## Summary of Connecticut Teacher Policies:

### Overall Grade

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<tr>
<th>Year</th>
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<tr>
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### Progress on Goals Since 2015

- Progress Increased: 0
- Progress Decreased: 0

A state’s progress on policy was tracked solely for goals that remained constant between 2015 and 2017.

### AREA 1: General Teacher Preparation

- Program Entry
- Teacher Shortages and Surpluses
- Program Performance Measures
- Program Reporting Requirements
- Student Teaching/Clinical Practice

### AREA 2: Elementary Teacher Preparation

- Content Knowledge
- Teaching Mathematics
- Teaching Reading
- Licensure Deficiencies

### AREA 3: Secondary Teacher Preparation

- Middle School Content Knowledge
- Middle School Licensure Deficiencies
- Adolescent Literacy
- Secondary Content Knowledge
- Secondary Licensure Deficiencies

### AREA 4: Special Education Teacher Preparation

- Content Knowledge
- Teaching Reading
- Licensure Deficiencies

### AREA 5: Alternative Route Teacher Preparation

- Program Entry
- Preparation for the Classroom

### AREA 6: Hiring

- Requirements for Out-of-State Teachers
- Provisional and Emergency Licensure

### AREA 7: Teacher and Principal Evaluation

- Measures of Student Growth
- Measures of Professional Practice
- Frequency of Evaluation and Observation
- Linking Evaluation to Professional Growth
- Data Systems Needed for Evaluation
- Distributing Teacher Talent Equitably
- Principal Effectiveness
- Principal Evaluation and Observation

### AREA 8: Teacher Compensation

- Performance
- High-Need Schools and Subjects
- Prior Work

### AREA 9: Retaining Effective Teachers

- Licensure Advancement
- Tenure
- Leadership Opportunities
- Dismissal
- Layoffs
## Teacher Policy Strengths and Areas for Growth

### Connecticut

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<tr>
<th>POLICY AREA</th>
<th>CONNECTICUT’S STRENGTHS</th>
<th>CONNECTICUT’S OPPORTUNITIES FOR GROWTH</th>
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<tr>
<td><strong>AREA 1: GENERAL TEACHER PREPARATION</strong></td>
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<tr>
<td>Program Entry</td>
<td>The state should require that all teacher preparation programs limit admission to applicants with either a minimum 3.0 GPA or those who have scored in the top half of all college-going students on tests of academic proficiency.</td>
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<tr>
<td>Teacher Shortages and Surpluses</td>
<td>The state should publish data on teacher production that connect program completion, certification, and district hiring statistics, and also provide guidance regarding program acceptance numbers.</td>
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<td>Program Performance Measures</td>
<td>The state collects objective, meaningful data on program graduates to measure the performance of its teacher preparation programs.</td>
<td>The state should hold teacher preparation programs accountable for teacher quality by outlining consequences for programs that do not meet standards, including loss of program approval.</td>
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<td>The state should hold teacher preparation programs accountable for teacher quality by outlining consequences for programs that do not meet standards, including loss of program approval.</td>
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<td>Student Teaching/ Clinical Practice</td>
<td>The state should require that cooperating teachers are selected based on evidence of effectiveness and that the clinical practice experience takes place in the setting of the license sought.</td>
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<td><strong>AREA 2: ELEMENTARY TEACHER PREPARATION</strong></td>
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<td>Content Knowledge</td>
<td>The state requires elementary teacher candidates to pass a content test with individually scored subtests in each of the core content areas and to complete a content specialization in an academic subject area.</td>
<td>The state should require that elementary teacher candidates pass an elementary content test with individually scored subtests in each of the core content areas and be fully prepared to meet the instructional shifts associated with college- and career-readiness standards.</td>
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<tr>
<td>Teaching Mathematics</td>
<td>The state’s elementary content test includes an independently scored math subtest.</td>
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<td>Teaching Reading</td>
<td>The state requires that elementary teacher candidates pass a science of reading test to ensure knowledge of effective reading instruction and that teacher preparation programs address this critical topic.</td>
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<td>Licensure Deficiencies</td>
<td></td>
<td>The state should require that early childhood education teachers who are eligible to teach elementary grades to pass an elementary content test with individually scored subtests in each of the core content areas and be fully prepared to meet the instructional shifts associated with college- and career-readiness standards.</td>
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<td><strong>AREA 3: SECONDARY TEACHER PREPARATION</strong></td>
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<td>Middle School Content Knowledge</td>
<td>The state requires middle school teachers to pass a rigorous single-subject content test.</td>
<td>The state should require that all middle school and secondary candidates are fully prepared to meet the instructional shifts associated with college- and career-readiness standards.</td>
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<td>The state does not allow middle school teachers to teach on a K-8 generalist license.</td>
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<td>Adolescent Literacy</td>
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<td>Secondary Content Knowledge</td>
<td>The state requires all secondary teachers to pass a single-subject content test as a condition of initial licensure and to add an endorsement to an existing license.</td>
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<td>The state limits secondary teachers with a general science license to teach only general science courses.</td>
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<td><strong>AREA 4: SPECIAL EDUCATION TEACHER PREPARATION</strong></td>
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<td>The state should require elementary special education teachers to pass the same content test as general elementary education teachers and that secondary special education teachers demonstrate content knowledge in core subjects at the secondary level.</td>
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<td>The state should require elementary or secondary special education certification.</td>
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Best Practices

AREA 1: General Teacher Preparation
Program Entry - None
Teacher Shortages and Surpluses - None
Program Performance Measures - Alabama, Florida
Program Reporting Requirements - Delaware, Florida, Missouri, North Carolina, Tennessee, Texas
Student Teaching/Clinical Practice - Georgia, Massachusetts, New Jersey, Tennessee

AREA 2: Elementary Teacher Preparation
Content Knowledge - None
Teaching Mathematics - Massachusetts
Teaching Reading - Arkansas, California
Licensure Deficiencies - None

AREA 3: Secondary Teacher Preparation
Middle School Content Knowledge - Arkansas, Georgia, Ohio
Middle School Licensure Deficiencies - None
Adolescent Literacy - Arkansas, Florida, Louisiana
Secondary Content Knowledge - Indiana, Minnesota
Secondary Licensure Deficiencies - Minnesota

AREA 4: Special Education Teacher Preparation
Content Knowledge - None
Teaching Reading - California
Licensure Deficiencies - None

AREA 5: Alternate Route Teacher Preparation
Program Entry - Illinois, Michigan
Preparation for the Classroom - Delaware, New Jersey

AREA 6: Hiring
Requirements for Out-of-State Teachers - None
Provisional and Emergency Licensure - Mississippi, New Jersey, Rhode Island, South Carolina

AREA 7: Teacher and Principal Evaluation
Measures of Student Growth - Indiana
Measures of Professional Practice - Iowa
Frequency of Evaluation and Observation - Idaho, New Jersey, Washington
Linking Evaluation to Professional Growth - Louisiana, New York, North Carolina
Data Systems Needed for Evaluation - Georgia
Distributing Teacher Talent Equitably - None
Principal Effectiveness - Connecticut, Florida, South Dakota
Principal Evaluation and Observation - New York

AREA 8: Teacher Compensation
Performance - None
High-Need Schools and Subjects - Florida, New Mexico, Utah
Prior Work - Louisiana, North Carolina

AREA 9: Retaining Effective Teachers
Licensure Advancement - Louisiana
Tenure - Hawaii, Indiana, Nevada, New York
Leadership Opportunities - Ohio, Utah
Dismissal - Nevada, New York
Layoffs - Colorado, Georgia, Louisiana

To see a full review of your state summary, visit: www.nctq.org