partial	Partial	Partial
Alaska			
Arizona			
Arkansas	Partial		Full
California	Partial	Full	Full
Colorado	Partial	Partial	Full
Connecticut	Partial	Partial	Partial
Delaware	Partial		
District of Columbia			
Florida	Partial		Full
Georgia			
Hawaii			
Idaho	Partial	Partial	
Illinois			Full
Indiana	Full		Full
Iowa			
Kansas			
Kentucky			
Louisiana	Partial		Full
Maine			
Maryland			Full
Massachusetts			Full
Michigan		Partial	Partial
Minnesota	Partial		Full
Mississippi			
Missouri	Partial	Partial	Partial
Montana			
Nebraska			
Nevada			
New Hampshire			Partial
New Jersey	Partial		
New Mexico			Full
New York	Full		Full
North Carolina	Partial	Full	Full
North Dakota			
Ohio			Partial
Oklahoma			Partial
Oregon			
Pennsylvania	Partial	Partial	Partial
Rhode Island	Partial		Partial
South Carolina			
South Dakota			
Tennessee	Partial		Full
Texas			Full
Utah			
Vermont			
Virginia	Partial		Full
Washington			
West Virginia	Partial		Full
Wisconsin	Partial		Full
Wyoming			

■ Fully addresses instructional component   ◪ Partially addresses instructional component

Area 1: Delivering Well-Prepared Teachers

❯ Goal K – Assessing Professional Knowledge

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

Goal Components

(The factors 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.

Findings

Mastery of content is essential to teacher effectiveness; so, too, is an adequate understanding of the best methods and practices for transferring knowledge to students. States should assess new teachers' pedagogical knowledge of teaching and learning by means of a pedagogy test aligned with the state's professional standards. In 2015, 36 states require pedagogy tests, and 14 of those states require pedagogy tests that include performance assessments. Many states with pedagogy assessments, however, rely on a commercially available test, suggesting either that it may not be necessary for each state to maintain its own set of standards or that a common instrument may not be sufficiently aligned with each state's unique standards. As for the states now using performance assessments, although teachers' pedagogical skills may well be best assessed through a performance measure, states should proceed with caution until additional data are available on how the edTPA and similar new assessments compare to other teacher tests, as well as whether its scores are predictive of student achievement.

How States are Faring in Assessing Professional Knowledge

⭐ **0**   **Best Practice States**

🔵 **35**   **States Meet Goal**
Alabama, Arizona, Arkansas, California, Delaware⬆, District of Columbia, Florida, Georgia, Hawaii⬆, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts⬆, Minnesota, Missouri⬆, Nevada, New Jersey⬆, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon⬆, Rhode Island, South Carolina, South Dakota, Tenessee, Texas, Washington, West Virginia, Wisconsin⬆

◔ **3**   **States Nearly Meet Goal**
Maryland, Mississippi, North Carolina

◑ **3**   **States Partly Meet Goal**
Connecticut, Nebraska⬆, Utah

◔ **1**   **States Meet a Small Part of Goal**
Pennsylvania

○ **9**   **States Do Not Meet Goal**
Alaska, Colorado, Idaho, Michigan, Montana, New Hampshire, Vermont, Virginia, Wyoming

Progress on this Goal Since 2013:

⬆ : 8   ↔ : 43   ⬇ : 0

Examples of Best Practice

Although no state stands out for its pedagogy test policy, eight states are worthy of mention for the licensing test they require to verify that all new teachers meet state standards. **Arizona**, **Florida**, **Indiana**, **Minnesota**, **New Mexico**, **Ohio**, **Oklahoma** and **Texas** ensure that all new teachers take a pedagogy test that specifically is aligned with each state's own professional standards.

SUMMARY OF ASSESSING PROFESSIONAL KNOWLEDGE FIGURES

■ **Figure 27** Pedagogy tests

Figure 27

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

14	22	6	9
PERFORMANCE PEDAGOGY TEST REQUIRED OF ALL NEW TEACHERS[1]	TRADITIONAL PEDAGOGY TEST REQUIRED OF ALL NEW TEACHERS[2]	Pedagogy test required of some new teachers[3]	No pedagogy test required[4]
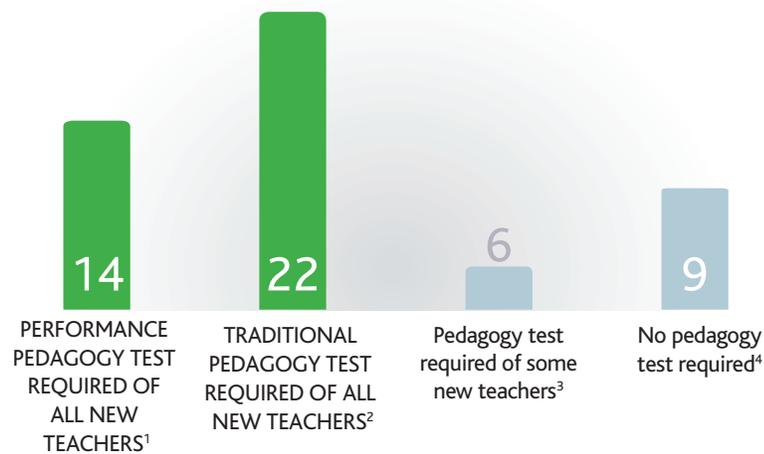
1. Strong Practice: California, Delaware, Georgia, Hawaii, Illinois[5], Iowa[6], Massachusetts, Missouri, New Jersey, New York, Oregon, Tennessee[6], Washington, Wisconsin
2. Strong Practice: Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Kansas, Kentucky, Louisiana, Maine, Minnesota, Nevada, New Mexico, North Carolina[7], North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia
3. Connecticut, Maryland, Mississippi, Nebraska, Pennsylvania, Utah[8]
4. Alaska, Colorado, Idaho, Michigan, Montana, New Hampshire, Vermont, Virginia, Wyoming
5. All new teachers must also pass a traditional pedagogy test.
6. Teachers have the option of the edTPA or a traditional Praxis pedagogy test.
7. North Carolina teachers have until their second year to pass if they attempt to pass during their first year.
8. Not required in Utah until a teacher advances from a Level One to a Level Two license.

Area 1: Delivering Well-Prepared Teachers

› Goal L – 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.

Findings

Across the nation, some 1,400 higher education institutions work with many thousands of school districts to place, mentor and supervise teacher candidates in what is popularly known as student teaching. Surveys of new teachers suggest that student teaching is the most important part of their teaching training experience. Student teaching allows teaching candidates to build on their coursework by learning from a professional teacher how to effectively deliver instruction. Because of the importance of the student teaching experience, NCTQ looks at states' minimum requirements for the length of student teaching and whether the cooperating or mentoring teacher assigned to a student teacher is selected based on some measure of effectiveness.

In 2015, we find that the majority of states (34) require an adequate 10-week minimum of student teaching. We also examined the extent to which states are ensuring that their student teachers will have uniformly strong experiences—for example, allowing them to be placed only in classrooms taught by teachers who are themselves effective,

How States are Faring in Student Teaching

2 Best Practice States
Rhode Island, Tennessee

7 States Meet Goal
Arizona⬆, Arkansas⬆, Delaware, Georgia⬆, Indiana⬆, Massachusetts, Utah⬆

5 States Nearly Meet Goal
Alaska⬆, Connecticut, Kentucky, Missouri, Oregon⬆

23 States Partly Meet Goal
Alabama, Florida⬇, Hawaii, Illinois, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Nebraska, New Jersey, New York⬆, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin

2 States Meet a Small Part of Goal
Louisiana, South Dakota

12 States Do Not Meet Goal
California, Colorado, District of Columbia, Idaho, Maryland, Montana, Nevada, New Hampshire, New Mexico, Virginia, West Virginia, Wyoming

Progress on this Goal Since 2013:

⬆ : 8   ↔ : 42   ⬇ : 1

Findings (cont.)

not just by willing volunteers. States are moving in the right direction on this front. Up from five states in 2013, in 2015, 13 states now require that the cooperating/mentor classroom teacher is effective in the classroom (as measured by consistent gains in student achievement).

Examples of Best Practice

Rhode Island and **Tennessee** not only require teacher candidates to complete at least 10 weeks of full-time student teaching, but they also require that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning. Further, each of these states ensures that student teaching is completed locally, which better ensures teacher training on relevant state instructional frameworks, and allows a higher degree of program oversight and feedback to the teacher candidate.

SUMMARY OF STUDENT TEACHING FIGURES

- **Figure 28** Student teaching requirements
- **Figure 29** Effectiveness in selection process of cooperating teachers
- **Figure 30** Student teaching duration

Figure 28

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	☐	☐
Wisconsin	☐	■
Wyoming	☐	☐
	13	**34**

Figure 29

Is the selection of the cooperating teacher based on some measure of effectiveness?
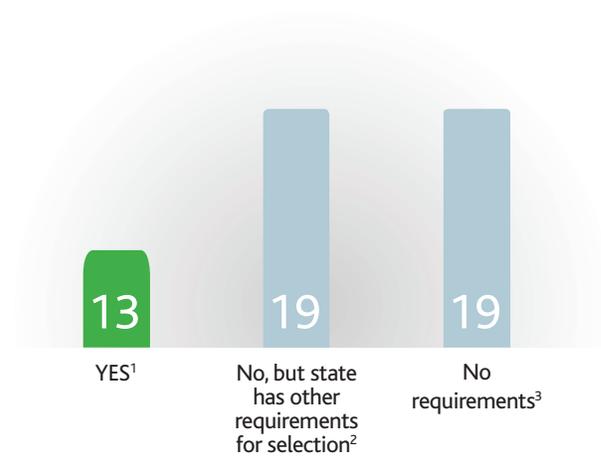
13	19	19
YES[1]	No, but state has other requirements for selection[2]	No requirements[3]

1. Strong Practice: Arizona, Arkansas, Delaware, Florida, Georgia, Illinois, Indiana, Massachusetts, New York, Oregon, Rhode Island, Tennessee, Utah

2. Alabama, Alaska, Colorado, Connecticut, Kentucky, Louisiana[4], Minnesota, Missouri, Nebraska, New Hampshire, New Jersesy, North Dakota, Oklahoma, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin

3. California, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Michigan, Mississippi, Montana, Nevada, New Mexico, North Carolina, Ohio, South Dakota, Virginia, West Virginia, Wyoming

4. Cooperating teachers with a Level 2 or 3 Professional certificate also have evidence of effectiveness.

Figure 30

Is the student teaching experience of sufficient length?
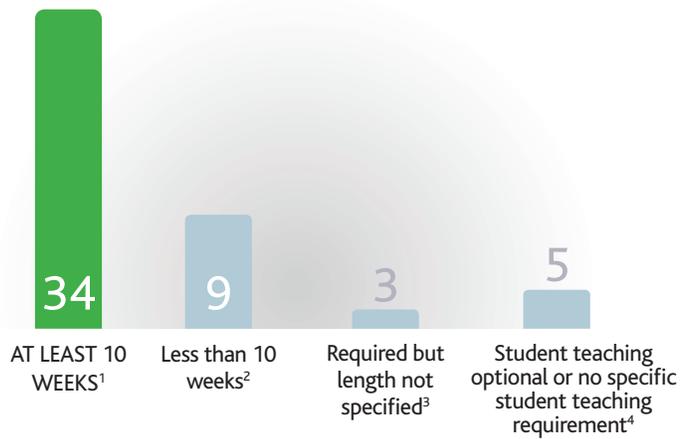
AT LEAST 10 WEEKS[1]	Less than 10 weeks[2]	Required but length not specified[3]	Student teaching optional or no specific student teaching requirement[4]
34	9	3	5

1. Strong Practice: Alabama, Alaska, Arizona, Arkansas, Connecticut, Delaware, Georgia, Hawaii, Indiana, 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, Utah, Vermont, Washington, Wisconsin

2. Idaho, Louisiana, Nevada, New Mexico, New York, Oregon, Virginia, West Virginia[5], Wyoming

3. Florida, Illinois, New Hampshire

4. 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 M – 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:
   • Average raw scores of teacher candidates on licensing tests, including academic proficiency, subject-matter and professional-knowledge tests
   • Number of times, on average, it takes teacher candidates to pass licensure tests
   • Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison
   • 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.

How States are Faring in Teacher Preparation Program Accountability

0 Best Practice States

2 States Meet Goal
Delaware, Florida⬆

14 States Nearly Meet Goal
Colorado, Georgia, Indiana⬆, Louisiana, Massachusetts⬆, Michigan⬆, Missouri⬆, New Mexico⬆, North Carolina, Ohio, Rhode Island, South Carolina⬆, Tennessee, Texas

6 States Partly Meet Goal
Alabama, Kentucky, Minnesota⬆, New Jersey⬆, Washington, West Virginia⬆

19 States Meet a Small Part of Goal
Arizona⬆, Arkansas⬆, California, District of Columbia⬆, Illinois⬆, Iowa, Kansas, Maine, Maryland, Mississippi, Montana, Nevada, New Hampshire, Oklahoma, Oregon, Pennsylvania, Vermont, Virginia, Wisconsin

10 States Do Not Meet Goal
Alaska, Connecticut, Hawaii, Idaho, Nebraska, New York, North Dakota, South Dakota, Utah, Wyoming

Progress on this Goal Since 2013:

⬆ : 14   ↔ : 37   ⬇ : 0

The ultimate goal of teacher preparation programs should be to produce teachers who are effective in the classroom and consistently help students meet academic standards. While this goal may have been hard to assess only a few years ago, that is no longer the case. More and more states have the capacity to collect objective meaningful data on program performance and publicly report that information. Redesigned evaluations of teacher effectiveness in the majority of states offer an opportunity on this front by allowing states to collect meaningful objective data on the performance of program graduates. Unfortunately, while state data systems are better than ever, states are doing little to use this information to improve programs. While 37 states now collect meaningful objective data on teacher preparation programs that reflect program effectiveness, fewer (25 states) make such data publicly available, and only 10 use the data to set minimum standards for program performance. Just 17 states connect the performance of students to their teachers and the institutions where their teachers were trained, although this is an encouraging increase from the 10 states doing so in 2013.

Accountability for the quality of teacher preparation programs ultimately lies with the states. NCTQ has long argued that states have ineffective processes for approving both traditional teacher preparation programs and alternate routes. Despite years of promises, few states have implemented a full accountability system for teacher preparation that features program performance data, student achievement gains for students of program graduates, clear minimum standards for program performance and a mechanism for publishing results to inform prospective teachers about program quality and school districts wishing to hire new teachers. Furthermore, 15 states abdicate their critical role in approving teacher preparation programs by requiring national accreditation only.

Examples of Best Practice

Delaware and **Florida** have made great strides in teacher preparation program accountability policies in the past few years and now stand out as leaders in this area. In Delaware and Florida, preparation programs report and are held accountable to a number of measures, including the effectiveness of program graduates as measured by student achievement, as well as placement and retention rates of program graduates.

Delaware has developed minimum standards of performance for each data category and has released the first of its program report cards, which make preparation program data accessible and transparent. In Florida, the state applies specific cut-scores in various data categories to decide on continued program approval. In addition, after two years of initial employment, any program completer in Florida who receives an unsatisfactory evaluation rating must be provided additional training by the preparation program at no additional cost to the teacher.

SUMMARY OF TEACHER PREP PROGRAM ACCOUNTABILITY FIGURES

- **Figure 31** Accountability requirements
- **Figure 32** Use of student achievement data
- **Figure 33** National accreditation

Figure 31

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	■	■	■
Georgia	■	■	■[2]
Hawaii	☐	☐	☐
Idaho	☐	☐	☐
Illinois	■	☐	☐
Indiana	■	■	■
Iowa	■	☐	■[3]
Kansas	■	☐	☐
Kentucky	■	☐	■[4]
Louisiana	■	■	■
Maine	■	☐	☐
Maryland	■[5]	☐	☐
Massachusetts	■	☐	■
Michigan	■	■[1]	■[1]
Minnesota	■	☐	■
Mississippi	■[1]	☐	☐
Missouri	■	■	■
Montana	■	☐	☐
Nebraska	☐	☐	☐
Nevada	■[1]	■[1]	☐
New Hampshire	■	☐	☐
New Jersey	■[1]	☐	■[1]
New Mexico	■	☐	■
New York	☐	☐	☐
North Carolina	■[6]	☐	■[6]
North Dakota	☐	☐	☐
Ohio	■[1]	☐	■[1]
Oklahoma	☐	☐	■
Oregon	■	☐	☐
Pennsylvania	■[1]	☐	☐
Rhode Island	■	☐	■
South Carolina	■	■	■[3]
South Dakota	☐	☐	☐
Tennessee	■	■	■
Texas	■	☐	■
Utah	☐	☐	☐
Vermont	■	☐	☐
Virginia	■[1]	☐	☐
Washington	■	☐	■
West Virginia	■[1]	☐	☐
Wisconsin	■	☐	☐
Wyoming	☐	☐	☐
	37	**10**	**25**

Figure 32

Do states connect student achievement data to teacher preparation programs?

Bar chart: YES[1] = 17 (green); No[2] = 34 (gray)
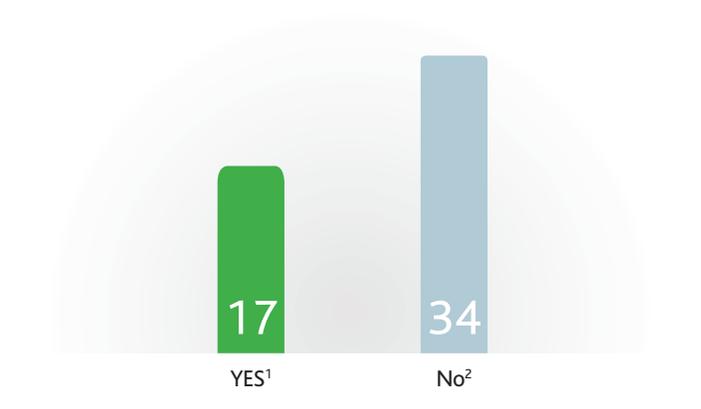
1. Strong Practice: Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New Mexico, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Texas

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

Figure 31

1. For traditional preparation programs only.

2. Report cards only include limited data.

3. Report cards are at the institution rather than the program level.

4. Non-university based alternate route programs are not included.

5. For alternate route programs only.

6. University-based programs only; state does not distinguish between alternate route programs and traditional programs in public reporting.

Figure 33

Do states require national accreditation?

31
NO[1]

5
National accreditation can be substituted for state approval[2]

15
Yes[3]

---
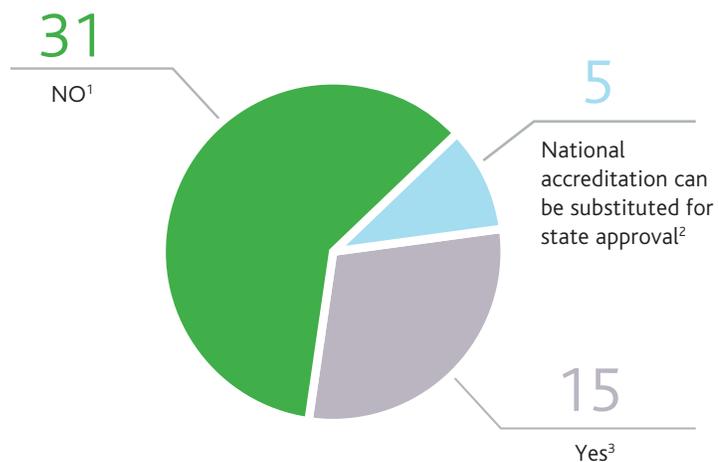
1. Strong Practice: Alaska, Arizona, California, Colorado, Connecticut, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Massachusetts, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Washington, Wisconsin, Wyoming

2. Alabama, Maine[4], Maryland[5], Mississippi, Montana

3. Arkansas, Delaware, District of Columbia, Hawaii, Louisiana, Michigan, New Jersey, New York, North Carolina, Oklahoma, Oregon, South Carolina, Utah, Virginia, West Virginia

4. Programs can substitute national accreditation in lieu of meeting certain state standards

5. 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

F
7
Alaska, Hawaii, Montana, North Dakota, Oregon, Vermont, Wyoming

B
1
Ohio

D-
2
Kansas, Wisconsin

B-
6
Arkansas, Delaware, Florida, Georgia, Mississippi, Rhode Island

D
7
Idaho, Iowa, Nebraska, Nevada, New Hampshire, New Mexico, West Virginia

AVERAGE AREA GRADE
C-

C+
12
Connecticut, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Minnesota, New Jersey, New York, Pennsylvania, Texas, Washington

D+
7
Arizona, California, Colorado, Missouri, North Carolina, South Dakota, Utah

C
5
Alabama, District of Columbia, Kentucky, South Carolina, Tennessee, Virginia

C-
4
Maine, Maryland, Oklahoma

Topics Included In This Area

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

Area 2: Expanding the Teaching Pool

❯ Goal A – Alternate Route Eligibility

The state should require alternate route programs to limit admission to candidates with strong academic backgrounds 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. Alternatively, academic proficiency could be demonstrated by grade point average.

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.

Findings

Despite the controversy surrounding alternate routes, the concept behind these routes has always been straightforward: make it less cumbersome for talented individuals without teaching degrees to enter the classroom. The nontraditional teacher candidate should be able to demonstrate strong subject-area knowledge and an above-average academic background in exchange for flexibility on meeting traditional teacher preparation coursework and major requirements. While in some places alternate routes may, in effect, be nothing but glorified emergency licenses, NCTQ has long argued for a high academic bar for entry into alternate route programs, including at least a 3.0 GPA. In 2015, many states still fail to effectively screen

How States are Faring in Alternate Route Eligibility

★ 2   **Best Practice States**
District of Columbia, Michigan

● 1   **State Meets Goal**
Minnesota

◕ 17   **States Nearly Meet Goal**
Arkansas, Connecticut, Florida, Illinois⬆, Indiana, Louisiana, Maine, Massachusetts, Mississippi, New Jersey, New York⬆, Ohio, Oklahoma, Pennsylvania, Rhode Island, Texas⬆, Washington

◐ 5   **States Partly Meet Goal**
Alabama, Arizona, Delaware, Kentucky, Virginia

◔ 17   **States Meet a Small Part of Goal**
California, Colorado, Georgia, Idaho, Kansas, Maryland, Missouri, Nevada, New Hampshire, New Mexico⬆, North Carolina, Oregon, South Carolina, South Dakota, Tennessee⬇, Vermont, West Virginia

○ 9   **States Do Not Meet Goal**
Alaska⬇, Hawaii, Iowa⬇, Montana, Nebraska, North Dakota, Utah, Wisconsin, Wyoming

Progress on this Goal Since 2013:

⬆ : 4   ⬌ : 44   ⬇ : 3

candidates seeking admission to their alternate routes or provide adequate flexibility for how the admissions requirements they do have can be met. Only nine states set high academic standards for all alternate route programs. Not quite half the states (23) require all alternate route candidates to pass a subject-matter test. Only 21 states have admissions criteria that are flexible regarding the needs and backgrounds of nontraditional candidates who may have deep subject-area knowledge in a content area (and can demonstrate it on a test) without having an undergraduate major in the subject.

Examples of Best Practice

The **District of Columbia** and **Michigan** both require candidates to demonstrate a strong 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. Also worthy of note is new policy in **New York** that significantly raises the bar by requiring that all graduate-level teacher preparation programs adopt entrance standards that include a minimum score on the GRE or an equivalent admission exam and a cumulative minimum GPA of 3.0 in the candidate's undergraduate program.

SUMMARY OF ALTERNATE ROUTE ELIGIBILITY FIGURES

- **Figure 34** Alternate route admission requirements
- **Figure 35** Minimum GPA for admission
- **Figure 36** Flexibility in demonstrating content knowledge

Figure 34

Are states' alternate routes selective yet flexible in admissions?

	PREREQUISITE FOR STRONG ACADEMIC PERFORMANCE	VERIFICATION OF SUBJECT-MATTER KNOWLEDGE	AVAILABILITY OF TEST OUT OPTIONS
Alabama	◪ some		★
Alaska			
Arizona			★
Arkansas		★	★
California		◪ some	■ most
Colorado		◪ some	★
Connecticut	★	■ most	◪ some
Delaware	■ most	■ most	
District of Columbia	★	★	★
Florida		★	★
Georgia			★
Hawaii			
Idaho		◪ some	
Illinois	★	★	
Indiana	■ most	■ most	
Iowa			
Kansas		★	
Kentucky	◪ some	◪ some	◪ some
Louisiana		★	★
Maine		★	★
Maryland			◪ some
Massachusetts		★	★
Michigan	★	★	★
Minnesota	★	★	★
Mississippi		★	★
Missouri		◪ some	
Montana			
Nebraska			
Nevada			★
New Hampshire		★	
New Jersey	★	★	
New Mexico		★	
New York	★	★	
North Carolina		◪ some	★
North Dakota			
Ohio		★	★
Oklahoma		★	★
Oregon		◪ some	
Pennsylvania	◪ some	★	◪ some
Rhode Island	★	◪ some	★
South Carolina		★	
South Dakota		★	
Tennessee			★
Texas	★		★
Utah		◪ some	
Vermont		◪ some	
Virginia		★	◪ some
Washington		★	★
West Virginia		★	
Wisconsin		◪ some	
Wyoming			

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

Figure 35

Do states require a minimum GPA for admission to alternate route programs?

12	7	12	20
3.0 OR HIGHER[1]	2.75-2.9[2]	2.5-2.7[3]	No minimum GPA required[5]
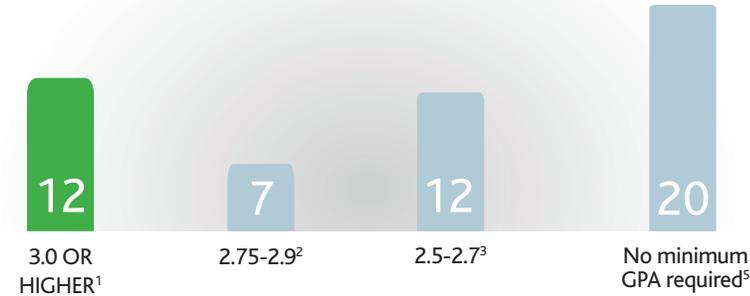
1. Strong Practice: Connecticut, Delaware[5], District of Columbia, Illinois, Indiana, Michigan, Minnesota, New Jersey, New York[6], Pennsylvania[7], Rhode Island, Texas[8]

2. Kansas, Kentucky[9], Maryland, Mississippi, Nebraska, Tennessee, Wyoming

3. Alabama, Arkansas, Florida, Georgia, Iowa, Louisiana, Missouri, North Carolina, Ohio, Oklahoma, South Dakota, West Virginia

4. Alaska[10], Arizona, California, Colorado, Hawaii, Idaho, Maine, Massachusetts, Montana, Nevada, New Hampshire[11], New Mexico, North Dakota, Oregon, South Carolina, Utah, Vermont, Virginia, Washington, Wisconsin

5. For Delaware's main alternate routes

6. New York also requires a passing score on the GRE.

7. Candidates who have passed a basic skills test can be accepted with a 2.8 GPA.

8. 3.0 GPA is for the overall cohort; individuals must have a minimum 2.5 GPA

9. Only one of Kentucky's eight alternate routes has a 3.0 GPA requirement.

10. No alternate routes offered.

11. Minimum 2.5 GPA required for one out of four of New Hampshire's alternate route programs.

Figure 36

*Do states accommodate the nontraditional background
of alternate route candidates?*

14	8	6	20	3
TEST CAN BE USED IN LIEU OF MAJOR OR CONTENT COURSEWORK REQUIREMENTS FOR ALL ROUTES/ MAIN ROUTE[1]	NO MAJOR OR SUBJECT AREA COURSEWORK REQUIREMENTS FOR ANY ROUTES[2]	Test can be used in lieu of major or content coursework requirements for some routes[3]	Major or content coursework required with no test out option for all routes[4]	No state policy; programs can require major or content coursework with no test out option[5]

1. Strong Practice: Alabama, Arizona, California, Colorado, Florida, Georgia, Maine, Mississippi, Nevada,
   North Carolina, Oklahoma, Rhode Island, Tennessee, Texas

2. Strong Practice: Arkansas, District of Columbia, Louisiana, Massachusetts, Michigan, Minnesota, Ohio, Washington

3. Connecticut, Delaware, Kentucky, Maryland, Pennsylvania, Virginia

4. Illinois, Indiana, Iowa, Kansas, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York,
   North Dakota, Oregon, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wisconsin, Wyoming

5. Alaska[6], Hawaii, Idaho,

6. No alternate routes offered.

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 six 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).

How States are Faring in Alternate Route Preparation

⭐ **0** **Best Practice States**

🔵 **3** **States Meet Goal**
Delaware, Georgia, New Jersey

◔ **5** **States Nearly Meet Goal**
Arkansas, Connecticut, Maryland, Mississippi, South Carolina

◑ **16** **States Partly Meet Goal**
Alabama, California, Florida, Indiana, Iowa⬆, Kentucky, Louisiana, Massachusetts, Missouri, Nebraska, New York, Ohio, Rhode Island, South Dakota, Virginia, Washington

◔ **19** **States Meet a Small Part of Goal**
Arizona, Colorado, District of Columbia, Idaho, Illinois, Kansas, Maine, Michigan, Minnesota, Nevada, New Mexico, North Dakota, Oklahoma, Pennsylvania, Tennessee, Texas, Utah, West Virginia⬇, Wyoming

○ **8** **States Do Not Meet Goal**
Alaska⬇, Hawaii, Montana, New Hampshire, North Carolina, Oregon, Vermont, Wisconsin

Progress on this Goal Since 2013:

⬆ : 1   ↔ : 48   ⬇ : 2

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.

Findings

One important concern about alternate routes is the extent to which alternative certification programs have come to mimic standard-issue preservice college of education programs. No one argues that alternate routes should be free of preparation requirements. Having demonstrated mastery of the content they will teach, what alternate route teachers really need is manageable and relevant coursework along with intensive mentoring, as well as a practice teaching experience before entering the classroom. Unfortunately, however, most states do not do enough to ensure that their alternate routes provide mentoring support and are sufficiently focused on the immediate needs of new teachers. Only 15 states appropriately streamline and limit the amount of coursework that can be required of alternate route teachers for all routes available in the state. Just 11 states require that all alternate route teachers have an opportunity to practice teach. Recognizing that practice teaching may not be feasible for all alternate route candidates, the need for mentoring and induction is especially critical; however, only 12 states require all alternate route programs to provide intensive mentoring.

Examples of Best Practice

Delaware ensures that alternate routes provide efficient preparation that meets the needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, intensive mentoring and a practice-teaching opportunity.

SUMMARY OF ALTERNATE ROUTE PREP FIGURES

■ **Figure 37** Alternate route preparation requirements

Figure 37

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

	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	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

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).

Findings

NCTQ has long recommended that allowing flexibility and diversity among alternate routes (and holding alternate routes, like traditional teacher preparation programs, accountable for results) is the best available strategy to ensure that alternate routes do not simply mimic traditional teacher preparation on the one hand or become nothing more than temporary emergency licenses on the other hand. In 2015, the majority of states (31) encourage or allow school districts and nonprofit organizations, alongside universities and colleges, to operate alternate route programs. A good diversity of providers helps all programs, both university- and non-university-based, to improve. It also makes sense to permit all types of teachers to be certified through alternate routes, without limitations to grade, subject or geographic area. In 2015, 30 states provide alternate routes that

How States are Faring in Alternate Route Usage and Providers

0 Best Practice States

25 States Meet Goal
Arizona, California, Colorado, Connecticut, Delaware⬆, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Nevada, New Hampshire, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington

6 States Nearly Meet Goal
Arkansas, Michigan, Minnesota, New Jersey, New Mexico⬆, Utah

9 States Partly Meet Goal
Alabama, Maine, Mississippi, Montana, Oklahoma, South Carolina, 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 2013:

⬆ : 2   ↔ : 49   ⬇ : 0

are free from limitations on usage. Overall, however, NCTQ identified just six states in 2015 that can be said to provide real and genuine alternative pathways to certification for the nontraditional teacher — **Arkansas**, **Connecticut**, **Delaware**, **Florida**, **New Jersey** and **Rhode Island.**

Examples of Best Practice

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

SUMMARY OF ALTERNATE ROUTE USAGE AND PROVIDERS FIGURES

- **Figure 38** Diversity of usage and providers
- **Figure 39** Providers of alternate route programs
- **Figure 40** Quality of alternate routes
- **Figure 41** Alternate route requirements

Figure 38

Are states' alternate routes free from limitations?

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

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

Figure 39

Do states permit providers other than colleges or universities?
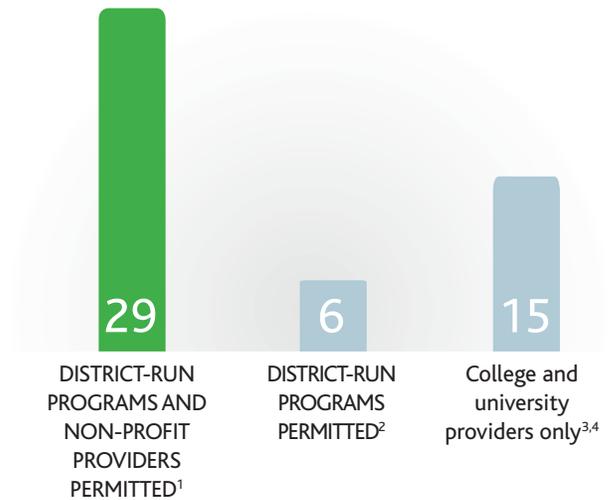
29	6	15
DISTRICT-RUN PROGRAMS AND NON-PROFIT PROVIDERS PERMITTED[1]	DISTRICT-RUN PROGRAMS PERMITTED[2]	College and university providers only[3,4]

1. Strong Practice: Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii[5], Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota[6], Nevada, New Hampshire, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington, Wisconsin

2. Strong Practice: California, Georgia, New Jersey, North Carolina, Vermont, West Virginia

3. Alabama, Idaho[7], Iowa, Kansas, Maine, Mississippi[8], Missouri[7], Montana, Nebraska, New Mexico, North Dakota, Oregon, South Dakota[9], Utah[7], Wyoming

4. Alaska no longer offers an alternate route to certification.

5. Hawaii has no state guidelines. Providers are limited in practice.

6. School districts, charter schools and nonprofit providers are permitted, but in practice virtually all providers are instituions of higher education

7. ABCTE is also an approved provider.

8. TFA and ABCTE are also approved providers, but operate in partnership with institutions of higher education.

9. Teach for America is an approved provider, but candidates must take coursework at a college or university.

Figure 40

*Do states provide real alternative pathways
to certification?*

| 6 | 30 | 15 |
| GENUINE OR NEARLY GENUINE ALTERNATE ROUTE[1] | Alternate route that needs significant improvements[2] | Offered route is disingenuous[3] |
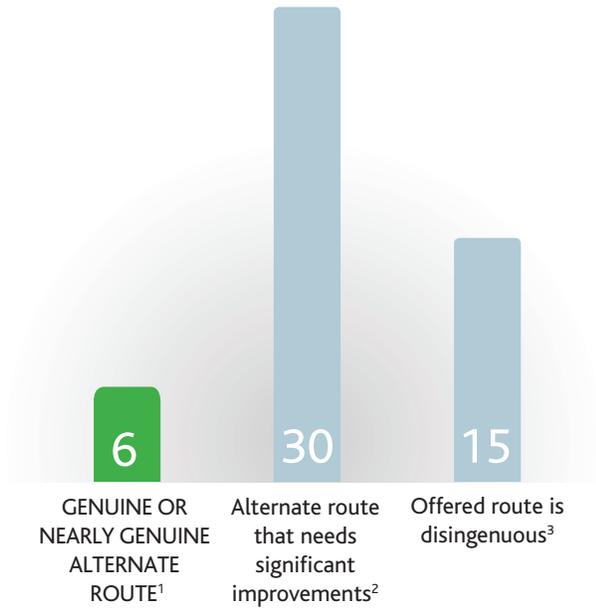
1. Strong Practice: Arkansas, Connecticut, Delaware, Florida, New Jersey, Rhode Island

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

3. Alaska[4], Hawaii, Idaho, Iowa, Kansas, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Oregon, Utah, Vermont, Wisconsin, Wyoming

4. Alaska no longer offers an alternate route to certification.

Figure 41

What are the characteristics of states' alternate routes?

State	Prerequisite of strong academic performance	Verification of subject-matter knowledge	Availability of test out options	Streamlined coursework	Relevant coursework	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).

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**
Illinois⬆, Louisiana, Oklahoma

16   **States Meet a Small Part of Goal**
Alaska⬆, Colorado, Kansas, Minnesota, Mississippi, Missouri, Montana, Nebraska, New York, North Dakota, Oregon, Pennsylvania, Rhode Island, Washington, Wisconsin, Wyoming

22   **States Do Not Meet Goal**
Alabama, Arizona, California⬇, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Indiana, Iowa, Maine, Maryland, Massachusetts, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, South Dakota, Vermont, Virginia, West Virginia

Progress on this Goal Since 2013:

⬆ : 2   ⬌ : 48   ⬇ : 1

Findings

Growing largely out of interest in finding creative solutions to the critical need for science, technology, engineering and mathematics (STEM) teachers, this goal examines whether state licensing requirements include licenses with minimal requirements that would allow content experts to teach part time. Such licenses could be put into the service of allowing competent professionals from outside of education to be hired as part-time instructors to teach specific, high-need courses such as chemistry or calculus, as long as the instructor demonstrates content knowledge on a rigorous test. In 2015, just 10 states clearly offer such a part-time license that could be useful in appropriate and special circumstances.

Examples 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 are assigned a mentor.

SUMMARY OF PART-TIME TEACHING LICENSES FIGURES

■ **Figure 42** Part-time licenses

Figure 42

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	**16**	**25**

Area 2: Expanding the Teaching Pool

❯ Goal E – Licensure Reciprocity

The state should help to make licenses fully portable among states for effective teachers, 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.

2. The state should require evidence of effective teaching in previous employment.

3. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet its own testing requirements.

4. 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.

5. The state should offer a test-out option for any additional, reasonable coursework requirements.

> The components for this goal have changed since 2013. In light of state progress on this topic, the bar for this goal has been raised.

Findings

States should help to make licenses fully portable among states for effective teachers, with appropriate safeguards. With evaluations of effectiveness being implemented in so many states and districts, states have the opportunity to use evaluation information to make good decisions about offering license reciprocity to effective teachers from out of state. In 2015, only **Delaware** and **Idaho** require teachers transferring from other states to demon-

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How States are Faring in Licensure Reciprocity

0 Best Practice States

0 States Meet Goal

9 States Nearly Meet Goal
Delaware, Indiana, Massachusetts, Mississippi, North Carolina, Ohio, Pennsylvania, Rhode Island, Texas

12 States Partly Meet Goal
Idaho, Illinois, Iowa, Maine, Minnesota, Nebraska, New York, South Dakota, Tennessee, Utah, Washington, Wisconsin

11 States Meet a Small Part of Goal
Alabama⬇, Alaska, Arizona, Florida, Louisiana, Maryland, Missouri, New Hampshire, New Mexico, Virginia, West Virginia

19 States Do Not Meet Goal
Arkansas, California, Colorado, Connecticut, District of Columbia, Georgia, Hawaii, Kansas, Kentucky, Michigan, Montana, Nevada, New Jersey, North Dakota, Oklahoma, Oregon, South Carolina, Vermont, Wyoming

Progress on this Goal Since 2013:

⬆ : 0   ↔ : 50   ⬇ : 1

strate evidence of previous effectiveness by considering teacher evaluations from previous employment that include objective measures of student achievement. Twenty states support licensure reciprocity by requiring that certified teachers from other states meet the hiring states' own testing requirements. Twenty-two states provide no additional burdens to transfer, such as new coursework or recency requirements, to determine eligibility for either traditional or alternate route teachers.

Examples of Best Practice

Although no state stands out for its overall reciprocity policies, two states are worthy of mention for their connection of reciprocal licensure to evidence of teacher effectiveness. When determining eligibility for full certification, both **Delaware** and **Idaho** consider teacher evaluations from previous employment that include objective measures of student growth. NCTQ also commends the eight states—**Indiana**, **Massachusetts**, **Mississippi**, **North Carolina**, **Ohio**, **Pennsylvania**, **Rhode Island** and **Texas**—that appropriately support licensure reciprocity by requiring that certified teachers from other states meet their own testing requirements, and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

SUMMARY OF LICENSURE RECIPROCITY FIGURES

- **Figure 43** Requirements for licensing teachers from other states
- **Figure 44** Licensure tests
- **Figure 45** Evidence of effectiveness
- **Figure 46** Traditional versus alternate route requirements

Figure 43

What do states require of teachers transferring from other states?

	EVIDENCE OF EFFECTIVENESS	PASSAGE OF LICENSURE TEST	NO OTHER OBSTACLES TO RECIPROCITY[1]
Alabama	☐	☐	🟩
Alaska	☐	🟩 [2]	☐
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	☐	🟩 [3]	🟩
Texas	☐	🟩	🟩
Utah	☐	🟩	☐
Vermont	☐	☐	☐
Virginia	☐	☐	🟩
Washington	☐	🟩	☐
West Virginia	☐	☐	🟩
Wisconsin	☐	🟩	☐
Wyoming	☐	☐	☐
	2	**20**	**21**

Figure 44

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

YES[1]	No[2]
20	31
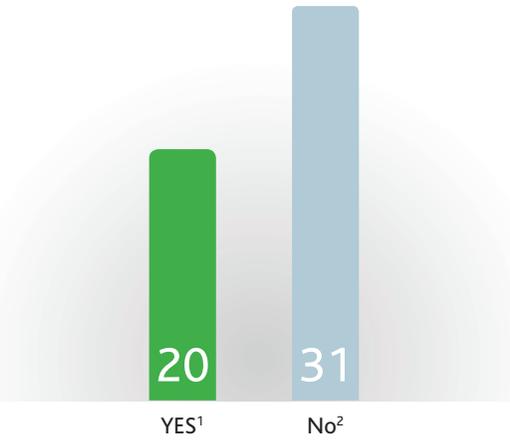
1. Strong Practice: Alaska[3], Illinois, Indiana, Iowa, Maine, Massachusetts, Minnesota, Mississippi, Nebraska, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Dakota, Tennessee[4], Texas, Utah, Washington, Wisconsin

2. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, Montana[5], Nevada, New Hampshire[6], New Jersey, New Mexico, North Dakota[7], Oklahoma, Oregon, South Carolina, Vermont, Virginia, West Virginia, Wyoming

3. Alaska allows up to three years to meet testing requirements.

4. Allows up to three years to submit passing scores.

5. In Montana, no subject-matter testing for any teacher certification.

6. The Foundations of Reading test may not be waived.

7. Depends on licensure

Figure 43

1. Obstacles include transcript analysis, recency and/or coursework requirements, and additional requirements for teachers certified through alternate routes.

2. Alaska allows up to three years to meet testing requirements.

3. Allows up to three years to submit passing scores.

Figure 45

Do states require evidence of effectiveness from previous employment when determining eligibility for full certification?

| 2 | 5 | 44 |
| Yes, evidence of teacher effectiveness required[1] | Some data on past performance required, but not evidence of effectiveness[2] | No[3] |
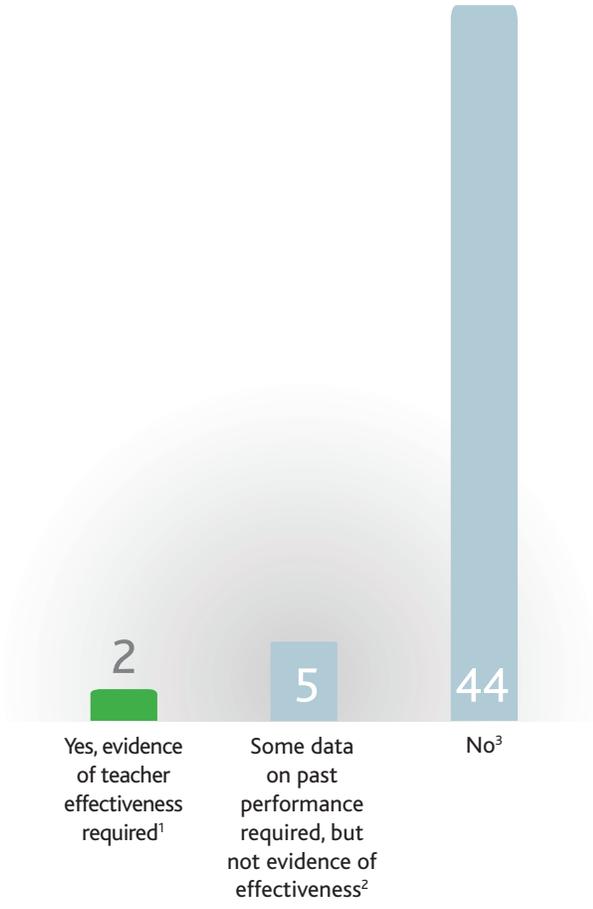
1. Strong Practice: Delaware, Idaho

2. California, Colorado, Connecticut, Georgia, Hawaii

3. Alabama, Alaska, Arizona, Arkansas, District of Columbia, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missippi, 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

Figure 46

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 specific 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	□	■	□
	33	**6**	**12**

How States are Faring in Identifying Effective Teachers

State Area Grades

F 5
California, Iowa, Montana, South Dakota, Vermont

A 1
Louisiana

B+ 2
Florida, New York

D- 6
Maine, Nebraska, New Hampshire, Oregon, Texas, Wisconsin

B 4
Colorado, Connecticut, Delaware, Tennessee

D 1
Alabama

B- 3
Hawaii, Michigan, North Carolina

AVERAGE AREA GRADE
C-

D+ 6
Alaska, Missouri, North Dakota, Utah, Virginia, Wyoming

C+ 8
Georgia, Idaho, Indiana, New Jersey, Ohio, Oklahoma, Pennsylvania, Rhode Island

C- 8
District of Columbia, Maryland, Minnesota, Mississippi, Nevada, South Carolina, Washington, West Virginia

C 7
Arizona, Arkansas, Illinois, Kansas, Kentucky, Massachusetts, New Mexico

Topics Included In This Area

- State Data Systems
- Evaluation of Effectiveness
- Frequency of Evaluations
- Tenure
- Licensure Advancement
- 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 mandate the use of its longitudinal data system for providing evidence of teacher effectiveness.

2. To ensure that data provided through the state data system are actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.

3. The state should have a process in place for teacher roster verification.

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 2013. In light of state progress on this topic, the bar for this goal has been raised.

Findings

With a nationwide focus on teacher effectiveness, most states have made significant strides in building state education data systems capable of assessing teachers' impact on student learning over the course of a school year. Nearly all states have developed unique student identifiers that connect student data across key databases, unique teacher identifiers that can be matched with individual student records and an assessment system that can match individual student records over time. In 2015, 29 states have adequate definitions of "teacher of record" and require its use statewide. This helps to ensure that data provided through the state data system are actionable and reliable. More than half the states (26) also have

How States are Faring in State Data Systems

2   **Best Practice States**
Hawaii, West Virginia

2   **States Meet Goal**
Ohio, Rhode Island

18   **States Nearly Meet Goal**
Arizona, Arkansas, District of Columbia, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, New Mexico, New York, North Carolina, North Dakota, Pennsylvania, South Carolina

14   **States Partly Meet Goal**
Alabama, Colorado, Connecticut, Delaware, Illinois, Michigan, Mississippi, New Hampshire, Oklahoma, Tennessee, Texas, Washington, Wisconsin, Wyoming

8   **States Meet a Small Part of Goal**
Alaska, Iowa, Maine, Minnesota, Missouri, Nebraska, Utah, Virginia

7   **States Do Not Meet Goal**
California, Montana, Nevada, New Jersey, Oregon, South Dakota, Vermont

Progress on this Goal Since 2013:

⬆ : 0   ⬌ : 51   ⬇ : 0

in place a process for roster verification and the ability to match more than one teacher to a student, and 34 states have the capacity to connect multiple educators to individual students. State data systems are also important mechanisms for states to collect and publish information on "teacher production" – information on that connects to teacher preparation to teacher licensure and hiring, including shortage and surplus areas – that can better inform teacher policy. In 2015, nine states have this capacity and publish such data.

Examples of Best Practice

Hawaii and **West Virginia** are leaders in using their state data systems to support the identification and supply of effective teachers. Both states have all three elements needed to assess teacher effectiveness, and both states have also 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 West Virginia publish teacher production data. **Maryland** remains worthy of mention 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.

SUMMARY OF STATE DATA SYSTEMS FIGURES

- **Figure 47** Using data system elements to assess teacher effectiveness
- **Figure 48** Teacher production data

Figure 47

Do states' data systems include 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[1]	■	☐	☐
Maryland	■	☐	☐
Massachusetts	■	■	■
Michigan	■	■	☐
Minnesota	☐	■	☐
Mississippi	☐	■	■
Missouri	☐	■	☐
Montana[1]	☐	☐	☐
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[1]	☐	☐	☐
Tennessee	☐	■	■
Texas	■	■	☐
Utah	☐	■	☐
Vermont	☐	■	☐
Virginia	☐	■	☐
Washington	☐	☐	☐
West Virginia	■	■	■
Wisconsin	■	■	☐
Wyoming	■	☐	☐
	29	**34**	**26**

1. Lacks capacity to connect student identifiers to teacher identifiers and match records over time.

Figure 48

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	■ [1]		
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	**10**	**32**

1. Most recent report is from 2008.

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 multiple 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.

Findings

NCTQ has been tracking teacher policy for a decade. Over that time, no policy has seen such dramatic transformation as teacher evaluation. Whatever else they accomplish in the classroom, effective teachers must improve student achievement, and teacher evaluations ought to truly measure effectiveness and identify both highly effective and ineffective teachers, as well as teachers who could improve their practices. Although this seems like common sense, until recently it has been an exceptional way of thinking about teach-

How States are Faring in Evaluation of Effectiveness

⭐ **0** **Best Practice States**

🔵 **16** **States Meet Goal**
Alaska, Colorado, Connecticut, Delaware, District of Columbia⬆, Georgia, Hawaii, Kentucky⬆, Louisiana, Mississippi, New Mexico, New York⬆, North Carolina, Oklahoma, Pennsylvania, Tennessee

🔵 **9** **States Nearly Meet Goal**
Arizona, Florida⬇, Idaho⬆, Michigan⬇, Minnesota, Nevada, New Jersey, Ohio⬇, Virginia

🔵 **16** **States Partly Meet Goal**
Arkansas, Illinois, Indiana, Kansas, Maine, Maryland, Massachusetts, Missouri, North Dakota⬆, Oregon, Rhode Island⬇, South Carolina, South Dakota, Utah, West Virginia, Wyoming

🔵 **7** **States Meet a Small Part of Goal**
Alabama, California, Iowa, Nebraska, Texas, Washington, Wisconsin⬇

⚪ **3** **States Do Not Meet Goal**
Montana, New Hampshire, Vermont

Progress on this Goal Since 2013:

⬆ : 5   ⬌ : 41   ⬇ : 5

er quality. Implementing evaluations of teacher effectiveness has not been an easy road for states, but it is a critically important path for the teaching profession. When NCTQ began tracking teacher policy, most states could not, even by the most generous definition, be said to include measures of student learning in teacher evaluations. In 2015, 43 states require teacher evaluations that include measures of student achievement. Sixteen states include student achievement and growth as the preponderant criterion in teacher evaluations, up from only four states in 2009. An additional 19 states include growth measures as a significant criterion in teacher evaluations. Eleven of those states explicitly define what significant means for the purposes of including student achievement in teacher evaluations. In 2015, just five states in the nation – **California**, **Iowa**, **Montana**, **Nebraska** and **Vermont** – still have no formal state policy requiring that teacher evaluations take objective measures of student achievement into account in evaluating teacher effectiveness.

States have adopted a diverse set of approaches to balancing state and local interests in teacher evaluation design and implementation. Nine states have developed a statewide evaluation system; 12 have developed models that all districts either must or can use; 30 states put evaluation design in the hands of districts.

Multiple measures have become an important feature of teacher evaluation systems across the United States. In 2013, when NCTQ started tracking state policy on the use of surveys in teacher evaluations, 12 states required or allowed student surveys to be factored into teacher ratings. Since then, the Methods of Effective Teaching study has validated surveys as tools that can be sensitive instruments for gaining a richer picture of teacher effectiveness in the classroom. In 2015, 33 states require or allow student surveys to be included in teacher evaluations.

To be able to differentiate performance among teachers rating systems need to allow not only for identification of exceptionally strong and exceptionally weak performers but also provide for differentiation among those in between. In the past, evaluations typically rated teachers as satisfactory or unsatisfactory, providing little information to guide practice or use evaluation results for decisions of consequence, such as for professional development, compensation or dismissal. Up from 17 states in the 2011 *Yearbook*, in 2015, 44 states

now require that teacher evaluation ratings include more than two categories, with 38 of those states requiring four or five rating categories, allowing for more differentiation in teacher performance than simply effective or not effective.

Examples of Best Practice

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. Therefore, because there are many different approaches that result in student learning being the preponderant criterion, all 16 states that meet this goal are commended for their efforts.

SUMMARY OF EVALUATION OF EFFECTIVENESS FIGURES

- **Figure 49** Use of student learning data
- **Figure 50** Use of surveys
- **Figure 51** Rating categories
- **Figure 52** State role in evaluations
- **Figure 53** Evaluator requirements

Figure 49

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		■			
Illinois		■			
Indiana			■		
Iowa					■
Kansas			■		
Kentucky	■				
Louisiana	■				
Maine			■		
Maryland			■		
Massachusetts				■	
Michigan		■			
Minnesota		■			
Mississippi	■				
Missouri			■		
Montana					■
Nebraska					■
Nevada		■			
New Hampshire					■[1]
New Jersey		■[2]			
New Mexico	■				
New York	■				
North Carolina	■				
North Dakota				■	
Ohio		■			
Oklahoma	■				
Oregon			■		
Pennsylvania	■				
Rhode Island		■			
South Carolina				■	
South Dakota			■		
Tennessee	■				
Texas					■[1]
Utah				■	
Vermont					■
Virginia		■[3]			
Washington				■	
West Virginia				■	
Wisconsin				■	
Wyoming				■	
	16	**11**	**8**	**8**	**8**

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. In 2014-15, student achievement was 10% of the total evaluation rating; for 2015-16, it is 20%. This appears connected to test transition rather than permanent lowering of student growth percentage.

3. Explicitly defined for 2014-15 school year.

Figure 50

Is survey data used as part of teacher evaluations?

	Student surveys permitted	Parent surveys permitted	Peer surveys permitted	Surveys explicitly prohibited	No policy on surveys
Alabama					■
Alaska[1]	■	■	■		
Arizona	■	■			
Arkansas	■	■			
California					■
Colorado	■	■	■		
Connecticut[2]	■	■	■		
Delaware					■
District of Columbia	■	■	■		
Florida	■	■			
Georgia	■[3]				
Hawaii	■[3]				
Idaho	■	■			
Illinois					■
Indiana					■
Iowa[4]	■	■	■		
Kansas	■	■			
Kentucky	■[3]				
Louisiana					■
Maine			■[5]		
Maryland					■
Massachusetts	■[3]				
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	■[6]	■[6]			
Vermont	■	■			
Virginia	■				
Washington	■				
West Virginia					■
Wisconsin	■	■			
Wyoming	■				
	33	**21**	**8**	**1**	**15**

Figure 51

Do states require more than two categories for teacher evaluation ratings?
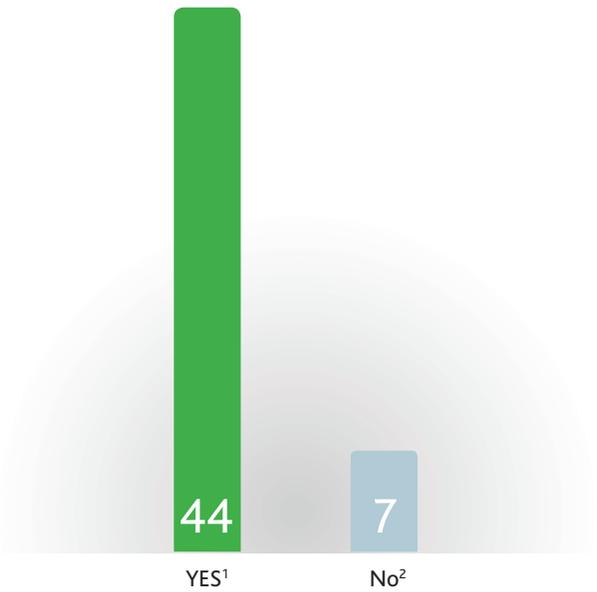
YES[1]	No[2]
44	7

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

2. Alabama, California, Montana, Nebraska, New Hampshire, Vermont, Wisconsin[3]

3. Wisconsin reports a teacher's practice and student outcomes scores on a graph, with the axes representing the two scores.

1. In Alaska, a district may survey students, parents or teachers regarding performance of teacher.

2. Connecticut requires parent or peer feedback as well as whole-school or student feedback.

3. Explicitly required

4. In Iowa, surveys not explicit; "supporting documentation" from parents, students and teachers is required.

5. Peer review is for formative evaluation purposes only, unless peer is trained as evaluator and teacher chooses to include peer review as part of summative effectiveness rating.

6. Student and parent "input" is required.

Figure 52

Do states direct how teachers should be evaluated?

	Single statewide evaluation system	State provides a presumptive evaluation model for districts with possible opt-out	State provides criteria or framework for district-designed systems
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 53

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		■	■[3]	
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		■		
Total	**4**	**43**	**3**	**17**

1. Maryland requires multiple observers for ineffective teachers.
2. Multiple evaluators are explicitly allowed but not required.
3. If peer teachers conduct observations, they must have effective ratings.

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.

Findings

If the aim of evaluations of teacher effectiveness is to help all teachers improve, then all teachers need feedback on performance every year, and new teachers even more urgently need early and frequent feedback on classroom practice. In 2009, NCTQ identified only 15 states that required all teachers to be evaluated every year; in 2015, 27 states require an annual evaluation for all teachers and 45 require an annual evaluation of all new, probationary teachers. The need to closely monitor the performance of new teachers is especially critical. Not only must new teachers be evaluated, but they should also have their first evaluation during the first half of the school year so that they can receive feedback and support early on, especially if there is any indication of an unsatisfactory performance. Such an early evaluation would allow the teacher and school or district leadership to implement a plan for improvement, rather than potentially allowing a struggling new teacher to remain without support. In 2015, only 17 of those states requiring annual evaluation of teachers require that new teachers are evaluated early in the school year.

How States are Faring in Frequency of Evaluations

4   Best Practice States
Idaho, New Jersey, Tennessee, Washington

2   States Meet Goal
Delaware, North Dakota

22   States Nearly Meet Goal
Alabama⬇, Arizona, Arkansas⬆, Colorado, Connecticut, District of Columbia⬆, Florida, Georgia, Indiana, Louisiana, Mississippi, Nevada⬇, New Mexico, New York, North Carolina, Ohio⬆, Oklahoma, Pennsylvania, Rhode Island⬇, Utah, West Virginia, Wyoming

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

6   States Meet a Small Part of Goal
Alaska, Iowa, Maine, Massachusetts⬆, Virginia, Wisconsin⬇

9   States Do Not Meet Goal
California, Illinois, Missouri, Montana, New Hampshire, Oregon, South Dakota, Texas, Vermont

Progress on this Goal Since 2013:

⬆ : 4   ⬌ : 42   ⬇ : 5

Findings (cont.)

Eleven states require multiple classroom observations for all teacher evaluations. Another 27 states require multiple observations as part of some teacher evaluations.

States still need to be attentive to the training needed to conduct a high-quality evaluation of teacher effectiveness. While 43 states require evaluator training, only 17 require that evaluators are certified. Four states — **Iowa**, **New Jersey**, **North Carolina** and **South Carolina** — require multiple evaluators to help ensure the quality and reliability of teacher evaluation processes.

Examples of Best Practice

Tennessee, **Idaho**, **New Jersey** and **Washington** not only require annual evaluations and multiple observations for all teachers, they also ensure that new teachers are observed and receive feedback during the first half of the school year.

SUMMARY OF FREQUENCY OF EVALUATION FIGURES

- **Figure 54** Annual evaluations
- **Figure 55** Evaluation frequency for probationary and non-probationary teachers
- **Figure 56** Classroom observation requirements
- **Figure 57** Observation frequency
- **Figure 58** Timing of observations for new teachers

Figure 54

Do states require districts to evaluate all teachers each year?
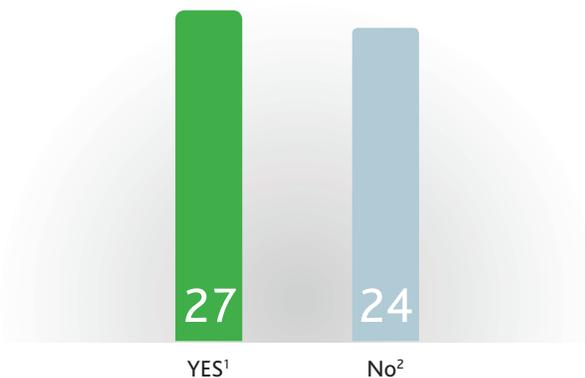
27	24
YES[1]	No[2]

1. Strong Practice: Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Indiana, Louisiana, Maryland, Mississippi, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio Pennsylvania, Tennessee, Utah, Washington, West Virginia, Wyoming

2. Alaska, California, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Vermont, Virginia, Wisconsin

Figure 55

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	■	■
	27	**45**

Figure 56

Do states require multiple classroom observations?

11	27	13
YES, FOR ALL TEACHERS[1]	Yes, for some teachers[2]	Not required[3]
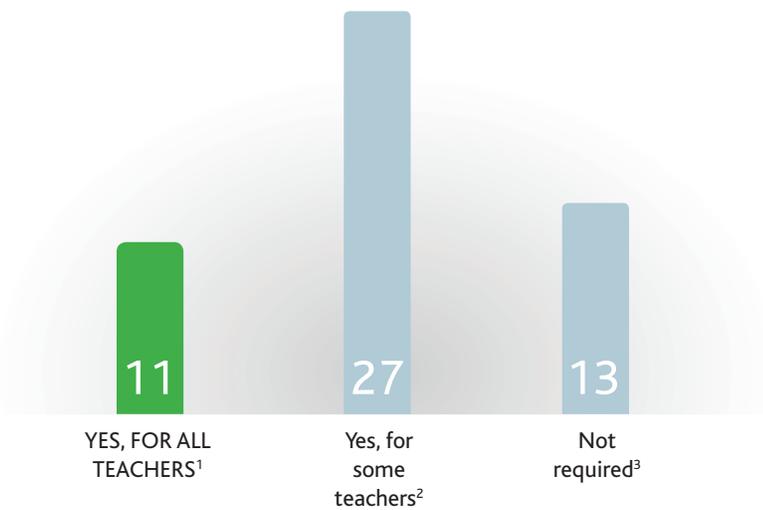
1. Strong Practice: Connecticut, District of Columbia, Georgia, Idaho, Indiana, Mississippi, New Jersey, New Mexico, New York, Tennessee, Washington

2. Alaska, Arizona, Arkansas, Colorado, Delaware, Florida, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Nebraska, Nevada, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Virginia, West Virginia

3. Alabama, California, Iowa, Maine, Massachusetts, Missouri, Montana, New Hampshire, North Dakota, South Dakota, Vermont, Wisconsin, Wyoming

Figure 57

What is the determining factor for frequency of observations?

14	16	3	15	3
Same for all teachers[1]	Probationary status/years of experience[2]	Prior evaluation rating[3]	Combination of status/experience and rating[4]	Observations not required in state policy[5]

1. Alabama, District of Columbia, Georgia, Idaho, Indiana, Iowa, Maine, Mississippi, Missouri, New Jersey[6], New Mexico, New York, Wisconsin[7], Wyoming

2. Arkansas[7], California[7], Colorado, Florida, Kansas[7], Minnesota[7], Nebraska, North Carolina, North Dakota[7], Oregon, Pennsylvania[7], South Carolina, South Dakota[7], Utah[7], Washington[8], West Virginia

3. Louisiana, Michigan, Ohio

4. Alaska, Arizona[9], Connecticut, Delaware, Hawaii, Illinois, Kentucky, Maryland[7], Massachusetts[7], Nevada, Oklahoma[7], Rhode Island[7], Tennessee, Texas[7], Virginia[7]

5. Montana, New Hampshire, Vermont

6. Teachers on corrective action plans must receive one additional observation.

7. Frequency is based on evaluation cycle, not year.

8. In Washington, no observations required after year 5.

9. In Arizona, the second observation may be waived for tenured teachers with high performance on first observation.

Figure 58

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

17	**34**
YES[1]	No[2]
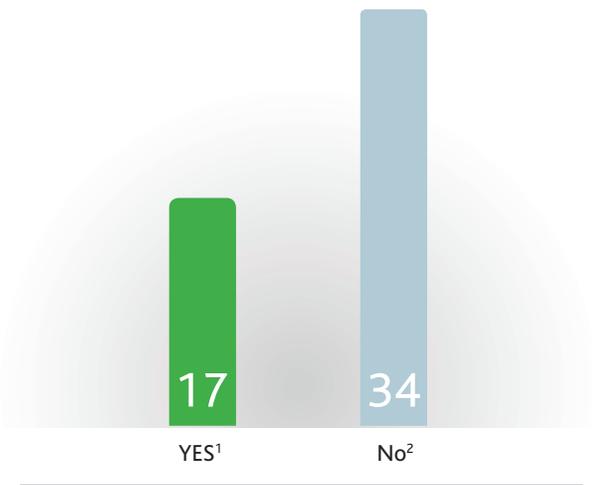
1. Strong Practice: Delaware, Hawaii, Idaho, Kansas, Kentucky, Massachusetts, Minnesota, Nebraska, Nevada, New Jersey, North Dakota[3], Oklahoma, Rhode Island, South Carolina, Tennessee, Washington, West Virginia

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia[4], Wisconsin, Wyoming

3. In North Dakota, new teachers must be evaluated early in the year; observations not explicit.

4. Virginia 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.

Findings

To grant tenure or not grant tenure – that is really the wrong question. For too long, and in too many states, teachers have been awarded tenure virtually automatically, based on very few years on the job. But today, like never before in K-12 education, states and school districts have the capacity to make well-informed tenure decisions based on a wealth of information about teacher and student performance. The right question is: How can states ensure that districts make good tenure decisions for teachers who are proven effective, while providing support and appropriate due process rights to ineffective teachers? In 2015, 23 states now require that tenure decisions are tied to teacher performance. In nine states – **Colorado**, **Connecticut**, **Delaware**, **Florida**, **Hawaii**, **Louisiana**, **New York**, **Oklahoma** and **Tennessee** – evidence of teacher performance is required to be the most significant criterion for granting teachers tenure or teacher contracts.

States that have taken on tenure reform have approached it in different ways. Some of the 23 states that tie tenure decisions to performance

How States are Faring in Tenure

⭐ **3** | **Best Practice States**
Colorado, Connecticut, New York⬆

🔵 **2** | **States Meet Goal**
Florida, Louisiana

◕ **7** | **States Nearly Meet Goal**
Delaware, Hawaii, Kansas⬆, Michigan⬇, New Jersey, Oklahoma, Tennessee

◑ **7** | **States Partly Meet Goal**
Arizona, Illinois, Indiana, Massachusetts, Nevada, North Carolina, Virginia

◔ **10** | **States Meet a Small Part of Goal**
Alaska, Idaho, Kentucky, Minnesota, Missouri, New Hampshire, Ohio, South Carolina⬆, Washington, Wyoming

○ **22** | **States Do Not Meet Goal**
Alabama, Arkansas, California, District of Columbia, Georgia, Iowa, Maine, Maryland, Mississippi, Montana, Nebraska, New Mexico, North Dakota, Oregon, Pennsylvania, Rhode Island⬇, South Dakota, Texas, Utah, Vermont, West Virginia, Wisconsin

Progress on this Goal Since 2013:

⬆ : 3   ⬅➡ : 46   ⬇ : 2

have taken different approaches. Two states (**Florida** and **North Carolina**) have abolished tenure and moved to annual contracts. Fifteen states have made the process of attaining tenure process more meaningful. **Arizona** has made tenure revocable or reversible; five states -- **Colorado**, **Indiana**, **Louisiana**, **Nevada** and **Tennessee** -- have made the tenure attainment process more meaningful and also made tenure reversible.

The vast majority of states, however, continue to grant tenure quickly. Thirty-five states award tenure to teachers in three or fewer years. On the other hand, eleven states have probationary periods of four to five or more years before a teacher is eligible for tenure, giving these states the ability to make tenure a meaningful designation for teachers who have demonstrated that their instructional skills have produced good academic results for their students.

Examples of Best Practice

Colorado, **Connecticut** and **New York** 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. Colorado requires ratings of either effective or highly effective for three consecutive years to earn tenure status, which can then be lost with two consecutive years of less-than-effective ratings. New York has extended its probationary period to four years and requires teachers to be rated effective or highly effective for three of those years. All three states require that student growth be the preponderant criterion of teacher evaluations.

SUMMARY OF TENURE FIGURES

- **Figure 59** Tenure and teacher effectiveness
- **Figure 60** Length of probationary period

Figure 59

How are tenure decisions made?

State	EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION	Some evidence of teacher performance is considered	Virtually automatically	No policy / No tenure
Alabama	☐	☐	☑	☐
Alaska	☐	☑	☐	☐
Arizona	☐	☑	☐	☐
Arkansas	☐	☐	☑	☐
California	☐	☐	☑	☐
Colorado	☑	☐	☐	☐
Connecticut	☑	☐	☐	☐
Delaware	☑	☐	☐	☐
District of Columbia	☐	☐	☑	☐
Florida	☑ [1]	☐	☐	☐
Georgia	☐	☐	☑	☐
Hawaii	☑	☐	☐	☐
Idaho	☐	☑	☐	☐
Illinois	☐	☑	☐	☐
Indiana	☐	☑	☐	☐
Iowa	☐	☐	☑	☐
Kansas	☐	☐	☐	☑ [2]
Kentucky	☐	☐	☑	☐
Louisiana	☑	☐	☐	☐
Maine	☐	☐	☑	☐
Maryland	☐	☐	☑	☐
Massachusetts	☐	☑	☐	☐
Michigan	☐	☑	☐	☐
Minnesota	☐	☐	☑	☐
Mississippi	☐	☐	☑	☐
Missouri	☐	☐	☑	☐
Montana	☐	☐	☑	☐
Nebraska	☐	☐	☑	☐
Nevada	☐	☑	☐	☐
New Hampshire	☐	☐	☑	☐
New Jersey	☐	☑	☐	☐
New Mexico	☐	☐	☑	☐
New York	☑	☐	☐	☐
North Carolina	☐	☑ [3]	☐	☐
North Dakota	☐	☐	☐	☑ [4]
Ohio	☐	☐	☑	☐
Oklahoma	☑ [5]	☐	☐	☐
Oregon	☐	☐	☑	☐
Pennsylvania	☐	☐	☑	☐
Rhode Island	☐	☐	☑	☐
South Carolina	☐	☑	☐	☐
South Dakota	☐	☐	☑	☐
Tennessee	☑	☐	☐	☐
Texas	☐	☐	☑	☐
Utah	☐	☐	☑	☐
Vermont	☐	☐	☑	☐
Virginia	☐	☑	☐	☐
Washington	☐	☑	☐	☐
West Virginia	☐	☐	☑	☐
Wisconsin	☐	☐	☑	☐
Wyoming	☐	☑	☐	☐
Total	**9**	**14**	**26**	**2**

1. Florida only awards annual contracts; decisions are connected to effectiveness.

2. Kansas only awards annual contracts; decisions are not connected to effectiveness.

3. North Carolina generally awards only one-year contracts, except that teachers can be awarded a two- or four-year contract if they have "shown effectiveness as demonstrated by proficiency on the evaluation instrument." However, no student growth measures required.

4. No state-level policy.

5. Oklahoma has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

Figure 60

How long before a teacher earns tenure?

	No policy	1 Year	2 Years	3 Years	4 YEARS	5 YEARS	No tenure
Alabama				■			
Alaska				■			
Arizona				■			
Arkansas				■			
California			■				
Colorado				■			
Connecticut					■		
Delaware				■			
District of Columbia	■						
Florida							■[1]
Georgia				■			
Hawaii				■			
Idaho				■[2]			
Illinois					■		
Indiana				■			
Iowa				■			
Kansas							■[3]
Kentucky					■		
Louisiana						■	
Maine				■			
Maryland				■			
Massachusetts				■			
Michigan						■	
Minnesota				■			
Mississippi		■					
Missouri						■	
Montana				■			
Nebraska				■			
Nevada				■			
New Hampshire						■	
New Jersey					■		
New Mexico				■			
New York					■		
North Carolina							■[4]
North Dakota	■						
Ohio						■[5]	
Oklahoma				■[6]			
Oregon				■			
Pennsylvania				■			
Rhode Island				■			
South Carolina			■				
South Dakota				■			
Tennessee						■	
Texas				■			
Utah				■			
Vermont			■				
Virginia				■[7]			
Washington				■[8]			
West Virginia				■			
Wisconsin				■			
Wyoming				■			
	2	1	3	31	5	6	3

1. Florida only awards annual contracts.

2. Idaho limits teacher contract terms to one year.

3. Kansas has eliminated due process rights associated with tenure.

4. North Carolina teachers can be awarded a two- or four-year contract if they have "shown effectiveness as demonstrated by proficiency on the evaluation instrument." However, no student growth measures required.

5. In Ohio, teachers must hold an educator license for at least 7 years, and have taught in the district at least 3 of the last 5 years.

6. Oklahoma 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.

7. In Virginia, local school boards may extend up to five years.

8. In Washington, 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.

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 license.

Findings

There are two points in most teachers' careers at which they are no longer considered probationary. One is tenure, which involves a change from probationary to permanent employment status. The other involves moving from probationary to professional licensure status, which refers only to the right to practice in a particular state. In nearly all states, the conferral of tenure and the conferral of professional licenses are separate and unrelated processes. In 29 states, evidence of teacher effectiveness is not a factor considered in decisions to confer professional licenses. Only six states – **Delaware**, **Georgia**, **Idaho**, **Louisiana**, **Pennsylvania** and **Rhode Island** – require evidence of teacher effectiveness.

Unfortunately, instead of assessing teacher effectiveness, many states demand that new teachers fulfill requirements to receive their professional licenses that do little or nothing to advance teacher quality. Many states have, however, begun to recognize the research showing that master's

How States are Faring in Licensure Advancement

⭐ **2**   **Best Practice States**
Louisiana, Rhode Island

● **0**   **States Meet Goal**

◕ **0**   **States Nearly Meet Goal**

◐ **8**   **States Partly Meet Goal**
Delaware, Georgia, Idaho⬆, Illinois, Maryland, New Mexico⬆, Pennsylvania, Tennessee

◔ **10**   **States Meet a Small Part of Goal**
Arkansas, California, Connecticut, Michigan, Minnesota, New Hampshire⬆, Oregon, South Carolina⬆, Utah, Washington

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

Progress on this Goal Since 2013:

⬆ : 4   ↔ : 47   ⬇ : 0

degrees do not have any significant correlation to classroom performance. In 2015, only four states require a master's degree or its equivalent in coursework for professional licensure; another four encourage it as an option. An additional 14 states require master's degrees to obtain optional advanced professional licenses. Furthermore, 43 states require teachers to complete general, nonspecific coursework before conferring or renewing teacher licenses. While targeted requirements may potentially expand teacher knowledge and improve practice, the general requirements found in these states merely call for teachers to complete a certain amount of seat time.

Examples of Best Practice

Both **Rhode Island** and **Louisiana** are integrating certification, certification renewal and educator evaluations. In Rhode Island, 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 are eligible for a special license designation. Louisiana requires its teachers to 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.

SUMMARY OF LICENSURE ADVANCEMENT FIGURES

- **Figure 61** Evidence of effectiveness for license advancement
- **Figure 62** Advanced degree requirements
- **Figure 63** Coursework requirements
- **Figure 64** Lifetime licenses

Figure 61

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

State	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				✓ [4]
Minnesota				✓
Mississippi				✓
Missouri				✓
Montana				✓
Nebraska				✓
Nevada				✓
New Hampshire			✓	
New Jersey			✓	
New Mexico		✓		
New York				✓
North Carolina			✓	
North Dakota				✓
Ohio				✓
Oklahoma				✓
Oregon				✓ [4]
Pennsylvania	✓			
Rhode Island	✓			
South Carolina			✓	
South Dakota				✓
Tennessee				✓ [5]
Texas				✓
Utah		✓		
Vermont				✓
Virginia				✓
Washington			✓	
West Virginia				✓
Wisconsin				✓
Wyoming				✓
Total	**6**	**4**	**12**	**29**

1. Georgia does not require evidence of effectiveness for each year of renewal period.
2. Illinois allows revocation of licenses based on ineffectiveness.
3. Uses objective evidence for advancement, not renewal.
4. An optional license requires evidence of effectiveness.
5. Teachers have the option of using evaluation ratings as a factor in license advancement or renewal.

Figure 62

Do states require teachers to earn advanced degrees before conferring professional licenses?
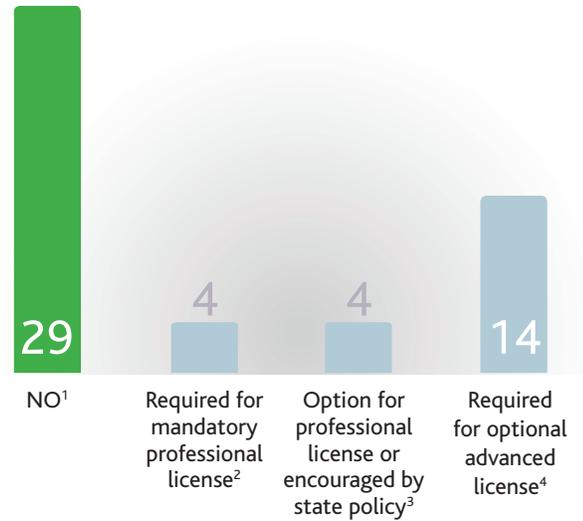
29	4	4	14
NO[1]	Required for mandatory professional license[2]	Option for professional license or encouraged by state policy[3]	Required for optional advanced license[4]

1. Strong Practice: Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Kansas, Maine, 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, New York

3. Massachusetts, Michigan, Missouri, Oregon

4. Alabama, Hawaii, Indiana, Iowa, Louisiana, Mississippi, Montana, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia

Figure 63

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

6	2	43
NO[1]	YES, SPECIFIC TARGETED COURSEWORK REQUIRED[2]	Yes, generic coursework / seat time required[3]
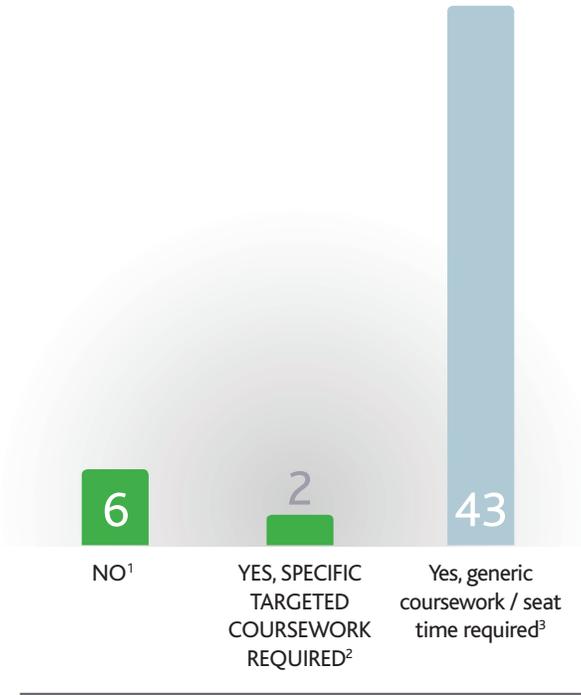
1. Strong Practice: Hawaii, Louisiana, New Jersey, New Mexico, Rhode Island, Tennessee

2. Strong Practice: California, Minnesota

3. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, 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. North Carolina requires some targeted coursework.

Figure 64

Do states award lifetime licenses?

48	3
NO[1]	Yes[2]
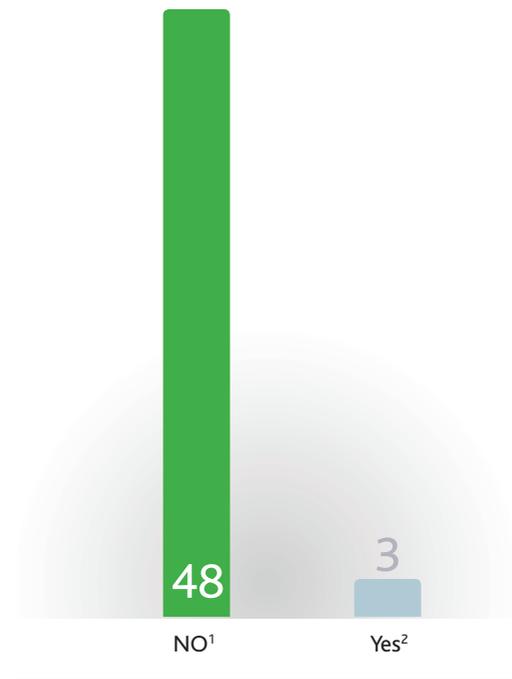
1. Strong Practice: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut[3], Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri[4], Montana, 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.

4. Missouri does not require license renewal but has annual maintenance requirements.

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. 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.

Findings

By necessity, as states are implementing evaluations of effectiveness, they are moving toward better longitudinal data systems that can track student growth or value-added data and linking those data to teachers of record. But it is also import-

How States are Faring in Equitable Distribution

⭐ **0**   **Best Practice States**

⬤ **13**   **States Meet Goal**
Arkansas, Colorado⬆, Florida⬆, Illinois, Indiana, Louisiana, Massachusetts, Michigan⬆, Missouri, New York, North Carolina, Ohio, Pennsylvania

◕ **0**   **States Nearly Meet Goal**

◑ **5**   **States Partly Meet Goal**
Connecticut, New Jersey, Rhode Island⬆, South Carolina, Utah

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

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

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Progress on this Goal Since 2013:

⬆ : 4   ⬌ : 47   ⬇ : 0

ant for the public to have access to effectiveness data. This doesn't mean that the results of individual teacher evaluations should be shared publicly. When it comes to accountability for ineffective teachers, public shaming of individuals is both ineffective and inappropriate. But it does mean that teacher effectiveness ratings should be reported to the public aggregated to the school and district level. Despite the fact that the capacity of most state data systems has improved greatly, there is still a dearth of data reported – particularly at the school level – that could shed light on the distribution of teacher talent and help inform policies for ensuring that students most in need of effective teachers have access to them. While an improvement since 2013, when only nine states required that teacher effectiveness ratings be reported at the school level, 13 states now require the same in 2015.

Examples of Best Practice

Although not awarding "best practice" honors for this goal, NCTQ commends the 13 states give the public access to teacher performance data aggregated to the school level. This transparency can help shine a light on how equitably teachers are distributed across and within school districts and help to ensure that all students have access to effective teachers.

SUMMARY OF EQUITABLE DISTRIBUTION FIGURES

- **Figure 65** Data reporting requirements
- **Figure 66** Reporting of teacher effectiveness data

Figure 65

Do states publicly report school-level data about teachers?

State	Performance data from teacher evaluations	An index for each school that includes factors associated with teacher quality	Percentage of teachers on emergency credentials	Percentage of new teachers	Percentage of highly qualified teachers	Annual turnover rate	Teacher absenteeism rate
Alabama							
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							
Total	**13**	**0**	**15**	**8**	**37**	**6**	**4**

Figure 66

Do states require public reporting of school-level data about teacher effectiveness?

13	38
YES[1]	No[2]
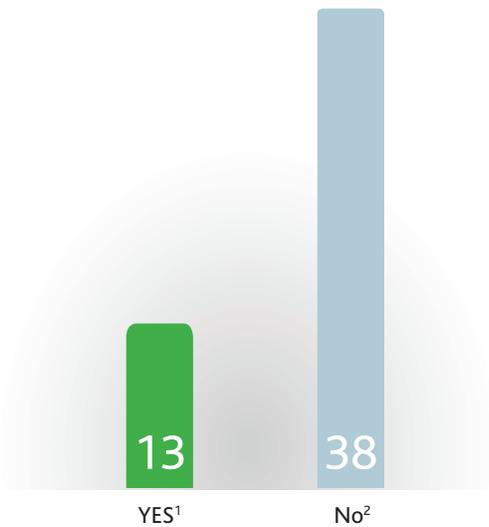
1. Strong Practice: Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania

2. Alabama, Alaska, Arizona, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Rhode Island[3], South Carolina, South Dakota, Tennessee, Texas, Utah[3], Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

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

How States are Faring in Retaining Effective Teachers

State Area Grades

F
3
Alabama, New Hampshire, Vermont

B
6
Arkansas, Florida, Hawaii, Louisiana, Utah, Virginia

D-
3
District of Columbia, Idaho, Montana

B-
5
Delaware, Kentucky, New York, Ohio, Tennessee

D
5
Alaska, Iowa, Pennsylvania, South Dakota, Wyoming

AVERAGE AREA GRADE
C-

C+
7
California, Georgia, Michigan, New Mexico, North Carolina, Oklahoma, South Carolina

D+
7
Kansas, Minnesota, Nebraska, North Dakota, Rhode Island, Texas, Wisconsin

C
9
Colorado, Connecticut, Indiana, Maine, Maryland, Massachusetts, Mississippi, New Jersey, Oregon

C-
6
Arizona, Illinois, Missouri, Nevada, Washington, West Virgina

Topics Included In This Area

- New Teacher Induction
- Professional Development
- Pay Scales and Performance Pay
- Differential Pay
- Compensation for Prior Work Experience

Area 4: Retaining Effective Teachers

❭ Goal A – New Teacher 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.

Findings

Teachers make an estimated 1,200 instructional decisions each day, which helps explain why mentoring and induction are critical to the success of new teachers, especially teachers beginning their careers in high-need schools. Good mentoring and strong induction support for new teachers can decrease beginner teacher attrition and provide new teachers with the early support they need to become more effective teachers. Yet just 23 states require that districts provide teachers with strong induction programs. A majority of states (32) require mentoring for all new teachers. Nineteen require mentoring of sufficient frequency and duration to be considered meaningful support for new teachers. Twenty-three states require careful selection of mentors, but just eight states require that new teachers are mentored starting in the first critical weeks of the school year.

How States are Faring in Induction

⭐ **1 Best Practice State**
South Carolina

● **11 States Meet Goal**
Arkansas, Hawaii, Illinois, Kansas⬆, Kentucky, Maryland, Massachusetts, Missouri, New Jersey, North Carolina, Virginia

◕ **11 States Nearly Meet Goal**
California, Colorado, Connecticut, Delaware, Iowa, Maine, Michigan, New York, North Dakota, Ohio, Utah

◑ **15 States Partly Meet Goal**
Alaska, Arizona, Idaho, Mississippi, Nebraska, New Mexico, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Washington, West Virginia, Wisconsin

◔ **2 States Meet a Small Part of Goal**
Florida, Montana

○ **11 States Do Not Meet Goal**
Alabama⬇, District of Columbia, Georgia, Indiana, Louisiana, Minnesota, Nevada, New Hampshire, South Dakota, Vermont, Wyoming

Progress on this Goal Since 2013:

⬆ : 1   ↔ : 49   ⬇ : 1

Examples 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.

Arkansas, **Illinois**, **Maryland** and **New Jersey** are also worthy of mention for their requirements related to mentor selection. Arkansas, Illinois and New Jersey require that all mentors must be rated in one of the top two rating categories on their most recent evaluation. Maryland also requires mentors, who are either current or retired teachers, to have obtained effective evaluation ratings.

SUMMARY OF INDUCTION FIGURES

- **Figure 67** Elements of induction
- **Figure 68** Quality of induction policies

Figure 67

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

State	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	☐	☐	☐	☐	☐	☐	☐	☐
Total	**32**	**19**	**8**	**23**	**28**	**19**	**14**	**22**

Figure 68

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

| 23 | 17 | 11 |
| STRONG INDUCTION[1] | Limited/ weak induction[2] | No induction[3] |

---
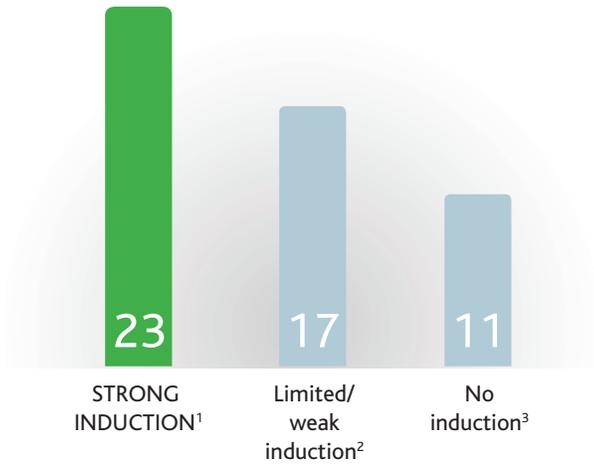
1. Strong Practice: Arkansas, California, Colorado, Connecticut, Delaware,
   Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts,
   Michigan, Missouri, New Jersey, New York, North Carolina, North Dakota,
   Ohio, South Carolina, Utah, Virginia

2. Alaska, Arizona, Florida, Idaho, Mississippi, Montana, Nebraska,
   New Mexico, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee,
   Texas, Washington, West Virginia, Wisconsin

3. Alabama, District of Columbia, Georgia, 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 should 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.

Findings

Although many states are still in the throes of implementing relatively new teacher evaluation policies, it is never too early for states to be building the policy framework for how they will use evaluation data in meaningful ways. Overhauling evaluation systems is expensive and time-consuming, and not using the results in meaningful ways is counterproductive and wasteful. While a recent paper by TNTP found no evidence that any particular kind or amount of professional development currently being offered consistently helps teachers improve, using new evaluation information to shape professional development, in a day and age where we are better positioned than ever to reinvent professional development, is a critical opportunity to provide tailored, specific, individualized support to meet teacher needs.

Two important aspects concerning improvement of teacher effectiveness are 1) designing evaluation systems that provide teachers with regular, actionable feedback for their own growth and

How States are Faring in Professional Development

2   Best Practice States
Louisiana, Massachusetts

22   States Meet Goal
Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia⬆, Hawaii⬆, Kentucky⬆, Maine, Michigan, Mississippi, New Jersey, New Mexico, New York⬆, North Carolina, Oregon⬆, Rhode Island, South Carolina, Utah, Virginia, West Virginia

4   States Nearly Meet Goal
Illinois, Indiana⬆, Ohio⬆, South Dakota

8   States Partly Meet Goal
District of Columbia⬆, Minnesota, Missouri, North Dakota⬆, Oklahoma, Tennessee, Washington, Wyoming

8   States Meet a Small Part of Goal
Alaska, California, Kansas, Maryland, Nebraska, Pennsylvania, Texas, Wisconsin⬆

7   States Do Not Meet Goal
Alabama, Idaho, Iowa, Montana, Nevada, New Hampshire, Vermont

Progress on this Goal Since 2013:

⬆ : 10   ⬌ : 41   ⬇ : 0

development; and 2) using the results and findings of the evaluations to design professional development opportunities for teachers based on their identified strengths and weaknesses. Thirty-eight states (compared to 31 in 2013) now require that teachers receive feedback from evaluators – either written or in person – on their evaluation results. In 2015, 31 states specifically require in state policy that teacher evaluation results be used to inform and shape professional development for all teachers; 35 states require improvement plans for teachers with poor ratings.

Examples of Best Practice

Louisiana and **Massachusetts** 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 be 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.

SUMMARY OF PROFESSIONAL DEVELOPMENT FIGURES

- **Figure 69** Connecting teacher evaluation to continuous improvement
- **Figure 70** Evaluation feedback
- **Figure 71** Evaluations and professional development

Figure 69

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

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS	IMPROVEMENT PLANS REQUIRED FOR TEACHERS WITH POOR RATINGS
Alabama	☐	☐	☐
Alaska	☐	☐	■
Arizona	■	■	■[1]
Arkansas	■	■	■[1]
California	■	☐	☐
Colorado	■	■	■
Connecticut	■	■	■
Delaware	■	■	■
District of Columbia	■	■	☐
Florida	■	■	■[1]
Georgia	■	■	■
Hawaii	■	■	■
Idaho	☐	☐	☐
Illinois	■	☐	■[1]
Indiana	■	☐	■
Iowa	☐	☐	☐
Kansas	■	☐	☐
Kentucky	■	■	■[1]
Louisiana	■	■	■
Maine	■	■	■[1]
Maryland	☐	☐	■
Massachusetts	■	■	■
Michigan	■	■	■
Minnesota	☐	■	■
Mississippi	■	■	■[1]
Missouri	■	☐	■
Montana	☐	☐	☐
Nebraska	☐	☐	■
Nevada	☐	☐	☐
New Hampshire	☐	☐	☐
New Jersey	■	■	■
New Mexico	■	■	■[1]
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	■	■	☐
	38	**31**	**35**

1. Does not require improvement plans for less-than-effective teachers; just those in the lowest rating category.

2. South Dakota requires improvement plans only for teachers rated unsatisfactory who have been teaching for four years or more.

Figure 70

Do teachers receive feedback on their evaluations?
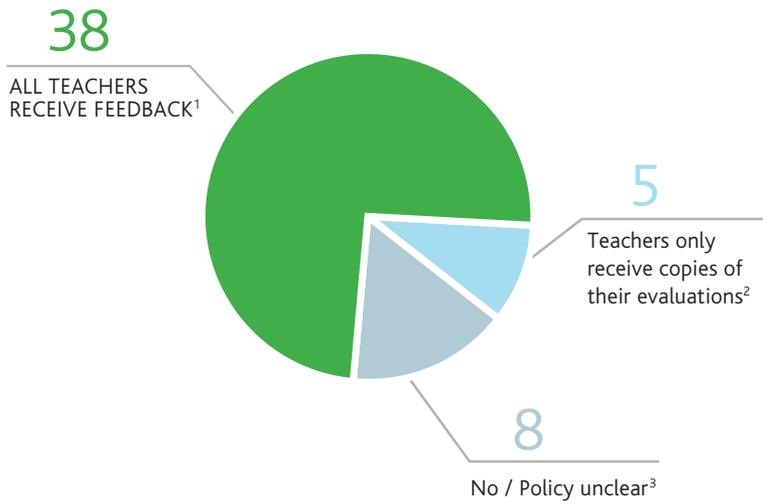
38

ALL TEACHERS
RECEIVE FEEDBACK[1]

5

Teachers only
receive copies of
their evaluations[2]

8

No / Policy unclear[3]

1. Strong Practice: Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming

2. Alaska, Maryland, Nevada, Ohio, Pennsylvania

3. Alabama, Idaho, Iowa, Minnesota, Montana, Nebraska, New Hampshire, Vermont

Figure 71

Do states require that teacher evaluations inform professional development?
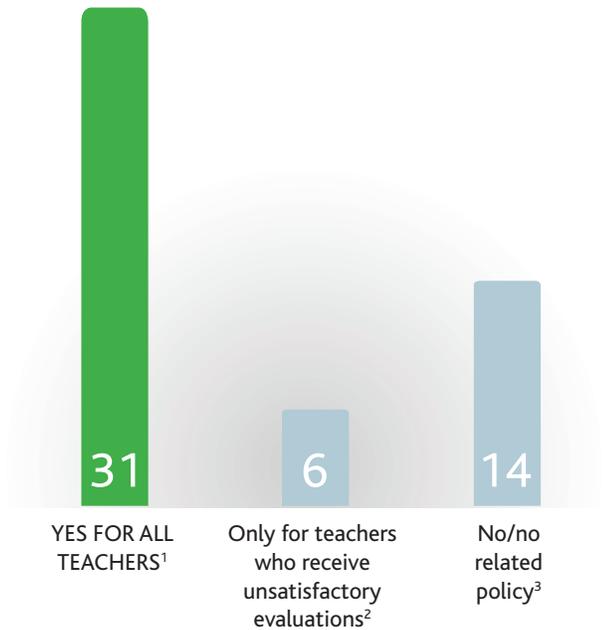
31

YES FOR ALL
TEACHERS[1]

6

Only for teachers
who receive
unsatisfactory
evaluations[2]

14

No/no
related
policy[3]

1. Strong Practice: Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Virginia, West Virginia, Wyoming

2. Alaska, Illinois, Indiana, Maryland, Pennsylvania, Texas

3. Alabama, California, Idaho, Iowa, Kansas, Missouri, Montana, Nebraska, Nevada, New Hampshire, Oklahoma, Vermont, Washington, Wisconsin

Area 4: Retaining Effective Teachers

❯ Goal C – Pay Scales and Performance Pay

While giving local districts authority over pay scales, the state should ensure that effectiveness is a factor in teachers' compensation.

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 instead support performance pay efforts, rewarding teachers for their effectiveness in the classroom, and allow districts flexibility to define the criteria for performance pay provided that such criteria connect to objective evidence of student achievement.

4. Any performance pay plan should allow for the participation of all teachers, not just those in tested subjects and grades.

The components for this goal have changed since 2013. In light of state progress on this topic, the bar for this goal has been raised.

Findings

The policy implications of an evaluation system that truly measures teacher effectiveness are pro-found. If done well, and if decision makers act on the results, the consequences could change much of what is now standard practice in the teaching profession. Compensating teachers based on effectiveness could help attract top talent to and retain the most effective teachers in the profession. In most professions, performance matters, and good

How States are Faring in Pay Scales and Performance Pay

3 **Best Practice States**
Florida, Indiana, Utah

0 **States Meet Goal**

6 **States Nearly Meet Goal**
Hawaii, Louisiana, Michigan, Minnesota, Nevada, Tennessee

13 **States Partly Meet Goal**
Arizona, Arkansas, Delaware, Maine, Mississippi, Missouri, Nebraska, New Mexico, Ohio, Oklahoma, Oregon, South Carolina, Virginia

23 **States Meet a Small Part of Goal**
Alaska, California, Colorado, Connecticut, District of Columbia, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Montana, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Pennsylvania, South Dakota, Vermont, Wisconsin, Wyoming

6 **States Do Not Meet Goal**
Alabama, Illinois, Rhode Island, Texas, Washington, West Virginia

Progress on this Goal Since 2013:

⬆ : 0   ↔ : 51   ⬇ : 0

performance is rightfully rewarded with promotions and salary increases. Sadly, this is not the case in the teaching profession.

Unless pay scales change, evaluations of teacher effectiveness are going to be only a feedback tool, when they could be so much more. The traditional salary schedule used by most districts pays all teachers with the same inputs (i.e., experience, degree status) the same amount regardless of outcomes. Not only is following a mandated schedule inconsistent with most other professions, it may also deter talented individuals from considering a teaching career, as well as high-achieving teachers from staying in the field, because it offers no opportunity for financial reward for success.

There are numerous examples of both state and district pay initiatives that have been undone by poor planning and administration. The methodology that allows for the measurement of teacher contributions to student achievement is still developing, and evaluation systems based on teacher performance are new in many states. Performance pay programs must recognize these limitations. But states can still play an important role in supporting performance pay by setting guidelines (whether for a state-level program or for districts' own initiatives) that recognize the challenges in implementing a program well. In 2015, just 16 states provide for performance pay for teachers statewide. But only seven of those states — **Florida**, **Hawaii**, **Indiana**, **Louisiana**, **Michigan**, **Nevada** and **Utah** — directly tie teacher compensation to teacher evaluation results. These states now require that districts build performance into salary schedules, moving away from bonus structures that teachers know may be subject to budget constraints and competing priorities.

Examples of Best Practice

Florida allows local districts to develop their own salary schedules while preventing districts from prioritizing elements not associated with teacher effectiveness. Local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest salary adjustment available. In addition, **Indiana** and **Utah** also both articulate compensation policies that reward effective teachers by requiring performance to be the most important factor in deciding a teacher's salary.

SUMMARY OF PAY SCALES AND PERFORMANCE PAY FIGURES

- **Figure 72** State role in teacher pay
- **Figure 73** Compensation for performance
- **Figure 74** State support for performance pay
- **Figure 75** Compensation for advanced degrees

Findings (cont.)

In most states, teachers are still paid according to salary schedules that tie compensation only to years of experience and advanced degrees. Unfortunately, this salary structure does nothing to promote the retention of effective teachers, especially those early in their careers. Furthermore, research is clear that a teacher's education level beyond a bachelor's degree bears little or no relationship to teacher quality or academic results. Fifteen states require districts to pay higher salaries to teachers with advanced degrees, despite the extensive research showing that advanced degrees do not have an impact on teacher effectiveness. Only **Louisiana** and **North Carolina** prohibit additional pay just for advanced degrees; just three states – **Florida**, **Indiana** and **Utah** – require that performance count more than advanced degrees in determining pay.

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 72

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**

Figure 73

Do states ensure pay is structured to account for performance?

7	9	35
PERFORMANCE IMPACTS SALARY[1]	PERFORMANCE BONUSES AVAILABLE[2]	Does not require performance pay[3]
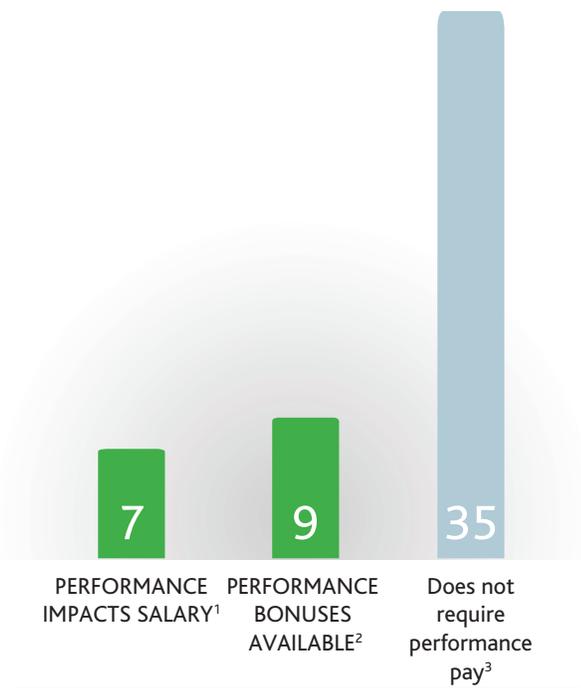
1. Strong Practice: Florida, Hawaii, Indiana, Louisiana, Michigan, Nevada, Utah

2. Strong Practice: Arkansas, Delaware, Georgia, Minnesota, Mississippi, Ohio, Oklahoma, South Carolina, Tennessee[4]

3. Alabama, Alaska, Arizona[5], California, Colorado, Connecticut, District of Columbia, Idaho[6], Illinois, Iowa, Kansas, Kentucky[7], Maine, Maryland, Massachusetts, Missouri[8], Montana, Nebraska[7], New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon[7], Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Virginia[7], Washington, West Virginia, Wisconsin, Wyoming

4. A performance component is not required. Districts must differentiate teacher compensation based on at least one of the following criteria: additional roles or responsibilities, hard-to-staff schools or subject areas, and performance based on teacher evaluations.

5. Arizona allocates funds for teacher compensation increases based on performance and employment related expenses; there is no clear requirement for compensation connected to evidence of effectiveness.

6. Idaho does offer a master teacher premium, but it is dependent on years of experience.

7. Performance bonuses are available, but not specifically tied to teacher effectiveness.

8. Performance bonuses are available for teachers in schools deemed "academically deficient."

Figure 74

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	Does not support performance pay
Alabama	☐	☐	☐	◼
Alaska	☐	☐	☐	◼
Arizona	☐	☐	◼[1]	☐
Arkansas	☐	◼	☐	☐
California	☐	☐	◼	☐
Colorado	☐	☐	◼	☐
Connecticut	☐	☐	☐	◼
Delaware	☐	◼	☐	☐
District of Columbia	☐	☐	☐	◼
Florida	◼	☐	☐	☐
Georgia	☐	◼	☐	☐
Hawaii	◼	☐	☐	☐
Idaho	☐	☐	◼[2]	☐
Illinois	☐	☐	☐	◼
Indiana	◼	☐	☐	☐
Iowa	☐	☐	☐	◼
Kansas	☐	☐	☐	◼
Kentucky	☐	☐	◼[3]	☐
Louisiana	◼	☐	☐	☐
Maine	☐	☐	☐	◼
Maryland	☐	☐	☐	◼
Massachusetts	☐	☐	☐	◼
Michigan	◼	☐	☐	☐
Minnesota	☐	◼	☐	☐
Mississippi	☐	◼	☐	☐
Missouri	☐	☐	◼[4]	☐
Montana	☐	☐	☐	◼
Nebraska	☐	☐	◼[3]	☐
Nevada	◼	☐	☐	☐
New Hampshire	☐	☐	☐	◼
New Jersey	☐	☐	☐	◼
New Mexico	☐	☐	☐	◼
New York	☐	☐	☐	◼
North Carolina	☐	☐	☐	◼
North Dakota	☐	☐	☐	◼
Ohio	☐	◼	☐	☐
Oklahoma	☐	◼	☐	☐
Oregon	☐	☐	◼[3]	☐
Pennsylvania	☐	☐	☐	◼
Rhode Island	☐	☐	☐	◼
South Carolina	☐	◼	☐	☐
South Dakota	☐	☐	☐	◼
Tennessee	☐	◼[5]	☐	☐
Texas	☐	☐	☐	◼
Utah	◼	☐	☐	☐
Vermont	☐	☐	☐	◼
Virginia	☐	☐	◼[3]	☐
Washington	☐	☐	☐	◼
West Virginia	☐	☐	☐	◼
Wisconsin	☐	☐	☐	◼
Wyoming	☐	☐	☐	◼
	7	**9**	**9**	**26**

1. Arizona allocates funds for teacher compensation increases based on performance and employment related expenses; there is no clear requirement for compensation connected to evidence of effectiveness.
2. Idaho offers a master teacher premium, but it is dependent on years of experience.
3. Performance bonuses are not specifically connected to teacher effectiveness.
4. Performance bonuses are available for teachers in schools deemed "academically deficient."
5. A performance component is not required. Districts must differentiate teacher compensation based on at least one of the following criteria: additional roles or responsibilities, hard-to-staff schools or subject areas, and performance based on teacher evaluations.

Figure 75

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	☐	■[1]	☐	☐
Maine	☐	☐	■	☐
Maryland	☐	☐	■	☐
Massachusetts	☐	☐	■	☐
Michigan	☐	☐	■	☐
Minnesota	☐	☐	■[2]	☐
Mississippi	☐	☐	☐	■
Missouri	☐	☐	■	☐
Montana	☐	☐	■	☐
Nebraska	☐	☐	■	☐
Nevada	☐	☐	■	☐
New Hampshire	☐	☐	■	☐
New Jersey	☐	☐	■	☐
New Mexico	☐	☐	■	☐
New York	☐	☐	■	☐
North Carolina	☐	■[3]	☐	☐
North Dakota	☐	☐	■	☐
Ohio	☐	☐	☐	■
Oklahoma	☐	☐	☐	■
Oregon	☐	☐	■	☐
Pennsylvania	☐	☐	■	☐
Rhode Island	☐	☐	■[4]	☐
South Carolina	☐	☐	☐	■
South Dakota	☐	☐	■	☐
Tennessee	☐	☐	☐	■
Texas	☐	☐	■[5]	☐
Utah	■	☐	☐	☐
Vermont	☐	☐	■	☐
Virginia	☐	☐	■	☐
Washington	☐	☐	☐	■
West Virginia	☐	☐	☐	■
Wisconsin	☐	☐	■	☐
Wyoming	☐	☐	■	☐
	3	**2**	**31**	**15**

1. Louisiana allows districts to set salary schedules based on three criteria: effectiveness, experience and demand. Advanced degrees may be included only as part of demand.

2. Only discouraged for those districts implementing Q Comp.

3. For advanced degrees earned after April 2014.

4. Rhode Island requires local district salary schedules to include teacher "training".

5. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.

Area 4: Retaining Effective Teachers

❯ Goal D – 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.

Findings

Where there are teacher shortages in high-need schools or certain subject areas, states and districts have a useful tool when they allow enough flexibility to provide incentives to attract and retain needed teachers. In 2015, 22 states provide support for differential pay for teachers who teach in high-need schools, and 15 support differential pay for shortage subject areas. Some states support incentives other than differential pay, including loan forgiveness, mortgage assistance, and tuition reimbursements and scholarships. Nine states provide loan forgiveness to teachers willing to work in high-need schools, and 12 provide the same to fill shortage subject areas. While these incentives are of limited appeal because a teacher may not be at a point in his or her career where they are meaningful, and even the bonuses and stipends most often associated with differential pay may be viewed by teachers as unreliable, they are still a step in the right direction. In 2015, 20 states have no mechanism or support to incentivize teachers to address shortages in high-need schools or specific subject areas.

How States are Faring in Differential Pay

⭐ **2** — **Best Practice States**
Florida, Louisiana

● **11** — **States Meet Goal**
Arkansas, California, Georgia, Kentucky, Nevada, New York, Ohio, Oklahoma, Tennessee, Virginia, Washington⬆

◕ **3** — **States Nearly Meet Goal**
Maryland, New Mexico, West Virginia⬆

◑ **7** — **States Partly Meet Goal**
Colorado, Delaware, Hawaii, Texas, Utah, Wisconsin, Wyoming

◔ **11** — **States Meet a Small Part of Goal**
Connecticut, Illinois, Iowa⬆, Mississippi, Montana, Nebraska, Oregon, Pennsylvania⬇, South Carolina, South Dakota, Vermont

○ **17** — **States Do Not Meet Goal**
Alabama, Alaska, Arizona, District of Columbia, Idaho, Indiana, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, North Carolina⬇, North Dakota, Rhode Island

Progress on this Goal Since 2013:

⬆ : 3   ↔ : 46   ⬇ : 2

Examples of Best Practice

Louisiana supports differential pay by offering up to $3,000 per year for four years to teach math, biology, chemistry, physics and special education, and up to an additional $6,000 per year, up to four years, to teach in low-performing schools. **Florida** also supports differential pay by providing salary supplements for teachers in both high-need schools and shortage subject areas.

SUMMARY OF DIFFERENTIAL PAY FIGURES

- **Figure 76** Differential pay
- **Figure 77** Differential pay for shortage subjects or high-need schools

Figure 76

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					■ [1]
Kansas					■
Kentucky	■		■		
Louisiana	■		■		
Maine					■
Maryland	■ [2]				
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					■ [3]
Tennessee	■		■		
Texas	■				
Utah			■		
Vermont				■	
Virginia	■		■	■	
Washington	■		■	■	
West Virginia	■	■		■	
Wisconsin	■				
Wyoming	■				
	22	**9**	**15**	**12**	**20**

1. Iowa provides state assistance to supplement salaries of teachers in high-need schools.

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

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

Figure 77

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

14	8	1	28
BOTH[1]	High needs schools only[2]	Shortage subjects only[3]	Neither[4]
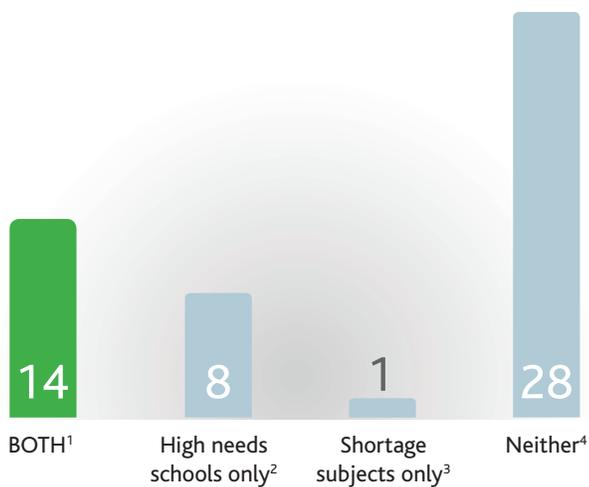
1. Strong Practice: Arkansas, California, Florida, Georgia, Kentucky, Louisiana, Nevada, New Mexico, New York, Ohio, Oklahoma, Tennessee, Virginia, Washington

2. Colorado, Delaware, Hawaii, Maryland, Texas, West Virginia, Wisconsin, Wyoming

3. 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 Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont

Area 4: Retaining Effective Teachers

❯Goal E – Compensation for Prior Work Experience

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

Goal Components

(The factors 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.

Findings

Very few states recognize compensation for teachers with relevant prior work experience as an important recruitment strategy, and there has been little state progress toward meeting this goal since 2009. New teachers are not necessarily new to the workforce, and increasing numbers of career changers are entering the teaching profession. Many of these teachers have relevant prior work experience, particularly in areas such as math and science, where chronic shortages make these candidates even more desirable. Yet most salary schedules fail to compensate new teachers for such work experience, setting their salaries instead at the same level as other first-year teachers. In 2015, seven states, up one from just six states since 2009, direct local districts to compensate teachers for related prior work experience.

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 2013:

⬆ : 0   ↔ : 51   ⬇ : 0

Examples 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 78

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

7	44
YES[1]	No[2]
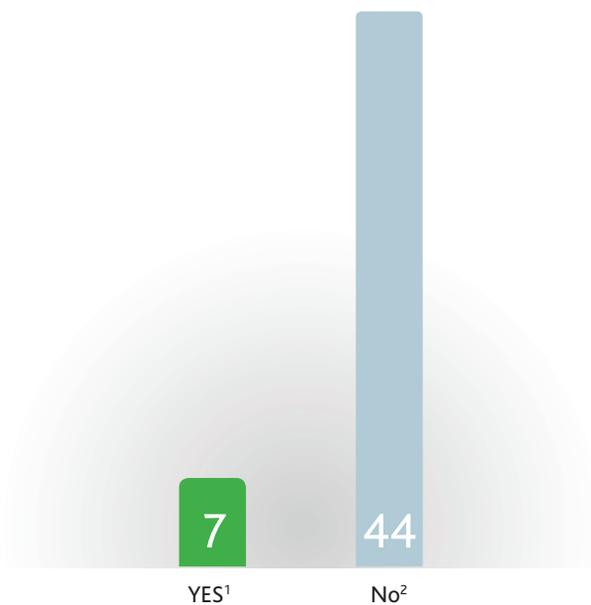
1. Strong Practice: California, Delaware, Georgia, Louisiana, North Carolina, Texas, Washington

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 5 Summary

How States are Faring in Exiting Ineffective Teachers

State Area Grades

F 8
California, Maryland, Minnesota, Montana, North Carolina, Oregon, South Dakota, Vermont

A- 1
Oklahoma

B+ 4
Florida, Illinois, Nevada, Tennessee

B 3
Georgia, Indiana, Massachusetts

B- 3
New York, Ohio, Utah

D- 4
Alaska, Nebraska, Pennsylvania, Wisconsin

C+ 3
Colorado, Michigan, Rhode Island

AVERAGE AREA GRADE

C-

D 8
Alabama, Delaware, District of Columbia, Hawaii, Iowa, Kentucky, New Hampshire, North Dakota

C 7
Idaho, Louisiana, Maine, New Jersey, New Mexico, Texas, Virginia

D+ 4
Arizona, Mississippi, South Carolina, Wyoming

C- 6
Arkansas, Connecticut, Kansas, Missouri, Washington, West Virginia

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Topics Included In This Area

- **Extended Emergency Licenses**
- **Dismissal for Poor Performance**
- **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.

Findings

Most states place students at risk by allowing teachers in classrooms who have not passed all required subject matter licensure tests. Licensure tests are meant to ensure that a person meets just the minimal qualifications to be a teacher. Yet, in 2015, only nine states insist that teachers pass all tests prior to beginning to teach. Twenty-four states give teachers one or two years to pass licensing tests, and 18 states give teachers three or more years or don't specify a time period at all within which teachers must meet licensing test requirements. It is understandable that states may, under very limited circumstances, need to fill a small number of classroom positions with individuals who do not hold full teaching credentials. Fifteen states, however, issue either renewable or multiyear emergency licenses, meaning that teachers who have not met all minimum requirements are allowed to remain in classrooms for extended—and perhaps indefinite—periods of time. This policy is completely inconsistent with improving teacher effectiveness and student achievement — especially in light of college- and career-readiness standards.

How States are Faring in Licensure Loopholes

⭐ **3** **Best Practice States**
Mississippi, New Jersey, Rhode Island⬆

⬤ **4** **States Meet Goal**
Nevada, New Mexico, New York, South Carolina

◕ **17** **States Nearly Meet Goal**
Alabama, Arkansas, Connecticut, District of Columbia, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Massachusetts, North Dakota, Ohio, Oklahoma, Tennessee, Utah, West Virginia

◑ **4** **States Partly Meet Goal**
Florida, Nebraska⬆, Texas, Wyoming

◔ **2** **States Meet a Small Part of Goal**
Michigan, Vermont

◯ **21** **States Do Not Meet Goal**
Alaska, Arizona, California, Colorado⬇, Delaware, Hawaii, Indiana, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, New Hampshire, North Carolina, Oregon, Pennsylvania, South Dakota, Virginia, Washington, Wisconsin

Progress on this Goal Since 2013:

⬆ : 2   ↔ : 48   ⬇ : 1

Examples of Best Practice

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

SUMMARY OF EXTENDED EMERGENCY LICENSES FIGURES

- **Figure 79** Time to pass licensure tests
- **Figure 80** Emergency licenses

Figure 79

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		■ [1]		
Georgia		■		
Hawaii				■
Idaho	■ [2]			
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				■ [3]
Texas		■ [4]		
Utah		■		
Vermont			■	
Virginia				■
Washington			■	
West Virginia	■ [2]			
Wisconsin				■
Wyoming		■		
	9	**18**	**6**	**18**

1. Teachers can have up to two additional years to pass licensing tests in the event of "extraordinary extenuating circumstances."

2. Out-of-state teachers can teach on a non-renewable license until all requirements are met.

3. Tennessee does not offer emergency licenses but candidates for initial practitioner license have three years to pass licensure tests.

4. Permits can be extended without passing licensing tests if districts receive hardship approval.

Figure 80

Do states still award emergency licenses?

12
NO EMERGENCY
OR PROVISIONAL
LICENSES[1]

24
Nonrenewable
emergency or
provisional
licenses[2]

15
Renewable emergency
or provisional licenses[3]
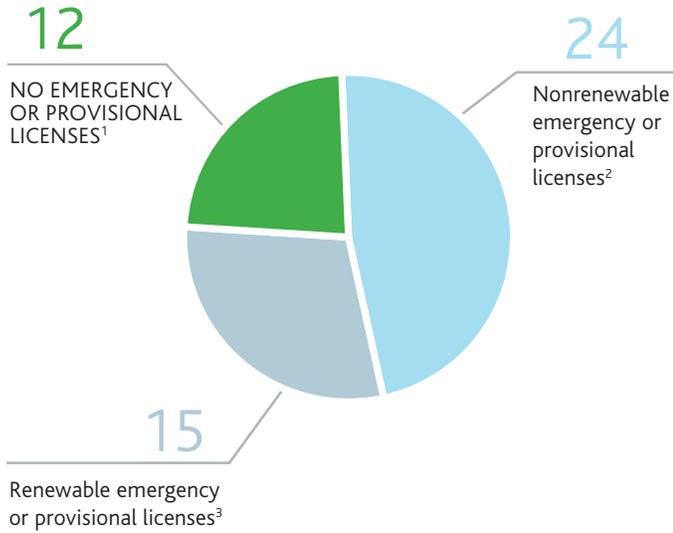
1. Strong Practice: Alaska[4], Idaho[5], Mississippi, Montana[6], Nevada, New Jersey, New Mexico, New York, Rhode Island, South Carolina, Tennessee, West Virginia[5]

2. Alabama, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida[7], Georgia, Illinois, Iowa, Kansas, Kentucky, Massachusetts, Nebraska, New Hampshire, North Carolina, North Dakota[8], Ohio[8], Oklahoma, Utah, Vermont, Virginia, Washington, Wyoming

3. Arizona, Colorado, Hawaii, Indiana, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Oregon, Pennsylvania, South Dakota, Texas, Wisconsin

4. Alaska does not require subject-matter testing for initial certification.

5. Out-of-state teachers can teach on non-renewable license until all requirements are met.

6. Montana does not require subject-matter testing for certification.

7. Florida's temporary certificate requires passage of licensure tests within one year, but can be extended for two additional years due to "extraordinary extenuating circumstances."

8. 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.

Findings

NCTQ recognizes that evaluations of teacher effectiveness are still very much emerging, and many states are in the early stages of rethinking and implementing new teacher policies. Yet it is critical that states articulate how they plan to use the new evaluation systems – including holding teachers accountable for performance. While it is one of the most controversial policy goals attached to teacher evaluations, at the same time, if evaluations of teacher effectiveness help states, districts and schools identify their most talented teachers — those who help students gain the most academic ground — they also will reveal which

How States are Faring in Dismissal for Poor Performance

⭐ **0** **Best Practice States**

🔵 **4** **States Meet Goal**
Florida, Indiana, New York⬆, Oklahoma

◑ **4** **States Nearly Meet Goal**
Colorado, Hawaii, Illinois, Tennessee

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

◔ **6** **States Meet a Small Part of Goal**
Idaho, Minnesota, Missouri, New Hampshire, North Carolina, Utah

○ **16** **States Do Not Meet Goal**
Alabama, California, District of Columbia, Iowa, Kentucky, Maryland, Mississippi, Montana, Nebraska, North Dakota, Oregon, Rhode Island⬇, South Carolina, South Dakota, Texas, Vermont

Progress on this Goal Since 2013:

⬆ : 1   ⬌ : 49   ⬇ : 1

teachers are consistently ineffective. In 2015, 28 states now articulate that ineffective teaching is grounds for teacher dismissal. However, in most states, the due process procedures remain cumbersome. Only **Colorado**, **Florida**, **Indiana**, **Kansas**, **Louisiana**, **New York**, **Oklahoma**, **Tennessee** and **Wisconsin** have taken steps to streamline due process, limiting the number of appeals that can be made for teachers who are dismissed for ineffectiveness. While teachers should have an opportunity to appeal, multiple levels of appeal drain resources from school districts and create a disincentive for districts to attempt to dismiss poor performers.

Examples of Best Practice

New York now allows charges of incompetence against any teacher who receives two consecutive ineffective ratings; charges must be brought against any teacher who receives three consecutive ineffective ratings. Due process rights for teachers dismissed for ineffective performance are distinguishable from those facing other charges, and an expedited hearing is required. For teachers who have received three consecutive ineffective ratings, that timeline must not be longer than 30 days.

SUMMARY OF DISMISSAL FOR POOR PERFORMANCE FIGURES

- **Figure 81** Dismissal due to ineffectiveness
- **Figure 82** Dismissal appeals

Figure 81

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	☐	■[1]
Kentucky	☐	■
Louisiana	■	☐
Maine	■	☐
Maryland	☐	■
Massachusetts	■	☐
Michigan	■	☐
Minnesota	☐	■
Mississippi	☐	■
Missouri	☐	■
Montana	☐	■
Nebraska	☐	■
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	■	☐
	28	**23**

Figure 82

Do states allow multiple appeals of teacher dismissals?

5	4	36	6
NO[1]	Only for teachers dismissed for reasons other than ineffectiveness[2]	Yes[3]	No policy or policy is unclear[4]
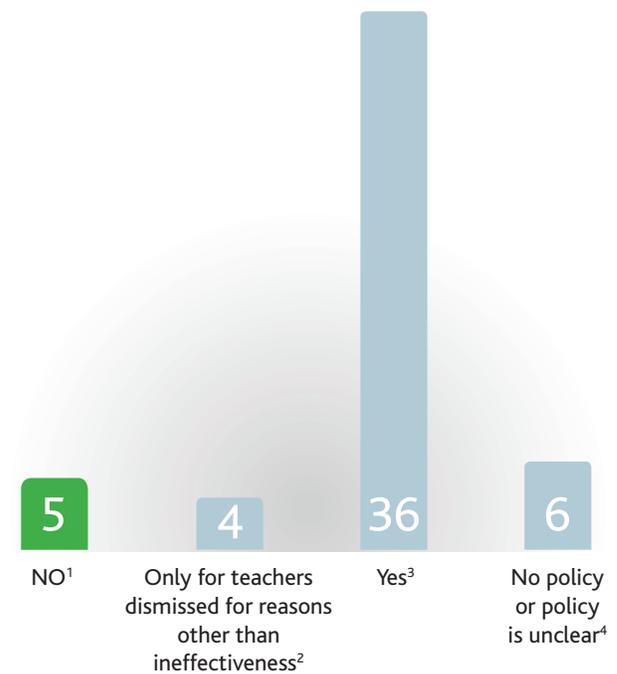
1. Strong Practice: Florida, Kansas[5], Louisiana, Oklahoma, Wisconsin

2. Colorado[6], Indiana[6], New York, Tennessee[6]

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, 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[7], Utah, Vermont

5. Kansas has repealed the law that gave teachers who faced dismissal after three years in the classroom the right to an independent review of their cases.

6. Teachers revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals.

7. In Nevada, a teacher reverts to probationary status after two consecutive unsatisfactory evaluations, but the state does not articulate clear policy about its appeals process.

Figure 81

1. Kansas has repealed the law that gave tenured teachers who faced dismissal the right to an independent review of their cases.

2. In Nevada, a teacher reverts to probationary status after two consecutive unsatisfactory evaluations, but the state does not articulate that ineffectiveness is grounds for dismissal.

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 Components

(The factors 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.

Findings

Student needs should be paramount when considering how best to handle employment decisions. Given what is at stake—that student progress depends a great deal on the quality of teachers to which they are assigned and states' ability to assess student outcomes by teacher—teacher performance should be a factor in any layoff. The development of evaluations of teacher effectiveness provides an important new opportunity for states and districts to make better informed decisions when reductions in force become necessary. Today, while only 19 states explicitly require performance to be considered in making layoff decisions, a promising 22 states prevent seniority from being the sole factor determining which teachers are laid off if cutbacks must be made.

How States are Faring in Reductions in Force

⭐ **0** Best Practice States

🔵 **15** States Meet Goal
Colorado, Florida, Georgia, Illinois, Indiana, Louisiana, Maine, Michigan, Missouri, Nevada, Oklahoma, Tennessee, Texas, Utah, Virginia

◔ **4** States Nearly Meet Goal
Massachusetts, 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 2013:

⬆ : 0   ↔ : 51   ⬇ : 0

Examples of Best Practice

Colorado and **Florida** 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.

SUMMARY OF REDUCTIONS IN FORCE FIGURES

- **Figure 83** Performance in layoffs
- **Figure 84** Layoff criteria
- **Figure 85** Emphasis on seniority in layoffs

Figure 83

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

19	32
YES[1]	No[2]
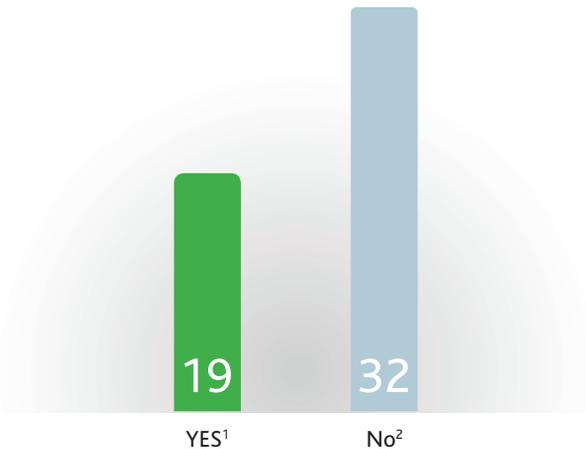
1. Strong Practice: Colorado, Florida, Georgia, Illinois, Indiana, Louisiana, Maine, Massachusetts[3], Michigan, Missouri, Nevada, Ohio[3], Oklahoma, Rhode Island, Tennessee, Texas, Utah, Virginia, Washington

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maryland, Minnesota, Mississippi, Montana, Nebraska, 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 84

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	☐	☐
	19	**22**

Figure 85

Do states prevent districts from overemphasizing seniority in layoff decisions?

20	2	6	4	19
SENIORITY CAN BE CONSIDERED AMONG OTHER FACTORS[1]	SENIORITY CANNOT BE CONSIDERED[2]	Seniority is the sole factor[3]	Seniority must be considered[4]	Layoff criteria left to district discretion[5]
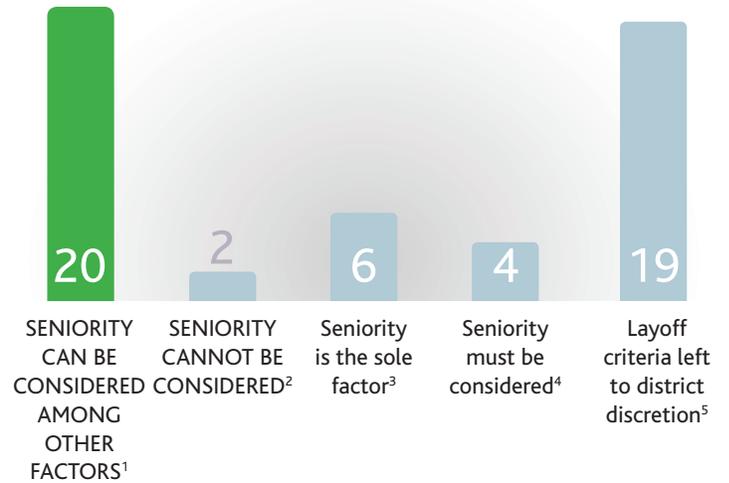
1. Strong Practice: Arizona, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Maine, Massachusetts[6], Michigan, Missouri[6], Louisiana, New Hampshire, Ohio[6], Oklahoma, Rhode Island, Tennessee, Texas, Virginia, Washington

2. Strong Practice: Nevada, 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.

State Summaries: Introduction

The following pages summarize each state's progress in meeting the *Yearbook* goals. An overall grade is provided for each state, as well as a grade for each of the five areas: Delivering Well Prepared Teachers, Expanding the Teaching Pool, Identifying Effective Teachers, Retaining Effective Teacher sand Exiting IneffectiveTeachers.

For more information about each state's performance, please see its individual state report or the *Yearbook* dashboard available at nctq.org/StatePolicyDashboard.

D+	Overall 2015 Yearbook Grade	**2013** C-	**2011** C-	**2009** C-

2015 Alabama Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	B-
Admission into Teacher Preparation	◓
Elementary Teacher Preparation	◕
Elementary Teacher Preparation in Reading Instruction	◕
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	◐
Middle School Teacher Preparation	◕
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	◕
Special Education Preparation in Reading	◐
Assessing Professional Knowledge	●
Student Teaching	◐
Teacher Preparation Program Accountability	◐

AREA 2: Expanding the Teacher Pool	C-
Alternate Route Eligibility	◐
Alternate Route Preparation	◐
Alternate Route Usage and Providers	◐
Part-Time Teaching Licenses	○
Licensure Reciprocity	◔ ⬇

AREA 3: Identifying Effective Teachers	D
State Data Systems	◐
Evaluation of Effectiveness	◔ ⬇
Frequency of Evaluations	◕
Tenure	○
Licensure Advancement	○
Equitable Distribution	○

AREA 4: Retaining Effective Teachers	F
Induction	○ ⬇
Professional Development	○
Pay Scales and Performance Pay	○
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers	D
Extended Emergency Licenses	◕
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0	● Fully Meets: 3	◕ Nearly Meets: 7	◐ Partially Meets: 8	◔ Meets Only a Small Part: 2	○ Does Not Meet: 12

Progress on Goals Since 2013

⬆ Progress Increased: 0   ⬇ Progress Decreased: 3

Teacher Policy Priorities for Alabama

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Require elementary special education candidates to pass a rigorous assessment in the science of reading instruction as a condition of initial licensure.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Expand the measures used to hold preparation programs accountable, including collecting data that connect student achievement gains to programs.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Ensure programs provide practice teaching opportunities and intensive induction support to alternate route teachers.

- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

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

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance and place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

D- Overall 2015 Yearbook Grade

2013	2011	2009
D	D	D

2015 Alaska Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — F

Admission into Teacher Preparation	○
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	○
Secondary Teacher Preparation	○
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	○
Student Teaching	◑ ⬆
Teacher Preparation Program Accountability	○

AREA 2: Expanding the Teacher Pool

Alternate Route Eligibility	○ ⬇
Alternate Route Preparation	○ ⬇
Alternate Route Usage and Providers	○
Part-Time Teaching Licenses	◔ ⬆
Licensure Reciprocity	◔

AREA 3: Identifying Effective Teachers — D+

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

AREA 4: Retaining Effective Teachers — D

Induction	◑
Professional Development	◔
Pay Scales and Performance Pay	◔
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D-

Extended Emergency Licenses	○
Dismissal for Poor Performance	◑
Reductions in Force	○

Goal Summary

⭐ Best Practice: 0 | ● Fully Meets: 1 | ◑ Nearly Meets: 1 | ◑ Partially Meets: 2 | ◔ Meets Only a Small Part: 9 | ○ Does Not Meet: 18

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 2

Teacher Policy Priorities for Alaska

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

- Require that all new teachers pass a pedagogy test.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish an alternate route to licensure.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

- Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools, and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

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

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

C- **Overall 2015 Yearbook Grade**

2013	2011	2009
C-	D+	D+

2015 **Arizona** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D+

Admission into Teacher Preparation	○
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	○
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	◔
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	● ⬆
Teacher Preparation Program Accountability	◔ ⬆

AREA 2: Expanding the Teacher Pool — D+

Alternate Route Eligibility	◑
Alternate Route Preparation	◔
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	○
Licensure Reciprocity	◔

AREA 3: Identifying Effective Teachers — C

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

AREA 4: Retaining Effective Teachers — C-

Induction	◑
Professional Development	●
Pay Scales and Performance Pay	◑
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D+

Extended Emergency Licenses	○
Dismissal for Poor Performance	◑
Reductions in Force	◑

Goal Summary

★ Best Practice: 0	● Fully Meets: 4	◕ Nearly Meets: 4	◑ Partially Meets: 7	◔ Meets Only a Small Part: 6	○ Does Not Meet: 11

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary School Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as an assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Publish data on teacher production.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

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

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

B-	**Overall 2015 Yearbook Grade**	**2013** **B-**	**2011** **C**	**2009** **C-**

2015 **Arkansas** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	**B-**
Admission into Teacher Preparation	● ⬆
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◑
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	★
Secondary Teacher Preparation	★
Secondary Teacher Preparation in Science and Social Studies	◕
Special Education Teacher Preparation	○
Special Education Preparation in Reading	◕
Assessing Professional Knowledge	●
Student Teaching	● ⬆
Teacher Preparation Program Accountability	◔ ⬆

AREA 2: Expanding the Teacher Pool	**B-**
Alternate Route Eligibility	◔
Alternate Route Preparation	◔
Alternate Route Usage and Providers	◔
Part-Time Teaching Licenses	●
Licensure Reciprocity	○

AREA 3: Identifying Effective Teachers	**C**
State Data Systems	◔
Evaluation of Effectiveness	◑
Frequency of Evaluations	◔ ⬆
Tenure	○
Licensure Advancement	◕
Equitable Distribution	●

AREA 4: Retaining Effective Teachers	**B**
Induction	●
Professional Development	●
Pay Scales and Performance Pay	◑
Differential Pay	●
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers	**C-**
Extended Emergency Licenses	◔
Dismissal for Poor Performance	◑
Reductions in Force	○

Goal Summary

★ Best Practice: 2 | ● Fully Meets: 9 | ◕ Nearly Meets: 7 | ◑ Partially Meets: 4 | ◔ Meets Only a Small Part: 4 | ○ Does Not Meet: 5

Progress on Goals Since 2013

⬆ Progress Increased: 4   ⬇ Progress Decreased: 0

Teacher Policy Priorities for Arkansas

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

Secondary Teacher Preparation

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

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

- While leaving districts flexibility to determine their own pay scales, discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is California Faring?

D	Overall 2015 Yearbook Grade	2013	2011	2009
		D+	D+	D+

2015 California Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	D+
Admission into Teacher Preparation	○
Elementary Teacher Preparation	◐
Elementary Teacher Preparation in Reading Instruction	★
Elementary Teacher Preparation in Mathematics	◐
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	○
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	★
Assessing Professional Knowledge	●
Student Teaching	○
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool	D+
Alternate Route Eligibility	◔
Alternate Route Preparation	◐
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	○ ⬇
Licensure Reciprocity	○

AREA 3: Identifying Effective Teachers	F
State Data Systems	○
Evaluation of Effectiveness	◔
Frequency of Evaluations	○
Tenure	○
Licensure Advancement	◔
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers	C+
Induction	◔
Professional Development	◔
Pay Scales and Performance Pay	◔
Differential Pay	●
Compensation for Prior Work Experience	●

AREA 5: Exiting Ineffective Teachers	F
Extended Emergency Licenses	○
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 2 ● Fully Meets: 4 ◔ Nearly Meets: 1 ◐ Partially Meets: 3 ◔ Meets Only a Small Part: 8 ○ Does Not Meet: 13

Progress on Goals Since 2013

⬆ Progress Increased: 0   ⬇ Progress Decreased: 1

Teacher Policy Priorities for California

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Offer a license that differentiates between the preparation of elementary teachers and middle school teachers.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

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

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Ensure that the state longitudinal data system has the capacity to provide evidence of teacher effectiveness, including an appropriate definition of teacher of record and a strong data link between teachers and students. Publish data on teacher production.

Teacher Evaluation

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

- Require annual evaluations for all teachers.

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Professional Development

■ Link professional development activities to findings in individual teacher evaluations, and place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

	Overall 2015 Yearbook Grade	2013	2011	2009
D+		**C-**	**C-**	**C-**

2015 Colorado Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	D
Admission into Teacher Preparation	◯
Elementary Teacher Preparation	◯
Elementary Teacher Preparation in Reading Instruction	◑
Elementary Teacher Preparation in Mathematics	◯
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	◯
Special Education Teacher Preparation	◔
Special Education Preparation in Reading	◑
Assessing Professional Knowledge	◯
Student Teaching	◯
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool	D+
Alternate Route Eligibility	◔
Alternate Route Preparation	◔
Alternate Route Usage and Providers	⬤
Part-Time Teaching Licenses	◔
Licensure Reciprocity	◯

AREA 3: Identifying Effective Teachers	B
State Data Systems	◑
Evaluation of Effectiveness	⬤
Frequency of Evaluations	◔
Tenure	★
Licensure Advancement	◯
Equitable Distribution	⬤ ⬆

AREA 4: Retaining Effective Teachers	C
Induction	◔
Professional Development	⬤
Pay Scales and Performance Pay	◔
Differential Pay	◑
Compensation for Prior Work Experience	◯

AREA 5: Exiting Ineffective Teachers	C+
Extended Emergency Licenses	◯ ⬇
Dismissal for Poor Performance	◔
Reductions in Force	⬤

Goal Summary

★ Best Practice: 1 ⬤ Fully Meets: 5 ◔ Nearly Meets: 4 ◑ Partially Meets: 4 ◔ Meets Only a Small Part: 8 ◯ Does Not Meet: 10

Progress on Goals Since 2013

⬆ Progress Increased: 1   ⬇ Progress Decreased: 1

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, and incorporating literacy into all content areas associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

- Require that all new teachers pass a pedagogy test.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs by setting a high bar for academic proficiency.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Strengthen data link between teachers and students.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

B- Overall 2015 Yearbook Grade

2013	2011	2009
B-	**C-**	**D+**

2015 **Connecticut** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B-

Admission into Teacher Preparation	◑
Elementary Teacher Preparation	⬤
Elementary Teacher Preparation in Reading Instruction	◕
Elementary Teacher Preparation in Mathematics	⬤
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◕
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	◯
Special Education Preparation in Reading	◕
Assessing Professional Knowledge	◑
Student Teaching	◕
Teacher Preparation Program Accountability	◯

AREA 2: Expanding the Teacher Pool — C+

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

AREA 3: Identifying Effective Teachers — B

State Data Systems	◑
Evaluation of Effectiveness	⬤
Frequency of Evaluations	◕
Tenure	★
Licensure Advancement	◔
Equitable Distribution	◑

AREA 4: Retaining Effective Teachers — C

Induction	◕
Professional Development	⬤
Pay Scales and Performance Pay	◔
Differential Pay	◔
Compensation for Prior Work Experience	◯

AREA 5: Exiting Ineffective Teachers — C-

Extended Emergency Licenses	◕
Dismissal for Poor Performance	◑
Reductions in Force	◯

Goal Summary

★ Best Practice: 1   ⬤ Fully Meets: 5   ◕ Nearly Meets: 10   ◑ Partially Meets: 6   ◔ Meets Only a Small Part: 4   ◯ Does Not Meet: 6

Progress on Goals Since 2013

⬆ Progress Increased: 0   ⬇ Progress Decreased: 0

Teacher Policy Priorities for Connecticut

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

■ Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

■ Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.

■ Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and strengthen data link between teachers and students.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness.

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

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

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

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

Overall 2015 Yearbook Grade

B-

2013	2011	2009
C+	C	D

2015 **Delaware** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B-

Admission into Teacher Preparation	★
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◕
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	◕
Special Education Preparation in Reading	○
Assessing Professional Knowledge	● ⬆
Student Teaching	●
Teacher Preparation Program Accountability	●

AREA 2: Expanding the Teacher Pool — B-

Alternate Route Eligibility	◐
Alternate Route Preparation	●
Alternate Route Usage and Providers	● ⬆
Part-Time Teaching Licenses	○
Licensure Reciprocity	◔

AREA 3: Identifying Effective Teachers — B

State Data Systems	◐
Evaluation of Effectiveness	●
Frequency of Evaluations	●
Tenure	◔
Licensure Advancement	◐
Equitable Distribution	◕

AREA 4: Retaining Effective Teachers — B-

Induction	◔
Professional Development	●
Pay Scales and Performance Pay	◐
Differential Pay	◐
Compensation for Prior Work Experience	◐

AREA 5: Exiting Ineffective Teachers — D

Extended Emergency Licenses	○
Dismissal for Poor Performance	◐
Reductions in Force	○

Goal Summary

★ Best Practice: **1**   ● Fully Meets: **9**   ◔ Nearly Meets: **6**   ◐ Partially Meets: **7**   ◕ Meets Only a Small Part: **3**   ○ Does Not Meet: **6**

Progress on Goals Since 2013

⬆ Progress Increased: **2**   ⬇ Progress Decreased: **0**

Teacher Policy Priorities for Delaware

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

License Reciprocity

- Require that teachers coming from other states meet testing requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and publish data on teacher production.

Licensure Advancement

- Base licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in subject-shortage areas and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is District of Columbia Faring?

D+ Overall 2015 Yearbook Grade

2013	2011	2009
D+	D	D-

2015 District of Columbia Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C-

Admission into Teacher Preparation	Fully Meets
Elementary Teacher Preparation	Nearly Meets
Elementary Teacher Preparation in Reading Instruction	Does Not Meet
Elementary Teacher Preparation in Mathematics	Fully Meets
Early Childhood Teacher Preparation	Does Not Meet
Middle School Teacher Preparation	Nearly Meets
Secondary Teacher Preparation	Partially Meets
Secondary Teacher Preparation in Science and Social Studies	Does Not Meet
Special Education Teacher Preparation	Does Not Meet
Special Education Preparation in Reading	Does Not Meet
Assessing Professional Knowledge	Fully Meets
Student Teaching	Does Not Meet
Teacher Preparation Program Accountability	Meets Only a Small Part / Progress Increased

AREA 2: Expanding the Teacher Pool — C

Alternate Route Eligibility	Best Practice
Alternate Route Preparation	Meets Only a Small Part
Alternate Route Usage and Providers	Fully Meets
Part-Time Teaching Licenses	Does Not Meet
Licensure Reciprocity	Does Not Meet

AREA 3: Identifying Effective Teachers — C-

State Data Systems	Meets Only a Small Part
Evaluation of Effectiveness	Fully Meets / Progress Increased
Frequency of Evaluations	Meets Only a Small Part / Progress Increased
Tenure	Does Not Meet
Licensure Advancement	Does Not Meet
Equitable Distribution	Meets Only a Small Part

AREA 4: Retaining Effective Teachers — D-

Induction	Does Not Meet
Professional Development	Partially Meets / Progress Increased
Pay Scales and Performance Pay	Meets Only a Small Part
Differential Pay	Does Not Meet
Compensation for Prior Work Experience	Does Not Meet

AREA 5: Exiting Ineffective Teachers — D

Extended Emergency Licenses	Nearly Meets
Dismissal for Poor Performance	Does Not Meet
Reductions in Force	Does Not Meet

Goal Summary

★ Best Practice: 1 ● Fully Meets: 5 ◕ Nearly Meets: 5 ◐ Partially Meets: 2 ◔ Meets Only a Small Part: 4 ○ Does Not Meet: 15

Progress on Goals Since 2013

⬆ Progress Increased: 4   ⬇ Progress Decreased: 0

Teacher Policy Priorities for District of Columbia

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Publish data on teacher production.

Tenure

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

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

B+	Overall 2015 Yearbook Grade	2013 **B+**	2011 **B**	2009 **C**

2015 **Florida** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	B+
Admission into Teacher Preparation	◔
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	●
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	●
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	○
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	●
Student Teaching	◑ ⬇
Teacher Preparation Program Accountability	● ⬆

AREA 2: Expanding the Teacher Pool	B-
Alternate Route Eligibility	◔
Alternate Route Preparation	◑
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	●
Licensure Reciprocity	◔

AREA 3: Identifying Effective Teachers	B+
State Data Systems	◔
Evaluation of Effectiveness	◔ ⬇
Frequency of Evaluations	◔
Tenure	●
Licensure Advancement	○
Equitable Distribution	● ⬆

AREA 4: Retaining Effective Teachers	B
Induction	◔
Professional Development	●
Pay Scales and Performance Pay	★
Differential Pay	★
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers	B+
Extended Emergency Licenses	◑
Dismissal for Poor Performance	●
Reductions in Force	●

Goal Summary

★ Best Practice: 2   ● Fully Meets: 12   ◔ Nearly Meets: 7   ◑ Partially Meets: 4   ◔ Meets Only a Small Part: 4   ○ Does Not Meet: 3

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 2

Teacher Policy Priorities for Florida

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- Ensure all new early childhood and elementary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

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

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Strengthen the induction experience for new teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Overall 2015 Yearbook Grade

B-

2013	2011	2009
B-	C	C-

2015 Georgia Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C+

Admission into Teacher Preparation	●
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	●
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	◔
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	● ⬆
Teacher Preparation Program Accountability	◕

AREA 2: Expanding the Teacher Pool — B-

Alternate Route Eligibility	◔
Alternate Route Preparation	●
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	★
Licensure Reciprocity	○

AREA 3: Identifying Effective Teachers — C+

State Data Systems	◕
Evaluation of Effectiveness	●
Frequency of Evaluations	◕
Tenure	○
Licensure Advancement	◑
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers — C+

Induction	○
Professional Development	● ⬆
Pay Scales and Performance Pay	◔
Differential Pay	●
Compensation for Prior Work Experience	◑

AREA 5: Exiting Ineffective Teachers — B

Extended Emergency Licenses	◕
Dismissal for Poor Performance	◑
Reductions in Force	●

Goal Summary

★ Best Practice: 1   ● Fully Meets: 10   ◕ Nearly Meets: 5   ◑ Partially Meets: 4   ◔ Meets Only a Small Part: 7   ○ Does Not Meet: 4

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 0

Teacher Policy Priorities for Georgia

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Publish data on teacher production.

Tenure

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

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Compensation

- While leaving districts flexibility to determine their own pay scales, discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

How is Hawaii Faring?

	D+	Overall 2015 Yearbook Grade	2013	2011	2009
			D+	D-	D-

2015 Hawaii Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D-

Admission into Teacher Preparation	◕
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	○
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	○
Secondary Teacher Preparation	○
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	● ⬆
Student Teaching	◑
Teacher Preparation Program Accountability	○

AREA 2: Expanding the Teacher Pool — F

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

AREA 3: Identifying Effective Teachers — B-

State Data Systems	★
Evaluation of Effectiveness	●
Frequency of Evaluations	◑ ⬇
Tenure	◔
Licensure Advancement	○
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers — B

Induction	●
Professional Development	● ⬆
Pay Scales and Performance Pay	◔
Differential Pay	◑
Compensation for Prior Work Experience	◔

AREA 5: Exiting Ineffective Teachers — D

Extended Emergency Licenses	○
Dismissal for Poor Performance	◔
Reductions in Force	○

Goal Summary

★ Best Practice: 1	● Fully Meets: 5	◔ Nearly Meets: 3	◑ Partially Meets: 3	◔ Meets Only a Small Part: 3	○ Does Not Meet: 17

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 1

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new early childhood and elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

Teacher Evaluation

■ Require annual evaluations for all teachers.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ Support differential pay initiatives for effective teachers in subject-shortage areas.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

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

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is Idaho Faring?

C-	Overall 2015 Yearbook Grade	2013 D+	2011 D+	2009 D-

2015 Idaho Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D+

Admission into Teacher Preparation	○
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◐
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	●
Secondary Teacher Preparation in Science and Social Studies	◔
Special Education Teacher Preparation	◐
Special Education Preparation in Reading	◐
Assessing Professional Knowledge	○
Student Teaching	○
Teacher Preparation Program Accountability	○

AREA 2: Expanding the Teacher Pool — D

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

AREA 3: Identifying Effective Teachers — C+

State Data Systems	◔
Evaluation of Effectiveness	◔ ⬆
Frequency of Evaluations	★
Tenure	◔
Licensure Advancement	◐ ⬆
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers — D-

Induction	◐
Professional Development	○
Pay Scales and Performance Pay	◔
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — C

Extended Emergency Licenses	◔
Dismissal for Poor Performance	◔
Reductions in Force	◐

Goal Summary

★ Best Practice: 1	● Fully Meets: 1	◔ Nearly Meets: 5	◐ Partially Meets: 7	◔ Meets Only a Small Part: 10	○ Does Not Meet: 8

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 0

Teacher Policy Priorities for Idaho

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

- Require that all new teachers pass a pedagogy test.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

- Require that teachers coming from other states meet testing requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Publish data on teacher production.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance and place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

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

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

Overall 2015 Yearbook Grade

C+

2013	2011	2009
C+	C	D+

2015 Illinois Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D+

Admission into Teacher Preparation	◕
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	◕
Elementary Teacher Preparation in Mathematics	◕
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	◕
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◕ ⬆

AREA 2: Expanding the Teacher Pool — C+

Alternate Route Eligibility	◑ ⬆
Alternate Route Preparation	◕
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	◑ ⬆
Licensure Reciprocity	◑

AREA 3: Identifying Effective Teachers — C

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

AREA 4: Retaining Effective Teachers — C-

Induction	●
Professional Development	◔
Pay Scales and Performance Pay	○
Differential Pay	◕
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — B+

Extended Emergency Licenses	◔
Dismissal for Poor Performance	◕
Reductions in Force	●

Goal Summary

★ Best Practice: 0	● Fully Meets: 5	◔ Nearly Meets: 5	◑ Partially Meets: 9	◕ Meets Only a Small Part: 7	○ Does Not Meet: 6

Progress on Goals Since 2013

⬆ Progress Increased: 3   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

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

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by meaningful data that reflect program performance and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and strengthen data link between teachers and students.

Teacher Evaluation

- Require annual evaluations for all teachers.

Tenure

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

Licensure Advancement

- Base licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Professional Development

- Link professional development activities to findings in individual teacher evaluations.

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

How is Indiana Faring?

B	Overall 2015 Yearbook Grade	2013	2011	2009
		B-	**C+**	**D**

2015 Indiana Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B+

Admission into Teacher Preparation	◕ ⬆
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	●
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	◔
Special Education Teacher Preparation	○
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	●
Student Teaching	● ⬆
Teacher Preparation Program Accountability	◔ ⬆

AREA 2: Expanding the Teacher Pool — C+

Alternate Route Eligibility	◔
Alternate Route Preparation	◑
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	○
Licensure Reciprocity	◔

AREA 3: Identifying Effective Teachers — C+

State Data Systems	◔
Evaluation of Effectiveness	◑
Frequency of Evaluations	◔
Tenure	◑
Licensure Advancement	○
Equitable Distribution	●

AREA 4: Retaining Effective Teachers — C

Induction	○
Professional Development	◕ ⬆
Pay Scales and Performance Pay	★
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — B

Extended Emergency Licenses	○
Dismissal for Poor Performance	●
Reductions in Force	●

Goal Summary

★ Best Practice: 1	● Fully Meets: 9	◕ Nearly Meets: 12	◑ Partially Meets: 3	◔ Meets Only a Small Part: 0	○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 4   ⬇ Progress Decreased: 0

Teacher Policy Priorities for Indiana

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Ensure all new early childhood and elementary teachers are prepared to meet the instructional shifts related to incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

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

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Teacher Preparation Program Accountability

- Expand the measures used to hold preparation programs accountable, including collecting data that connect student achievement gains to programs.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Ensure that coursework meets the immediate needs of new teachers and that programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Publish data on teacher production.

Tenure

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

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

- Link professional development activities to findings in individual teacher evaluations.

Compensation

- Support differential pay initiatives for effective teachers in both subject-shortage areas and high-need schools.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

D Overall 2015 Yearbook Grade

2013	2011	2009
D	D	D

2015 Iowa Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D-

Admission into Teacher Preparation	◔
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	○
Secondary Teacher Preparation	○
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	◑
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — D

Alternate Route Eligibility	○ ⬇
Alternate Route Preparation	◑ ⬆
Alternate Route Usage and Providers	○
Part-Time Teaching Licenses	○
Licensure Reciprocity	◑

AREA 3: Identifying Effective Teachers — F

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

AREA 4: Retaining Effective Teachers — D

Induction	◔
Professional Development	○
Pay Scales and Performance Pay	◔
Differential Pay	◔ ⬆
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D

Extended Emergency Licenses	◔
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0 ● Fully Meets: 1 ◕ Nearly Meets: 2 ◑ Partially Meets: 4 ◔ Meets Only a Small Part: 8 ○ Does Not Meet: 17

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 1

Teacher Policy Priorities for Iowa

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Ensure that coursework meets the immediate needs of new teachers and that programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

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

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Professional Development

■ Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance and place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

Overall 2015 Yearbook Grade

D+

2013	2011	2009
D	D	D-

2015 **Kansas** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D+

Admission into Teacher Preparation	○
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — D-

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

AREA 3: Identifying Effective Teachers — C

State Data Systems	◔
Evaluation of Effectiveness	◑
Frequency of Evaluations	◑
Tenure	◔ ⬆
Licensure Advancement	○
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers — D+

Induction	● ⬆
Professional Development	◔
Pay Scales and Performance Pay	◔
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — C-

Extended Emergency Licenses	◔
Dismissal for Poor Performance	◑
Reductions in Force	○

Goal Summary

★ Best Practice: 0 | ● Fully Meets: 2 | ◔ Nearly Meets: 5 | ◑ Partially Meets: 5 | ◔ Meets Only a Small Part: 8 | ○ Does Not Meet: 12

Progress on Goals Since 2013

⬆ Progress Increased: 2 | ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs by setting a high bar for academic proficiency.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Publish data on teacher production.

Teacher Evaluation

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Professional Development

■ Link professional development activities to findings in individual teacher evaluations,and place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is **Kentucky** Faring?

	Overall 2015 Yearbook Grade	**2013**	**2011**	**2009**
C		**C**	**D+**	**D+**

2015 **Kentucky** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C

Admission into Teacher Preparation	◑
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◑

AREA 2: Expanding the Teacher Pool — C

Alternate Route Eligibility	◑
Alternate Route Preparation	◑
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	◔
Licensure Reciprocity	○

AREA 3: Identifying Effective Teachers — C

State Data Systems	◔	
Evaluation of Effectiveness	●	⬆
Frequency of Evaluations	◑	
Tenure	◔	
Licensure Advancement	○	
Equitable Distribution	◔	

AREA 4: Retaining Effective Teachers — B-

Induction	●	
Professional Development	●	⬆
Pay Scales and Performance Pay	◔	
Differential Pay	●	
Compensation for Prior Work Experience	○	

AREA 5: Exiting Ineffective Teachers — D

Extended Emergency Licenses	◔
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0	● Fully Meets: 7	◔ Nearly Meets: 7	◑ Partially Meets: 6	◔ Meets Only a Small Part: 3	○ Does Not Meet: 8

Progress on Goals Since 2013

⬆ Progress Increased: 2	⬇ Progress Decreased: 0

Teacher Policy Priorities for Kentucky

AREA 1: Delivering Well-Prepared Teachers

Admission Into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Publish data on teacher production.

Teacher Evaluation

- Require annual evaluations for all teachers.

Tenure

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

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ While giving districts flexibility to determine their own pay scales, discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

B	Overall 2015 Yearbook Grade	2013	2011	2009
		B	**C-**	**C-**

2015 **Louisiana** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B-

Admission into Teacher Preparation	◑
Elementary Teacher Preparation	◕ ⬆
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	● ⬆
Early Childhood Teacher Preparation	◑
Middle School Teacher Preparation	◕
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	● ⬆
Special Education Preparation in Reading	◕
Assessing Professional Knowledge	●
Student Teaching	◔
Teacher Preparation Program Accountability	◕

AREA 2: Expanding the Teacher Pool — C+

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

AREA 3: Identifying Effective Teachers — A

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

AREA 4: Retaining Effective Teachers — B

Induction	○
Professional Development	★
Pay Scales and Performance Pay	◕
Differential Pay	★
Compensation for Prior Work Experience	◕

AREA 5: Exiting Ineffective Teachers — C

Extended Emergency Licenses	○
Dismissal for Poor Performance	◑
Reductions in Force	●

Goal Summary

★ Best Practice: 3 ● Fully Meets: 9 ◕ Nearly Meets: 8 ◑ Partially Meets: 5 ◔ Meets Only a Small Part: 4 ○ Does Not Meet: 3

Progress on Goals Since 2013

⬆ Progress Increased: 3 ⬇ Progress Decreased: 0

Teacher Policy Priorities for Louisiana

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license

Middle School Teacher Preparation

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Require elementary special education candidates to pass as a rigorous assessment in the science of reading instruction as a condition of initial licensure.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Publish data on teacher production.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

How is Maine Faring?

		2013	**2011**	**2009**
C-	Overall 2015 Yearbook Grade	**C-**	**D-**	**F**

2015 Maine Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	D+
Admission into Teacher Preparation	○
Elementary Teacher Preparation	◑
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	○
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	◔
Special Education Teacher Preparation	◔
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool	C-
Alternate Route Eligibility	●
Alternate Route Preparation	◔
Alternate Route Usage and Providers	◑
Part-Time Teaching Licenses	○
Licensure Reciprocity	◑

AREA 3: Identifying Effective Teachers	D-
State Data Systems	◔
Evaluation of Effectiveness	◑
Frequency of Evaluations	◔
Tenure	○
Licensure Advancement	○
Equitable Distribution	○

AREA 4: Retaining Effective Teachers	C
Induction	◔
Professional Development	●
Pay Scales and Performance Pay	◑
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers	C
Extended Emergency Licenses	○
Dismissal for Poor Performance	◑
Reductions in Force	●

Goal Summary

★ Best Practice: 0　| ● Fully Meets: 4　| ◕ Nearly Meets: 4　| ◑ Partially Meets: 6　| ◔ Meets Only a Small Part: 6　| ○ Does Not Meet: 12

Progress on Goals Since 2013

⬆ Progress Increased: 0　　⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Develop capacity of state data system, strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

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

How is **Maryland** Faring?

D+	**Overall 2015 Yearbook Grade**	**2013** D+	**2011** D+	**2009** D

2015 **Maryland** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D

Admission into Teacher Preparation	○
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	◐
Secondary Teacher Preparation	◐
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	◔
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	◔
Student Teaching	○
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — C-

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

AREA 3: Identifying Effective Teachers — C-

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

AREA 4: Retaining Effective Teachers — C

Induction	●
Professional Development	◔
Pay Scales and Performance Pay	◔
Differential Pay	◔
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — F

Extended Emergency Licenses	○
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0 ● Fully Meets: 2 ◔ Nearly Meets: 4 ◐ Partially Meets: 5 ◔ Meets Only a Small Part: 10 ○ Does Not Meet: 11

Progress on Goals Since 2013

⬆ Progress Increased: 0   ⬇ Progress Decreased: 0

Teacher Policy Priorities for Maryland

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Strengthen data link between teachers and students.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Professional Development

■ Link professional development activities to findings in individual teacher evaluations, and make sure teachers receive actionable feedback about their performance.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

B- Overall 2015 Yearbook Grade

2013	2011	2009
B-	C	D+

2015 Massachusetts Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B-

Admission into Teacher Preparation	○ (Does Not Meet)
Elementary Teacher Preparation	◐ (Partially Meets)
Elementary Teacher Preparation in Reading Instruction	◕ (Nearly Meets)
Elementary Teacher Preparation in Mathematics	★ (Best Practice)
Early Childhood Teacher Preparation	◔ (Meets Only a Small Part)
Middle School Teacher Preparation	◐ (Partially Meets)
Secondary Teacher Preparation	◕ (Nearly Meets)
Secondary Teacher Preparation in Science and Social Studies	◐ (Partially Meets)
Special Education Teacher Preparation	◐ (Partially Meets)
Special Education Preparation in Reading	◕ (Nearly Meets)
Assessing Professional Knowledge	● ⬆ (Fully Meets, Progress Increased)
Student Teaching	● (Fully Meets)
Teacher Preparation Program Accountability	◕ ⬆ (Nearly Meets, Progress Increased)

AREA 2: Expanding the Teacher Pool — C+

Alternate Route Eligibility	◕ (Nearly Meets)
Alternate Route Preparation	◐ (Partially Meets)
Alternate Route Usage and Providers	● (Fully Meets)
Part-Time Teaching Licenses	○ (Does Not Meet)
Licensure Reciprocity	◕ (Nearly Meets)

AREA 3: Identifying Effective Teachers — C

State Data Systems	◕ (Nearly Meets)
Evaluation of Effectiveness	◐ (Partially Meets)
Frequency of Evaluations	◔ ⬆ (Meets Only a Small Part, Progress Increased)
Tenure	◐ (Partially Meets)
Licensure Advancement	○ (Does Not Meet)
Equitable Distribution	● (Fully Meets)

AREA 4: Retaining Effective Teachers — C

Induction	● (Fully Meets)
Professional Development	★ (Best Practice)
Pay Scales and Performance Pay	◔ (Meets Only a Small Part)
Differential Pay	○ (Does Not Meet)
Compensation for Prior Work Experience	○ (Does Not Meet)

AREA 5: Exiting Ineffective Teachers — B

Extended Emergency Licenses	◕ (Nearly Meets)
Dismissal for Poor Performance	◐ (Partially Meets)
Reductions in Force	◕ (Nearly Meets)

Goal Summary

★ Best Practice: 2	● Fully Meets: 5	◕ Nearly Meets: 9	◐ Partially Meets: 8	◔ Meets Only a Small Part: 3	○ Does Not Meet: 5

Progress on Goals Since 2013

⬆ Progress Increased: 3   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

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

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

Teacher Evaluation

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

- Require annual evaluations for all teachers.

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

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

C+	**Overall 2015 Yearbook Grade**	2013	2011	2009
		B-	**C+**	**D-**

2015 Michigan Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D+

Admission into Teacher Preparation	◐
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	◔
Special Education Preparation in Reading	○
Assessing Professional Knowledge	○
Student Teaching	◑
Teacher Preparation Program Accountability	◔ ⬆

AREA 2: Expanding the Teacher Pool — C+

Alternate Route Eligibility	★
Alternate Route Preparation	◔
Alternate Route Usage and Providers	◑
Part-Time Teaching Licenses	◑
Licensure Reciprocity	○

AREA 3: Identifying Effective Teachers — B-

State Data Systems	◑
Evaluation of Effectiveness	◔ ⬇
Frequency of Evaluations	◑
Tenure	◔ ⬇
Licensure Advancement	◔
Equitable Distribution	● ⬆

AREA 4: Retaining Effective Teachers — C+

Induction	◔
Professional Development	●
Pay Scales and Performance Pay	◔
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — C+

Extended Emergency Licenses	◔
Dismissal for Poor Performance	◑
Reductions in Force	●

Goal Summary

★ Best Practice: 1 ● Fully Meets: 4 ◑ Nearly Meets: 8 ◐ Partially Meets: 4 ◔ Meets Only a Small Part: 7 ○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 2

Teacher Policy Priorities for Michigan

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

- Require that all new teachers pass a pedagogy test.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

- Require annual evaluations for all teachers.

Tenure

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

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ Support differential pay initiatives for effective teachers in both subject-shortage areas and high-need schools.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

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

C- **Overall 2015 Yearbook Grade**

2013	2011	2009
C-	C-	D

2015 **Minnesota** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C+

Admission into Teacher Preparation	○
Elementary Teacher Preparation	◑
Elementary Teacher Preparation in Reading Instruction	●
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◑
Secondary Teacher Preparation	●
Secondary Teacher Preparation in Science and Social Studies	●
Special Education Teacher Preparation	○
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◑ ⬆

AREA 2: Expanding the Teacher Pool — C+

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

AREA 3: Identifying Effective Teachers — C-

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

AREA 4: Retaining Effective Teachers — D+

Induction	○
Professional Development	◑
Pay Scales and Performance Pay	◔
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — F

Extended Emergency Licenses	○
Dismissal for Poor Performance	◔
Reductions in Force	○

Goal Summary

⭐ Best Practice: 0 ● Fully Meets: 5 ◕ Nearly Meets: 4 ◑ Partially Meets: 7 ◔ Meets Only a Small Part: 9 ○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 1   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ As a condition of initial licensure, require that all early childhood candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

■ Ensure all new early childhood and elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

■ Require teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject are.

Professional Development

■ Make sure teachers receive actionable feedback from their performance evaluations.

Compensation

■ Support differential pay initiatives for effective teachers in both subject-shortage areas and high-need schools.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is **Mississippi** Faring?

		2013	2011	2009
C	**Overall 2015 Yearbook Grade**	**C**	**D+**	**D+**

2015 **Mississippi** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C-

Admission into Teacher Preparation	◓
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◕
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	◕
Student Teaching	◑
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — B-

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

AREA 3: Identifying Effective Teachers — C-

State Data Systems	◑
Evaluation of Effectiveness	●
Frequency of Evaluations	◕
Tenure	○
Licensure Advancement	○
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers — C

Induction	◑
Professional Development	●
Pay Scales and Performance Pay	◑
Differential Pay	◔
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D+

Extended Emergency Licenses	★
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 1 ● Fully Meets: 3 ◕ Nearly Meets: 7 ◑ Partially Meets: 7 ◔ Meets Only a Small Part: 6 ○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 0   ⬇ Progress Decreased: 0

Teacher Policy Priorities for Mississippi

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

■ As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

Middle School Teacher Preparation

■ Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.

■ Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and publish data on teacher production.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal.

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

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

| | C- | Overall 2015 Yearbook Grade | 2013 C- | 2011 D | 2009 D |

2015 Missouri Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	B-
Admission into Teacher Preparation	◑ ⬆
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	●
Special Education Teacher Preparation	◔
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	● ⬆
Student Teaching	◔
Teacher Preparation Program Accountability	◔ ⬆

AREA 2: Expanding the Teacher Pool	D+
Alternate Route Eligibility	◔
Alternate Route Preparation	◑
Alternate Route Usage and Providers	◔
Part-Time Teaching Licenses	◔
Licensure Reciprocity	◔

AREA 3: Identifying Effective Teachers	D+
State Data Systems	◔
Evaluation of Effectiveness	◑
Frequency of Evaluations	○
Tenure	◔
Licensure Advancement	○
Equitable Distribution	●

AREA 4: Retaining Effective Teachers	C-
Induction	●
Professional Development	◑
Pay Scales and Performance Pay	◑
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers	C-
Extended Emergency Licenses	○
Dismissal for Poor Performance	◔
Reductions in Force	●

Goal Summary

★ Best Practice: 0 | ● Fully Meets: 6 | ◔ Nearly Meets: 5 | ◑ Partially Meets: 6 | ◔ Meets Only a Small Part: 9 | ○ Does Not Meet: 6

Progress on Goals Since 2013

⬆ Progress Increased: 3 | ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ Require a rigorous assessment in the science of reading instruction for all elementary candidates.

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

■ Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

■ Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Require elementary special education candidates to pass a rigorous assessment in the science of reading instruction as a condition of initial licensure.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers.

■ Broaden alternate route usage, and expand the diversity of providers for alternate route programs.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Professional Development

■ Link professional development activities to findings in individual teacher evaluations.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

F	Overall 2015 Yearbook Grade	2013	2011	2009
		F	F	F

2015 Montana Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — F

Admission into Teacher Preparation	● ⬆
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	○
Secondary Teacher Preparation	○
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	○
Student Teaching	○
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — F

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

AREA 3: Identifying Effective Teachers — F

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

AREA 4: Retaining Effective Teachers — D-

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

AREA 5: Exiting Ineffective Teachers — F

Extended Emergency Licenses	○
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0	● Fully Meets: 1	◕ Nearly Meets: 0	◐ Partially Meets: 1	◔ Meets Only a Small Part: 7	○ Does Not Meet: 22

Progress on Goals Since 2013

⬆ Progress Increased: 1	⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

- Require that all new teachers pass a pedagogy test.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Ensure that the state longitudinal data system has the capacity to provide evidence of teacher effectiveness, including an appropriate definition of teacher of record and a strong data link between teachers and students. Publish data on teacher production.

Teacher Evaluation

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

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance and place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is Nebraska Faring?

			2013	2011	2009
D	Overall 2015 Yearbook Grade		**D-**	**D-**	**D-**

2015 Nebraska Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D-

Admission into Teacher Preparation	◔
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	○
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	○
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	◐ ⬆
Student Teaching	◐
Teacher Preparation Program Accountability	○

AREA 2: Expanding the Teacher Pool — D

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

AREA 3: Identifying Effective Teachers — D-

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

AREA 4: Retaining Effective Teachers — D+

Induction	◐
Professional Development	◔
Pay Scales and Performance Pay	◐
Differential Pay	◔
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D-

Extended Emergency Licenses	◐ ⬆
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0	● Fully Meets: 0	◕ Nearly Meets: 1	◐ Partially Meets: 8	◔ Meets Only a Small Part: 7	○ Does Not Meet: 16

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

■ Require a rigorous assessment in the science of reading instruction for all elementary candidates.

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

■ Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

■ Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

■ Eliminate the generalist K-8 license.

■ Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

■ Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

■ Require that all new teachers pass a pedagogy test.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

■ Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

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

■ Require annual formal evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations, and make sure teachers receive actionable feedback about their performance.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is Nevada Faring?

C- Overall 2015 Yearbook Grade

C- 2011 **C-** 2009 **D-**

2015 Nevada Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D-

- Admission into Teacher Preparation
- Elementary Teacher Preparation
- Elementary Teacher Preparation in Reading Instruction
- Elementary Teacher Preparation in Mathematics
- Early Childhood Teacher Preparation
- Middle School Teacher Preparation
- Secondary Teacher Preparation
- Secondary Teacher Preparation in Science and Social Studies
- Special Education Teacher Preparation
- Special Education Preparation in Reading
- Assessing Professional Knowledge
- Student Teaching
- Teacher Preparation Program Accountability

AREA 2: Expanding the Teacher Pool — D

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

AREA 3: Identifying Effective Teachers — C-

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

AREA 4: Retaining Effective Teachers — C-

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

AREA 5: Exiting Ineffective Teachers — B+

- Extended Emergency Licenses
- Dismissal for Poor Performance
- Reductions in Force

Goal Summary

Best Practice: 0 | Fully Meets: 5 | Nearly Meets: 3 | Partially Meets: 3 | Meets Only a Small Part: 5 | Does Not Meet: 16

Progress on Goals Since 2013

Progress Increased: 0 | Progress Decreased: 1

Teacher Policy Priorities for Nevada

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance.

Teacher Preparation Program Accountability

- Expand the measures used to hold preparation programs accountable, including collecting data that connect student achievement gains to programs.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Ensure that the state longitudinal data system has the capacity to provide evidence of teacher effectiveness, including an appropriate definition of teacher of record and a strong data link between teachers and students. Publish data on teacher production.

Tenure

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

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

- Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance and place teachers with less than effective ratings on structured improvement plans.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

D	**Overall 2015 Yearbook Grade**	**2013**	**2011**	**2009**
		D	**D-**	**D-**

2015 New Hampshire Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C-

- Admission into Teacher Preparation
- Elementary Teacher Preparation
- Elementary Teacher Preparation in Reading Instruction
- Elementary Teacher Preparation in Mathematics
- Early Childhood Teacher Preparation
- Middle School Teacher Preparation
- Secondary Teacher Preparation
- Secondary Teacher Preparation in Science and Social Studies
- Special Education Teacher Preparation
- Special Education Preparation in Reading
- Assessing Professional Knowledge
- Student Teaching
- Teacher Preparation Program Accountability

AREA 2: Expanding the Teacher Pool — D

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

AREA 3: Identifying Effective Teachers — D-

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

AREA 4: Retaining Effective Teachers — F

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

AREA 5: Exiting Ineffective Teachers — D

- Extended Emergency Licenses
- Dismissal for Poor Performance
- Reductions in Force

Goal Summary

★ Best Practice: 0 ● Fully Meets: 2 ◕ Nearly Meets: 4 ◑ Partially Meets: 3 ◔ Meets Only a Small Part: 10 ○ Does Not Meet: 13

Progress on Goals Since 2013

⬆ Progress Increased: 1   ⬇ Progress Decreased: 0

Teacher Policy Priorities for New Hampshire

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ Ensure all new early childhood and elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

■ Eliminate the generalist K-8 license.

Secondary Teacher Preparation

■ Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

■ Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

■ Require that all new teachers pass a pedagogy test.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Increase admission requirements to alternate route programs by setting a high bar for academic proficiency.

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and publish data on teacher production.

Teacher Evaluation

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

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance and place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is New Jersey Faring?

C+ Overall 2015 Yearbook Grade

2013	2011	2009
B-	**D+**	**D+**

2015 New Jersey Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C+

- Admission into Teacher Preparation
- Elementary Teacher Preparation
- Elementary Teacher Preparation in Reading Instruction
- Elementary Teacher Preparation in Mathematics
- Early Childhood Teacher Preparation
- Middle School Teacher Preparation
- Secondary Teacher Preparation
- Secondary Teacher Preparation in Science and Social Studies
- Special Education Teacher Preparation
- Special Education Preparation in Reading
- Assessing Professional Knowledge ⬆
- Student Teaching
- Teacher Preparation Program Accountability ⬆

AREA 2: Expanding the Teacher Pool — C+

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

AREA 3: Identifying Effective Teachers — C+

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

AREA 4: Retaining Effective Teachers — C

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

AREA 5: Exiting Ineffective Teachers — C

- Extended Emergency Licenses ★
- Dismissal for Poor Performance
- Reductions in Force

Goal Summary

★ Best Practice: 0 | ● Fully Meets: 1 | ◕ Nearly Meets: 1 | ◑ Partially Meets: 2 | ◔ Meets Only a Small Part: 9 | ○ Does Not Meet: 18

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 0

Teacher Policy Priorities for New Jersey

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Require elementary special education candidates to pass as a rigorous assessment in the science of reading instruction as a condition of initial licensure.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

License Reciprocity

- Require evidence of effective teaching when determining eligibility for full certification.
  Require that teachers coming from other states meet testing requirements.

- Require that teachers coming from other states meet testing requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Ensure that the state longitudinal data system has the capacity to provide evidence of teacher effectiveness, including an appropriate definition of teacher of record and a strong data link between teachers and students. Publish data on teacher production.

Tenure

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

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

C	Overall 2015 Yearbook Grade	2013 **D+**	2011 **D+**	2009 **D+**

2015 New Mexico Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D+

- Admission into Teacher Preparation
- Elementary Teacher Preparation
- Elementary Teacher Preparation in Reading Instruction
- Elementary Teacher Preparation in Mathematics
- Early Childhood Teacher Preparation
- Middle School Teacher Preparation
- Secondary Teacher Preparation
- Secondary Teacher Preparation in Science and Social Studies
- Special Education Teacher Preparation
- Special Education Preparation in Reading
- Assessing Professional Knowledge
- Student Teaching
- Teacher Preparation Program Accountability ⬆

AREA 2: Expanding the Teacher Pool — D

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

AREA 3: Identifying Effective Teachers — C

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

AREA 4: Retaining Effective Teachers — C+

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

AREA 5: Exiting Ineffective Teachers — C

- Extended Emergency Licenses
- Dismissal for Poor Performance
- Reductions in Force

Goal Summary

⭐ Best Practice: 0 | ● Fully Meets: 4 | ◕ Nearly Meets: 6 | ◑ Partially Meets: 6 | ◔ Meets Only a Small Part: 7 | ○ Does Not Meet: 9

Progress on Goals Since 2013

⬆ Progress Increased: 4   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous assessment in the science of reading instruction.

Middle School Teacher Preparation

- Require teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs by setting a high bar for academic proficiency.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Publish data on teacher production.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

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

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is New York Faring?

B Overall 2015 Yearbook Grade

2013	2011	2009
B-	C+	D+

2015 New York Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B

Admission into Teacher Preparation	◕
Elementary Teacher Preparation	◑
Elementary Teacher Preparation in Reading Instruction	◕
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	◑
Middle School Teacher Preparation	◕
Secondary Teacher Preparation	●
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	●
Special Education Preparation in Reading	◕
Assessing Professional Knowledge	●
Student Teaching	◑ ⬆
Teacher Preparation Program Accountability	○

AREA 2: Expanding the Teacher Pool — C+

Alternate Route Eligibility	◕ ⬆
Alternate Route Preparation	◑
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	◔
Licensure Reciprocity	◑

AREA 3: Identifying Effective Teachers — B+

State Data Systems	◕
Evaluation of Effectiveness	● ⬆
Frequency of Evaluations	◕
Tenure	★ ⬆
Licensure Advancement	○
Equitable Distribution	▬

AREA 4: Retaining Effective Teachers — B-

Induction	◕
Professional Development	● ⬆
Pay Scales and Performance Pay	◔
Differential Pay	▬
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — B-

Extended Emergency Licenses	●
Dismissal for Poor Performance	★ ⬆
Reductions in Force	○

Goal Summary

★ Best Practice: 2	● Fully Meets: 10	◕ Nearly Meets: 8	◑ Partially Meets: 6	◔ Meets Only a Small Part: 2	○ Does Not Meet: 4

Progress on Goals Since 2013

⬆ Progress Increased: 6   ⬇ Progress Decreased: 0

Teacher Policy Priorities for New York

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

- Ensure all new early childhood teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

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

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

Overall 2015 Yearbook Grade

C-

2013	2011	2009
C	D+	D+

2015 North Carolina Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C+

Admission into Teacher Preparation	Fully Meets
Elementary Teacher Preparation	Meets Only a Small Part
Elementary Teacher Preparation in Reading Instruction	Fully Meets
Elementary Teacher Preparation in Mathematics	Fully Meets ⬆
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	Partially Meets
Secondary Teacher Preparation	Meets Only a Small Part
Secondary Teacher Preparation in Science and Social Studies	Does Not Meet
Special Education Teacher Preparation	Meets Only a Small Part
Special Education Preparation in Reading	Nearly Meets
Assessing Professional Knowledge	Nearly Meets
Student Teaching	Partially Meets
Teacher Preparation Program Accountability	Nearly Meets

AREA 2: Expanding the Teacher Pool — D+

Alternate Route Eligibility	Meets Only a Small Part
Alternate Route Preparation	Does Not Meet
Alternate Route Usage and Providers	Fully Meets
Part-Time Teaching Licenses	Does Not Meet
Licensure Reciprocity	Nearly Meets

AREA 3: Identifying Effective Teachers — B-

State Data Systems	Nearly Meets
Evaluation of Effectiveness	Fully Meets
Frequency of Evaluations	Nearly Meets
Tenure	Partially Meets
Licensure Advancement	Does Not Meet
Equitable Distribution	Fully Meets

AREA 4: Retaining Effective Teachers — C+

Induction	Fully Meets
Professional Development	Fully Meets
Pay Scales and Performance Pay	Meets Only a Small Part
Differential Pay	Does Not Meet ⬇
Compensation for Prior Work Experience	Best Practice ★

AREA 5: Exiting Ineffective Teachers — F

Extended Emergency Licenses	Does Not Meet
Dismissal for Poor Performance	Meets Only a Small Part
Reductions in Force	Does Not Meet

Goal Summary

★ Best Practice: 1 | ● Fully Meets: 8 | ◕ Nearly Meets: 6 | ◑ Partially Meets: 3 | ◔ Meets Only a Small Part: 6 | ○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 1 ⬇ Progress Decreased: 1

Teacher Policy Priorities for North Carolina

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

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

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

Tenure

- Connect extended contract decisions to evidence of effectiveness.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

D	Overall 2015 Yearbook Grade	2013	2011	2009
		D	D	D-

2015 North Dakota Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D-

Admission into Teacher Preparation	○
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◖
Teacher Preparation Program Accountability	○

AREA 2: Expanding the Teacher Pool — F

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

AREA 3: Identifying Effective Teachers — D+

State Data Systems	◕
Evaluation of Effectiveness	◖ ⬆
Frequency of Evaluations	◕
Tenure	○
Licensure Advancement	○
Equitable Distribution	○

AREA 4: Retaining Effective Teachers — D+

Induction	◕
Professional Development	◖ ⬆
Pay Scales and Performance Pay	◔
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D

Extended Emergency Licenses	◕
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0	● Fully Meets: 2	◕ Nearly Meets: 4	◖ Partially Meets: 3	◔ Meets Only a Small Part: 5	○ Does Not Meet: 18

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

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

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Professional Development

- Place teachers with less than effective evaluation ratings on structured improvement plans.

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

Overall 2015 Yearbook Grade

B-

2013	2011	2009
B-	**C+**	**D+**

2015 **Ohio** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	C-
Admission into Teacher Preparation	
Elementary Teacher Preparation	
Elementary Teacher Preparation in Reading Instruction	
Elementary Teacher Preparation in Mathematics	
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	
Secondary Teacher Preparation	
Secondary Teacher Preparation in Science and Social Studies	
Special Education Teacher Preparation	
Special Education Preparation in Reading	
Assessing Professional Knowledge	
Student Teaching	
Teacher Preparation Program Accountability	

AREA 2: Expanding the Teacher Pool	B
Alternate Route Eligibility	
Alternate Route Preparation	
Alternate Route Usage and Providers	
Part-Time Teaching Licenses	
Licensure Reciprocity	

AREA 3: Identifying Effective Teachers	C+
State Data Systems	
Evaluation of Effectiveness	
Frequency of Evaluations	
Tenure	
Licensure Advancement	
Equitable Distribution	

AREA 4: Retaining Effective Teachers	B-
Induction	
Professional Development	
Pay Scales and Performance Pay	
Differential Pay	
Compensation for Prior Work Experience	

AREA 5: Exiting Ineffective Teachers	B-
Extended Emergency Licenses	
Dismissal for Poor Performance	
Reductions in Force	

Goal Summary

★ Best Practice: 0   ● Fully Meets: 5   ◕ Nearly Meets: 13   ◑ Partially Meets: 4   ◔ Meets Only a Small Part: 2   ○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 1

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

■ Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

■ Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

Tenure

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

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

Professional Development

- Make sure teachers receive actionable feedback from their performance evaluations.

Compensation

- While leaving districts flexibility to determine their own pay scales, discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

How is **Oklahoma** Faring?

	Overall 2015 Yearbook Grade	2013	2011	2009
B-		**B-**	**B-**	**D+**

2015 **Oklahoma** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C+

Admission into Teacher Preparation	◐ ⬆
Elementary Teacher Preparation	◑
Elementary Teacher Preparation in Reading Instruction	◕
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	○
Special Education Preparation in Reading	◕
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — C-

Alternate Route Eligibility	◕
Alternate Route Preparation	◔
Alternate Route Usage and Providers	◑
Part-Time Teaching Licenses	◑
Licensure Reciprocity	○

AREA 3: Identifying Effective Teachers — C+

State Data Systems	◑
Evaluation of Effectiveness	●
Frequency of Evaluations	◕
Tenure	◕
Licensure Advancement	○
Equitable Distribution	○

AREA 4: Retaining Effective Teachers — C+

Induction	◑
Professional Development	◑
Pay Scales and Performance Pay	◑
Differential Pay	●
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — A-

Extended Emergency Licenses	◕
Dismissal for Poor Performance	●
Reductions in Force	●

Goal Summary

★ Best Practice: 0	● Fully Meets: 6	◕ Nearly Meets: 7	◑ Partially Meets: 9	◔ Meets Only a Small Part: 5	○ Does Not Meet: 5

Progress on Goals Since 2013

⬆ Progress Increased: 1   ⬇ Progress Decreased: 0

Teacher Policy Priorities for Oklahoma

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist 1-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

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

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and publish data on teacher production.

Teacher Evaluation

- Require annual evaluations for all teachers.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations.

Compensation

■ While leaving districts flexibility to determine their own pay scales, discourage systems tied to advanced degrees and/or experience.

D	Overall 2015 Yearbook Grade	2013	2011	2009
		D	**D-**	**D-**

2015 Oregon Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	D+
Admission into Teacher Preparation	◗ ⬆
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	● ⬆
Student Teaching	◔ ⬆
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool	F
Alternate Route Eligibility	◔
Alternate Route Preparation	○
Alternate Route Usage and Providers	○
Part-Time Teaching Licenses	◔
Licensure Reciprocity	○

AREA 3: Identifying Effective Teachers	D-
State Data Systems	○
Evaluation of Effectiveness	◑
Frequency of Evaluations	○
Tenure	○
Licensure Advancement	◔
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers	C
Induction	◑
Professional Development	● ⬆
Pay Scales and Performance Pay	◑
Differential Pay	◔
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers	F
Extended Emergency Licenses	○
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: **0** | ● Fully Meets: **3** | ◔ Nearly Meets: **1** | ◑ Partially Meets: **4** | ◔ Meets Only a Small Part: **10** | ○ Does Not Meet: **13**

Progress on Goals Since 2013

⬆ Progress Increased: **4**   ⬇ Progress Decreased: **0**

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the PreK-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Ensure that the state longitudinal data system has the capacity to provide evidence of teacher effectiveness, including an appropriate definition of teacher of record and a strong data link between teachers and students. Publish data on teacher production.

Teacher Evaluation

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is **Pennsylvania** Faring?

		2013	2011	2009
C-	Overall 2015 Yearbook Grade	**C-**	**D+**	**D**

2015 **Pennsylvania** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	C-
Admission into Teacher Preparation	◕
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	●
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	◕
Special Education Preparation in Reading	◑
Assessing Professional Knowledge	◔
Student Teaching	◑
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool	C+
Alternate Route Eligibility	◕
Alternate Route Preparation	◔
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	◔
Licensure Reciprocity	◕

AREA 3: Identifying Effective Teachers	C+
State Data Systems	◕
Evaluation of Effectiveness	●
Frequency of Evaluations	◕
Tenure	○
Licensure Advancement	◑
Equitable Distribution	●

AREA 4: Retaining Effective Teachers	D
Induction	◑
Professional Development	◔
Pay Scales and Performance Pay	◔
Differential Pay	◔ ⬇
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers	D-
Extended Emergency Licenses	○
Dismissal for Poor Performance	◑
Reductions in Force	○

Goal Summary

★ Best Practice: 0　　● Fully Meets: 4　　◕ Nearly Meets: 7　　◑ Partially Meets: 5　　◔ Meets Only a Small Part: 10　　○ Does Not Meet: 5

Progress on Goals Since 2013

⬆ Progress Increased: 0　　⬇ Progress Decreased: 1

Teacher Policy Priorities for Pennsylvania

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Assessing Professional Knowledge

- Require that all new teachers pass a pedagogy test.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Publish data on teacher production.

Tenure

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

Licensure Advancement

- Establish requirements for licensure renewal and base it on evidence of effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

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

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is Rhode Island Faring?

B-	Overall 2015 Yearbook Grade	2013	2011	2009
		B	B-	D

2015 Rhode Island Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B-

Admission into Teacher Preparation	★
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	◑
Early Childhood Teacher Preparation	◕
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	◑
Special Education Preparation in Reading	○
Assessing Professional Knowledge	◑
Student Teaching	★
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — B-

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

AREA 3: Identifying Effective Teachers — C+

State Data Systems	◑	
Evaluation of Effectiveness	◑	⬇
Frequency of Evaluations	◔	⬇
Tenure	○	⬇
Licensure Advancement	★	
Equitable Distribution	◑	⬆

AREA 4: Retaining Effective Teachers — D+

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

AREA 5: Exiting Ineffective Teachers — C+

Extended Emergency Licenses	★	⬆
Dismissal for Poor Performance	○	⬇
Reductions in Force	◔	

Goal Summary

★ Best Practice: 4	● Fully Meets: 6	◕ Nearly Meets: 8	◑ Partially Meets: 5	◔ Meets Only a Small Part: 2	○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 4

Teacher Policy Priorities for Rhode Island

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Require elementary special education candidates to pass as a rigorous assessment in the science of reading instruction as a condition of initial licensure.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

Teacher Evaluation

- Require annual evaluations for all teachers.

Tenure

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

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

C	**Overall 2015 Yearbook Grade**	**2013** C-	**2011** C-	**2009** C-

2015 South Carolina Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C+

Admission into Teacher Preparation	◑
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◑ ⬆
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◔ ⬆

AREA 2: Expanding the Teacher Pool — C

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

AREA 3: Identifying Effective Teachers — C-

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

AREA 4: Retaining Effective Teachers — C+

Induction	★
Professional Development	●
Pay Scales and Performance Pay	◑
Differential Pay	◔
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D+

Extended Emergency Licenses	●
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 1　● Fully Meets: 5　◔ Nearly Meets: 7　◑ Partially Meets: 7　◔ Meets Only a Small Part: 5　○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 4　⬇ Progress Decreased: 0

Teacher Policy Priorities for South Carolina

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs by setting a high bar for academic proficiency.

- Broaden alternate route usage.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Ensure that the state longitudinal data system has the capacity to provide evidence of teacher effectiveness, including a strong data link between teachers and students. Publish data on teacher production.

Teacher Evaluation

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

- Require annual evaluations for all teachers.

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is South Dakota Faring?

D-	**Overall 2015 Yearbook Grade**	**2013** **D-**	**2011** **D** **2009** **D**

2015 South Dakota Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D-

Admission into Teacher Preparation	◔
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	○
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	◕
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◔
Teacher Preparation Program Accountability	○

AREA 2: Expanding the Teacher Pool — D+

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

AREA 3: Identifying Effective Teachers — F

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

AREA 4: Retaining Effective Teachers — D

Induction	○
Professional Development	◕
Pay Scales and Performance Pay	◔
Differential Pay	◔
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — F

Extended Emergency Licenses	○
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0   ● Fully Meets: 1   ◕ Nearly Meets: 3   ◑ Partially Meets: 3   ◔ Meets Only a Small Part: 8   ○ Does Not Meet: 17

Progress on Goals Since 2013

⬆ Progress Increased: 0   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

■ Require a rigorous assessment in the science of reading instruction for all elementary candidates.

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

■ Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

■ Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

■ Eliminate the generalist K-8 license.

■ Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Increase admission requirements to alternate route programs by setting a high bar for academic proficiency.

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

■ Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Ensure that the state longitudinal data system has the capacity to provide evidence of teacher effectiveness, including an appropriate definition of teacher of record and a strong data link between teachers and students. Publish data on teacher production.

Teacher Evaluation

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Place teachers with less than effective evaluation ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

B Overall 2015 Yearbook Grade

2013	2011	2009
B	B-	C-

2015 **Tennessee** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C+

Admission into Teacher Preparation	◐ ⬆
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	◑ ⬇
Elementary Teacher Preparation in Mathematics	○ ⬇
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◔ ⬇
Secondary Teacher Preparation	◑ ⬇
Secondary Teacher Preparation in Science and Social Studies	⬤
Special Education Teacher Preparation	◔
Special Education Preparation in Reading	◑
Assessing Professional Knowledge	⬤
Student Teaching	★
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — C

Alternate Route Eligibility	◔ ⬇
Alternate Route Preparation	◔
Alternate Route Usage and Providers	⬤
Part-Time Teaching Licenses	◔
Licensure Reciprocity	◑

AREA 3: Identifying Effective Teachers — B

State Data Systems	◑
Evaluation of Effectiveness	⬤
Frequency of Evaluations	★
Tenure	◕
Licensure Advancement	◑
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers — B-

Induction	◑
Professional Development	◑
Pay Scales and Performance Pay	◕
Differential Pay	⬤
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — B+

Extended Emergency Licenses	◕
Dismissal for Poor Performance	◕
Reductions in Force	⬤

Goal Summary

★ Best Practice: 2	⬤ Fully Meets: 7	◕ Nearly Meets: 7	◑ Partially Meets: 8	◔ Meets Only a Small Part: 5	○ Does Not Meet: 3

Progress on Goals Since 2013

⬆ Progress Increased: 1	⬇ Progress Decreased: 5

Teacher Policy Priorities for Tennessee

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

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

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

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

Licensure Advancement

- Base licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

- Place teachers with less than effective evaluation ratings on structured improvement plans.

How is Texas Faring?

		2013	2011	2009
C-	Overall 2015 Yearbook Grade	**C-**	**C-**	**C-**

2015 Texas Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B-

Admission into Teacher Preparation	◕
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◐
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	N/A
Middle School Teacher Preparation	◕
Secondary Teacher Preparation	●
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	●
Student Teaching	◐
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — C+

Alternate Route Eligibility	◔	⬆
Alternate Route Preparation	◔	
Alternate Route Usage and Providers	●	
Part-Time Teaching Licenses	◔	
Licensure Reciprocity	◕	

AREA 3: Identifying Effective Teachers — D-

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

AREA 4: Retaining Effective Teachers — D+

Induction	◐
Professional Development	◔
Pay Scales and Performance Pay	○
Differential Pay	◐
Compensation for Prior Work Experience	◐

AREA 5: Exiting Ineffective Teachers — C

Extended Emergency Licenses	◐
Dismissal for Poor Performance	○
Reductions in Force	●

Goal Summary

★ Best Practice: 0 ● Fully Meets: 7 ◕ Nearly Meets: 5 ◐ Partially Meets: 7 ◔ Meets Only a Small Part: 5 ○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 1 ⬇ Progress Decreased: 0

Teacher Policy Priorities for Texas

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

■ Require a rigorous assessment in the science of reading instruction for all elementary candidates.

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

■ Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.
Require annual evaluations for all teachers.

■ Require annual evaluations for all teachers.

Tenure

■ Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

■ Link professional development activities to findings in individual teacher evaluations, and place teachers with less than effective ratings on structured improvement plans.

Compensation

■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

How is Utah Faring?

C+ Overall 2015 Yearbook Grade

2013	2011	2009
C	C-	D

2015 Utah Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C

Goal	Rating
Admission into Teacher Preparation	Nearly Meets
Elementary Teacher Preparation	Nearly Meets
Elementary Teacher Preparation in Reading Instruction	Meets Only a Small Part
Elementary Teacher Preparation in Mathematics	Fully Meets
Early Childhood Teacher Preparation	Meets Only a Small Part
Middle School Teacher Preparation	Meets Only a Small Part
Secondary Teacher Preparation	Nearly Meets
Secondary Teacher Preparation in Science and Social Studies	Meets Only a Small Part
Special Education Teacher Preparation	Does Not Meet
Special Education Preparation in Reading	Does Not Meet
Assessing Professional Knowledge	Partially Meets
Student Teaching	Fully Meets ⬆
Teacher Preparation Program Accountability	Does Not Meet

AREA 2: Expanding the Teacher Pool — D+

Goal	Rating
Alternate Route Eligibility	Does Not Meet
Alternate Route Preparation	Meets Only a Small Part
Alternate Route Usage and Providers	Nearly Meets
Part-Time Teaching Licenses	Meets Only a Small Part
Licensure Reciprocity	Partially Meets

AREA 3: Identifying Effective Teachers — D+

Goal	Rating
State Data Systems	Meets Only a Small Part
Evaluation of Effectiveness	Partially Meets
Frequency of Evaluations	Nearly Meets
Tenure	Does Not Meet
Licensure Advancement	Meets Only a Small Part
Equitable Distribution	Partially Meets

AREA 4: Retaining Effective Teachers — B

Goal	Rating
Induction	Nearly Meets
Professional Development	Fully Meets
Pay Scales and Performance Pay	Best Practice
Differential Pay	Partially Meets
Compensation for Prior Work Experience	Does Not Meet

AREA 5: Exiting Ineffective Teachers — B-

Goal	Rating
Extended Emergency Licenses	Nearly Meets
Dismissal for Poor Performance	Meets Only a Small Part
Reductions in Force	Fully Meets

Goal Summary

- ★ Best Practice: 1
- ● Fully Meets: 5
- ◕ Nearly Meets: 7
- ◑ Partially Meets: 5
- ◔ Meets Only a Small Part: 8
- ○ Does Not Meet: 6

Progress on Goals Since 2013

- ⬆ Progress Increased: 1
- ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

■ Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and strengthen data link between teachers and students.

Teacher Evaluation

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

Tenure

■ Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ Support differential pay initiatives for effective teachers in high-need schools.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

■ Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

How is Vermont Faring?

D- Overall 2015 Yearbook Grade

2013	2011	2009
D-	D-	F

2015 Vermont Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C-

Admission into Teacher Preparation	○
Elementary Teacher Preparation	◑
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	◑
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	◔
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	○
Student Teaching	◑
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — F

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

AREA 3: Identifying Effective Teachers — F

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

AREA 4: Retaining Effective Teachers — F

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

AREA 5: Exiting Ineffective Teachers — F

Extended Emergency Licenses	◔
Dismissal for Poor Performance	○
Reductions in Force	○

Goal Summary

★ Best Practice: 0   ● Fully Meets: 1   ◑ Nearly Meets: 3   ◑ Partially Meets: 2   ◔ Meets Only a Small Part: 9   ○ Does Not Meet: 17

Progress on Goals Since 2013

⬆ Progress Increased: 0   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ Require a rigorous assessment in the science of reading instruction for all elementary candidates.

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

■ Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

■ Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

■ Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

■ Require that all new teachers pass a pedagogy test.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

■ Allow a diversity of providers for alternate route programs.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Ensure that the state longitudinal data system has the capacity to provide evidence of teacher effectiveness, including an appropriate definition of teacher of record and a strong data link between teachers and students. Publish data on teacher production.

Teacher Evaluation

- Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.
- Require annual evaluations for all teachers.

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

- Link professional development activities to findings in individual teacher evaluations. Make sure teachers receive actionable feedback about their performance and place teachers with less than effective ratings on structured improvement plans.

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and high-need schools and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

- Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

Overall 2015 Yearbook Grade

C+

2013	2011	2009
C+	D+	D+

2015 **Virginia** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C+

Admission into Teacher Preparation	Nearly Meets
Elementary Teacher Preparation	Nearly Meets
Elementary Teacher Preparation in Reading Instruction	Nearly Meets
Elementary Teacher Preparation in Mathematics	Fully Meets
Early Childhood Teacher Preparation	Nearly Meets
Middle School Teacher Preparation	Nearly Meets
Secondary Teacher Preparation	Nearly Meets
Secondary Teacher Preparation in Science and Social Studies	Partially Meets
Special Education Teacher Preparation	Does Not Meet
Special Education Preparation in Reading	Nearly Meets
Assessing Professional Knowledge	Does Not Meet
Student Teaching	Does Not Meet
Teacher Preparation Program Accountability	Meets Only a Small Part

AREA 2: Expanding the Teacher Pool — C

Alternate Route Eligibility	Partially Meets
Alternate Route Preparation	Partially Meets
Alternate Route Usage and Providers	Fully Meets
Part-Time Teaching Licenses	Does Not Meet
Licensure Reciprocity	Meets Only a Small Part

AREA 3: Identifying Effective Teachers — D+

State Data Systems	Meets Only a Small Part
Evaluation of Effectiveness	Nearly Meets
Frequency of Evaluations	Meets Only a Small Part
Tenure	Partially Meets
Licensure Advancement	Does Not Meet
Equitable Distribution	Meets Only a Small Part

AREA 4: Retaining Effective Teachers — B

Induction	Fully Meets
Professional Development	Fully Meets
Pay Scales and Performance Pay	Partially Meets
Differential Pay	Fully Meets
Compensation for Prior Work Experience	Does Not Meet

AREA 5: Exiting Ineffective Teachers — C

Extended Emergency Licenses	Does Not Meet
Dismissal for Poor Performance	Partially Meets
Reductions in Force	Fully Meets

Goal Summary

- ★ Best Practice: 0
- Fully Meets: 7
- Nearly Meets: 7
- Partially Meets: 6
- Meets Only a Small Part: 5
- Does Not Meet: 7

Progress on Goals Since 2013

- ⬆ Progress Increased: 0
- ⬇ Progress Decreased: 0

Teacher Policy Priorities for Virginia

AREA 1: Delivering Well-Prepared Teachers

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Assessing Professional Knowledge

- Require that all new teachers pass a pedagogy test.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs by setting a high bar for academic proficiency.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

- Require annual evaluations for all teachers.

Tenure

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

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

■ Discourage districts from tying compensation to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

■ Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

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

Overall 2015 Yearbook Grade

C-

2013	2011	2009
C-	C-	D+

2015 **Washington** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	D
Admission into Teacher Preparation	◑
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	◔
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	○
Secondary Teacher Preparation	○
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	●
Student Teaching	◑
Teacher Preparation Program Accountability	◑

AREA 2: Expanding the Teacher Pool	C+
Alternate Route Eligibility	◑
Alternate Route Preparation	◑
Alternate Route Usage and Providers	●
Part-Time Teaching Licenses	◔
Licensure Reciprocity	◑

AREA 3: Identifying Effective Teachers	C-
State Data Systems	◑
Evaluation of Effectiveness	◔
Frequency of Evaluations	★
Tenure	◔
Licensure Advancement	◔
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers	C-
Induction	◑
Professional Development	◑
Pay Scales and Performance Pay	○
Differential Pay	● ⬆
Compensation for Prior Work Experience	◑

AREA 5: Exiting Ineffective Teachers	C-
Extended Emergency Licenses	○
Dismissal for Poor Performance	◑
Reductions in Force	◔

Goal Summary

★ Best Practice: **1** ● Fully Meets: **3** ◕ Nearly Meets: **2** ◑ Partially Meets: **10** ◔ Meets Only a Small Part: **8** ○ Does Not Meet: **8**

Progress on Goals Since 2013

⬆ Progress Increased: **1** ⬇ Progress Decreased: **0**

Teacher Policy Priorities for Washington

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

- As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

- Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

- Eliminate the generalist K-8 license.

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

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

- Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by ensuring that student achievement gains are connected to programs, by collecting other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, and strengthen data link between teachers and students.

Teacher Evaluation

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

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

- Link professional development activities to findings in individual teacher evaluations.

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

How is West Virginia Faring?

C-
Overall 2015 Yearbook Grade

2013	2011	2009
C-	D+	D+

2015 West Virginia Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — B-

Admission into Teacher Preparation	★ ⬆
Elementary Teacher Preparation	◕
Elementary Teacher Preparation in Reading Instruction	◕
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◕
Secondary Teacher Preparation	◕
Secondary Teacher Preparation in Science and Social Studies	◑
Special Education Teacher Preparation	◕
Special Education Preparation in Reading	◕
Assessing Professional Knowledge	●
Student Teaching	○
Teacher Preparation Program Accountability	◑ ⬆

AREA 2: Expanding the Teacher Pool — D

Alternate Route Eligibility	◔
Alternate Route Preparation	◔ ⬇
Alternate Route Usage and Providers	◑
Part-Time Teaching Licenses	○
Licensure Reciprocity	◔

AREA 3: Identifying Effective Teachers — C-

State Data Systems	★
Evaluation of Effectiveness	◑
Frequency of Evaluations	◕
Tenure	○
Licensure Advancement	○
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers — C-

Induction	◑
Professional Development	●
Pay Scales and Performance Pay	○
Differential Pay	◔ ⬆
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — C-

Extended Emergency Licenses	◕
Dismissal for Poor Performance	◑
Reductions in Force	○

Goal Summary

★ Best Practice: 2	● Fully Meets: 3	◕ Nearly Meets: 9	◑ Partially Meets: 6	◔ Meets Only a Small Part: 5	○ Does Not Meet: 7

Progress on Goals Since 2013

⬆ Progress Increased: 3	⬇ Progress Decreased: 1

Teacher Policy Priorities for West Virginia

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

- Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

- Ensure all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

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

- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by ensuring that student achievement gains are connected to programs, by collecting other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs by setting a high bar for academic proficiency.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

Teacher Evaluation

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

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- ■ Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Compensation

- ■ While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

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

Reductions in Force

- ■ Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

D | Overall 2015 Yearbook Grade | **2013** D+ | **2011** D | **2009** D

2015 **Wisconsin** Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — C-

Admission into Teacher Preparation	◑
Elementary Teacher Preparation	○
Elementary Teacher Preparation in Reading Instruction	◔
Elementary Teacher Preparation in Mathematics	○
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◑
Secondary Teacher Preparation	◔
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	◑
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	● ⬆
Student Teaching	◑
Teacher Preparation Program Accountability	◔

AREA 2: Expanding the Teacher Pool — D-

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

AREA 3: Identifying Effective Teachers — D-

State Data Systems	◑
Evaluation of Effectiveness	◔ ⬇
Frequency of Evaluations	◔ ⬇
Tenure	○
Licensure Advancement	○
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers — D+

Induction	◑
Professional Development	◔ ⬆
Pay Scales and Performance Pay	◔
Differential Pay	◑
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D-

Extended Emergency Licenses	○
Dismissal for Poor Performance	◑
Reductions in Force	○

Goal Summary

| ★ Best Practice: 0 | ● Fully Meets: 1 | ◕ Nearly Meets: 3 | ◑ Partially Meets: 10 | ◔ Meets Only a Small Part: 8 | ○ Does Not Meet: 10 |

Progress on Goals Since 2013

⬆ Progress Increased: 2   ⬇ Progress Decreased: 2

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ As a condition of initial licensure, require that all elementary candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

■ Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license.

Middle School Teacher Preparation

■ Eliminate the I-8 generalist license.

■ Require middle school teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

■ Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

■ Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

■ Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

■ Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

License Reciprocity

■ Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

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

- Require annual evaluations for all teachers.

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

- Link professional development activities to findings in individual teacher evaluations. Place teachers with less than effective ratings on structured improvement plans.

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

- Make classroom ineffectiveness grounds for dismissal.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

How is Wyoming Faring?

	Overall 2015 Yearbook Grade	2013	2011	2009
D		**D**	**D**	**D-**

2015 Wyoming Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers — D-

Admission into Teacher Preparation	○
Elementary Teacher Preparation	◔
Elementary Teacher Preparation in Reading Instruction	○
Elementary Teacher Preparation in Mathematics	●
Early Childhood Teacher Preparation	○
Middle School Teacher Preparation	◔
Secondary Teacher Preparation	○
Secondary Teacher Preparation in Science and Social Studies	○
Special Education Teacher Preparation	○
Special Education Preparation in Reading	○
Assessing Professional Knowledge	○
Student Teaching	○
Teacher Preparation Program Accountability	○

AREA 2: Expanding the Teacher Pool — F

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

AREA 3: Identifying Effective Teachers — D+

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

AREA 4: Retaining Effective Teachers — D

Induction	○
Professional Development	◑
Pay Scales and Performance Pay	◔
Differential Pay	◑
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers — D+

Extended Emergency Licenses	◑
Dismissal for Poor Performance	◑
Reductions in Force	○

Goal Summary

★ Best Practice: 0 | ● Fully Meets: 1 | ◔ Nearly Meets: 2 | ◑ Partially Meets: 6 | ◔ Meets Only a Small Part: 5 | ○ Does Not Meet: 18

Progress on Goals Since 2013

⬆ Progress Increased: 0   ⬇ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

■ Limit admission to teacher preparation programs to candidates in the top half of the college-going population. Academic ability can be measured by a test normed to the general college-bound population or a minimum GPA requirement.

Elementary Teacher Preparation

■ Require a rigorous assessment in the science of reading instruction for all elementary candidates.

■ Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

■ Establish equivalent requirements for teachers who may teach elementary grades on an early childhood license, including a rigorous content test that assesses knowledge of all core subjects.

Middle School Teacher Preparation

■ Require middle teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

■ Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

■ As a condition of initial licensure, require secondary candidates to pass a content test in each subject they are licensed to teach.

■ Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

■ Ensure that all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

■ Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.

■ Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.

■ Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

■ Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Assessing Professional Knowledge

■ Require that all new teachers pass a pedagogy test.

Student Teaching

■ Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning and require at least 10 weeks of student teaching.

Teacher Preparation Program Accountability

■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.

- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

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

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject area.

Professional Development

- Place teachers with less than effective evaluation ratings on structured improvement plans.

Compensation

- While leaving districts flexibility to determine their own pay scales, support pay systems that recognize teachers for their effectiveness and for teaching in both subject-shortage areas and discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

- Ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

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