## Summary of Maine Teacher Policies:

### AREA 1: General Teacher Preparation
- **D-**
  - Program Entry
  - Teacher Shortages and Surpluses
  - Program Performance Measures
  - Program Reporting Requirements
  - Student Teaching/Clinical Practice

### AREA 2: Elementary Teacher Preparation
- **C-**
  - Content Knowledge
  - Teaching Mathematics
  - Teaching Reading
  - Licensure Deficiencies

### AREA 3: Secondary Teacher Preparation
- **D+**
  - Middle School Content Knowledge
  - Middle School Licensure Deficiencies
  - Adolescent Literacy
  - Secondary Content Knowledge
  - Secondary Licensure Deficiencies

### AREA 4: Special Education Teacher Preparation
- **C-**
  - Content Knowledge
  - Teaching Reading
  - Licensure Deficiencies

### AREA 5: Alternate Route Teacher Preparation
- **C-**
  - Program Entry
  - Preparation for the Classroom

### AREA 6: Hiring
- **D-**
  - Requirements for Out-of-State Teachers
  - Provisional and Emergency Licensure

### AREA 7: Teacher and Principal Evaluation
- **D**
  - 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
- **D-**
  - Performance
  - High-Need Schools and Subjects
  - Prior Work

### AREA 9: Retaining Effective Teachers
- **D**
  - Licensure Advancement
  - Tenure
  - Leadership Opportunities
  - Dismissal
  - Layoffs

### Overall Grade:
- **D+**
- 2017

### Progress on Goals Since 2015:
- **Progress Increased: 0**
- **ProgressDecreased: 0**

A state’s progress on policy was tracked solely for goals that remained constant between 2015 and 2017.
## Teacher Policy Strengths and Areas for Growth

**Maine**

### AREA 1: GENERAL TEACHER PREPARATION

<table>
<thead>
<tr>
<th>Program Entry</th>
<th><strong>MAINE’S STRENGTHS</strong></th>
<th><strong>MAINE’S OPPORTUNITIES FOR GROWTH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Shortages and Surpluses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Performance Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Reporting Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching/ Clinical Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### AREA 2: ELEMENTARY TEACHER PREPARATION

| Content Knowledge | The state requires elementary teacher candidates to pass a content test with individually scored subtests in each of the core content areas. |
| Teaching Mathematics | The state’s elementary content test includes an independently scored math subtest. |
| Teaching Reading | | |
| Licensure Deficiencies | | |

### AREA 3: SECONDARY TEACHER PREPARATION

| Middle School Content Knowledge | The state requires middle school candidates with a middle grades license to pass a rigorous single-subject content test. |
| Middle School Licensure Deficiencies | | |
| Adolescent Literacy | 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. |
| Secondary Content Knowledge | 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. |
| Secondary Licensure Deficiencies | The state should require secondary general science teachers and secondary social studies teachers to pass a single-subject content test for each discipline they are licensed to teach. |

### AREA 4: SPECIAL EDUCATION TEACHER PREPARATION

| Special Education Teacher Preparation | | |
### AREA 5: ALTERNATE ROUTE TEACHER PREPARATION

#### Program Entry
- The state requires all alternate route candidates to pass a subject-matter test prior to admission.

#### Preparation for the Classroom
- The state should require that all alternate route programs prepare new teachers for the classroom through manageable and relevant coursework, intensive mentoring and induction, and a supervised practice teaching experience.

### AREA 6: HIRING

#### Requirements for Out-of-State Teachers
- The state should ensure teachers' subject-matter knowledge before granting emergency licensure, and restrict emergency licensure to no more than one year.

### AREA 7: TEACHER AND PRINCIPAL EVALUATION

#### Measures of Student Growth
- The state should ensure objective evidence of student growth is the determinative factor in teacher evaluations.

#### Measures of Professional Practice
- The state should require student surveys, ensure teacher evaluators are trained and certified, and require the use of multiple or third-party observers with subject-matter expertise.

#### Frequency of Evaluation and Observation
- The state should require that all teachers are evaluated annually, and that new teachers are supported with feedback early in the year.

#### Linking Evaluation to Professional Growth
- The state requires that teachers are supported with adequate evaluation feedback, aligned professional development, and improvement plans (for ineffective teachers), under a system with four rating categories.

#### Data Systems Needed for Evaluation
- The state should have a process in place for teacher roster verification, develop the capacity to link student-level data and teacher performance, and publish teacher mobility data.

#### Distributing Teacher Talent Equitably
- The state should report school-level data about teacher performance to help support the equitable distribution of teacher talent.

#### Principal Effectiveness
- The state should require that principal effectiveness is determined, in part, by teacher effectiveness/instructional leadership and survey data, and that ineffective principals participate in improvement planning.

#### Principal Evaluation and Observation
- The state should evaluate all principals annually, and require principal evaluators to be trained and certified.

### AREA 8: TEACHER COMPENSATION

#### Performance
- The state should support performance pay based on evidence of effectiveness.

#### High-Need Schools and Subjects
- The state should support additional pay for working in high-need schools and teaching in shortage subject areas.

#### Prior Work
- The state should encourage additional compensation for new teachers with relevant prior work experience.

### AREA 9: RETAINING EFFECTIVE TEACHERS

#### Licensure Advancement
- The state should base licensure advancement and renewal on teacher effectiveness.

#### Tenure
- The state should connect tenure decisions to evidence of teacher effectiveness.

#### Leadership Opportunities
- The state should support teacher leadership opportunities.

#### Dismissal
- The state enables ineffective classroom performance to be a basis for dismissal.

#### Layoffs
- The state requires districts to consider evidence of effectiveness when determining which teachers to lay off during reductions in force.
## State Grades

### 2009 – 2017

<table>
<thead>
<tr>
<th>State</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALABAMA</td>
<td>C-</td>
<td>C-</td>
<td>C-</td>
<td>D-</td>
<td>C-</td>
</tr>
<tr>
<td>ALASKA</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D-</td>
<td>D</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>D+</td>
<td>D+</td>
<td>C-</td>
<td>C</td>
<td>D+</td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>D-</td>
<td>C</td>
<td>B-</td>
<td>B</td>
<td>B+</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>D+</td>
<td>D+</td>
<td>D+</td>
<td>D</td>
<td>D+</td>
</tr>
<tr>
<td>COLORADO</td>
<td>D+</td>
<td>C+</td>
<td>C</td>
<td>C+</td>
<td>D+</td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>D+</td>
<td>C-</td>
<td>B-</td>
<td>B-</td>
<td>C+</td>
</tr>
<tr>
<td>DELAWARE</td>
<td>D</td>
<td>C</td>
<td>C+</td>
<td>B-</td>
<td>B-</td>
</tr>
<tr>
<td>DISTRICT OF COLUMBIA</td>
<td>D-</td>
<td>D+</td>
<td>D+</td>
<td>D+</td>
<td>D+</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>C</td>
<td>B</td>
<td>B+</td>
<td>B+</td>
<td>B+</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>C-</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B+</td>
</tr>
<tr>
<td>IDAHO</td>
<td>D-</td>
<td>D+</td>
<td>D+</td>
<td>C-</td>
<td>C-</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>D+</td>
<td>C</td>
<td>C+</td>
<td>C+</td>
<td>C+</td>
</tr>
<tr>
<td>INDIANA</td>
<td>D+</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B+</td>
</tr>
<tr>
<td>IOWA</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D+</td>
</tr>
<tr>
<td>KANSAS</td>
<td>D+</td>
<td>D</td>
<td>D+</td>
<td>D+</td>
<td>D+</td>
</tr>
<tr>
<td>KENTUCKY</td>
<td>D+</td>
<td>D+</td>
<td>C</td>
<td>C</td>
<td>C-</td>
</tr>
<tr>
<td>LOUISIANA</td>
<td>C-</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B+</td>
</tr>
<tr>
<td>MAINE</td>
<td>F</td>
<td>D-</td>
<td>C-</td>
<td>C-</td>
<td>D+</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>D</td>
<td>D+</td>
<td>D+</td>
<td>D</td>
<td>D+</td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
<td>D+</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>D-</td>
<td>C+</td>
<td>B</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>MINNESOTA</td>
<td>D-</td>
<td>C-</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>MISSISSIPPI</td>
<td>D+</td>
<td>D+</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>MISSOURI</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>MONTANA</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>NEBRASKA</td>
<td>D-</td>
<td>D-</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>NEVADA</td>
<td>D-</td>
<td>C-</td>
<td>C-</td>
<td>C-</td>
<td>C-</td>
</tr>
<tr>
<td>NEW HAMPSHIRE</td>
<td>D-</td>
<td>D-</td>
<td>D</td>
<td>D</td>
<td>D+</td>
</tr>
<tr>
<td>NEW JERSEY</td>
<td>D+</td>
<td>D+</td>
<td>B+</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>NEW MEXICO</td>
<td>D+</td>
<td>D+</td>
<td>D+</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>D+</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>NORTH CAROLINA</td>
<td>D+</td>
<td>D+</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>NORTH DAKOTA</td>
<td>D-</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>OHIO</td>
<td>D+</td>
<td>C+</td>
<td>B</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>OKLAHOMA</td>
<td>D+</td>
<td>B-</td>
<td>B</td>
<td>B</td>
<td>D+</td>
</tr>
<tr>
<td>OREGON</td>
<td>D-</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>PENNSYLVANIA</td>
<td>D</td>
<td>D+</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>RHODE ISLAND</td>
<td>D</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>SOUTH CAROLINA</td>
<td>C-</td>
<td>C-</td>
<td>C</td>
<td>C</td>
<td>C+</td>
</tr>
<tr>
<td>SOUTH DAKOTA</td>
<td>D</td>
<td>D</td>
<td>D-</td>
<td>D-</td>
<td>F</td>
</tr>
<tr>
<td>TENNESSEE</td>
<td>C-</td>
<td>B-</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>TEXAS</td>
<td>C-</td>
<td>C-</td>
<td>C</td>
<td>C-</td>
<td>B-</td>
</tr>
<tr>
<td>UTAH</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>C+</td>
<td>C</td>
</tr>
<tr>
<td>VERMONT</td>
<td>F</td>
<td>D-</td>
<td>D-</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>VIRGINIA</td>
<td>D+</td>
<td>D+</td>
<td>C+</td>
<td>C+</td>
<td>C+</td>
</tr>
<tr>
<td>WASHINGTON</td>
<td>D+</td>
<td>C-</td>
<td>C</td>
<td>C</td>
<td>C-</td>
</tr>
<tr>
<td>WEST VIRGINIA</td>
<td>D+</td>
<td>D+</td>
<td>C+</td>
<td>C+</td>
<td>C+</td>
</tr>
<tr>
<td>WISCONSIN</td>
<td>D</td>
<td>D</td>
<td>D+</td>
<td>D</td>
<td>D+</td>
</tr>
<tr>
<td>WYOMING</td>
<td>D-</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

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

## 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