

2017 State Summary

Rhode Island

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

Summary of Rhode Island Teacher Policies:



2015	2013
B-	B
2011	2009

- ★ Best Practice
- Meets Goal
- Nearly Meets Goal
- Partly Meets Goal
- Meets a Small Part of Goal
- Does Not Meet Goal

Progress on Goals Since 2015

- ↑ Progress Increased: 0
↓ Progress Decreased: 1

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

AREA 1: General Teacher Preparation	B+	AREA 6: Hiring	B
Program Entry	●	Requirements for Out-of-State Teachers	●
Teacher Shortages and Surpluses	●	Provisional and Emergency Licensure	★
Program Performance Measures	●		
Program Reporting Requirements	●		
Student Teaching/Clinical Practice	●		
AREA 2: Elementary Teacher Preparation	C	AREA 7: Teacher and Principal Evaluation	B
Content Knowledge	●	Measures of Student Growth	●
Teaching Mathematics	●	Measures of Professional Practice	●
Teaching Reading	○	Frequency of Evaluation and Observation	●
Licensure Deficiencies	●	Linking Evaluation to Professional Growth	●
AREA 3: Secondary Teacher Preparation	C+	Data Systems Needed for Evaluation	●
Middle School Content Knowledge	●	Distributing Teacher Talent Equitably	●
Middle School Licensure Deficiencies	●	Principal Effectiveness	●
Adolescent Literacy	○	Principal Evaluation and Observation	●
Secondary Content Knowledge	●		
Secondary Licensure Deficiencies	●	AREA 8: Teacher Compensation	F
AREA 4: Special Education Teacher Preparation	C+	Performance	○
Content Knowledge	●	High-Need Schools and Subjects	○
Teaching Reading	○	Prior Work	○
Licensure Deficiencies	●	AREA 9: Retaining Effective Teachers	D
AREA 5: Alternate Route Teacher Preparation	C	Licensure Advancement	● ↓
Program Entry	●	Tenure	○
Preparation for the Classroom	●	Leadership Opportunities	○

Teacher Policy Strengths and Areas for Growth

Rhode Island

POLICY AREA	RHODE ISLAND'S STRENGTHS	RHODE ISLAND'S OPPORTUNITIES FOR GROWTH
AREA 1: GENERAL TEACHER PREPARATION		
Program Entry		The state should require that all teacher preparation programs limit admission to individuals 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, rather than only requiring that cohorts of admitted candidates have a 3.0 average GPA or an average test score in the top half of all college-going students.
Teacher Shortages and Surpluses		The state should explicitly connect teacher production data to district hiring needs, and provide guidance regarding program acceptance numbers.
Program Performance Measures	The state connects program graduates' student growth data to their teacher preparation programs.	
Program Reporting Requirements	The state holds teacher preparation programs accountable for meeting performance standards and for the quality of teachers they produce.	
Student Teaching/ Clinical Practice	The state requires that cooperating teachers are selected based on evidence of effectiveness and that the clinical practice experience is at least 10 weeks, full time, and takes place in the setting of the license sought.	
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		The state should require that: elementary teacher candidates pass a science of reading test to ensure knowledge of effective reading instruction, teacher preparation programs address this critical topic, and candidates are fully prepared to meet the instructional shifts associated with college- and career-readiness standards.
Licensure Deficiencies		The state should require 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, pass a science of reading test, and be fully prepared to meet the instructional shifts associated with college- and career-readiness standards.
AREA 3: SECONDARY TEACHER PREPARATION		
Middle School Content Knowledge	The state requires middle school teachers to pass a rigorous single-subject content test.	
Middle School Licensure Deficiencies	The state does not allow middle school teachers to teach on a K-8 generalist license.	
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 requires that secondary teachers with a general science license can only teach general science courses.	
AREA 4: SPECIAL EDUCATION TEACHER PREPARATION		
Content Knowledge	The state requires elementary special education teachers to pass the same content test as general elementary education teachers and secondary special education teachers demonstrate content knowledge in core subjects at the secondary level.	

Teaching Reading		The state should require that elementary special education candidates pass a rigorous assessment in the science of reading instruction and are fully prepared to meet the instructional shifts associated with college-and career-readiness standards.
Licensure Deficiencies	The state requires elementary or secondary special education certification.	
AREA 5: ALTERNATE ROUTE TEACHER PREPARATION		
Program Entry	The state maintains high academic standards for admission to alternate route programs and requires all candidates to pass a subject-matter test prior to certification.	
Preparation for the Classroom		The state should require that all alternate route programs prepare new teachers for the classroom through manageable and relevant coursework and intensive mentoring and induction.
AREA 6: HIRING		
Requirements for Out-of-State Teachers		The state should require evidence of effective teaching during previous employment for licensure reciprocity, and ensure out-of-state teachers pass a full criminal background check.
Provisional and Emergency Licensure	The state requires that all teachers pass all required subject-matter tests as a condition of initial licensure.	
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 requires that all teacher evaluations include observations, and be conducted by trained and certified teacher evaluators; multiple observers are strongly encouraged.	
Frequency of Evaluation and Observation	The state requires that all teachers are observed multiple times, 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 adequately defines teacher of record, and has a process in place for teacher roster verification.	
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 requires that principal effectiveness is determined, in part, by objective measures of student growth and teacher effectiveness/instructional leadership, and that ineffective principals participate in improvement planning; survey data are explicitly allowed.	
Principal Evaluation and Observation	The state requires all principals to be annually evaluated by trained and certified evaluators, and requires all principals to be observed/visited on-site.	
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 ensure that a teacher is necessarily effective in the classroom in order to be eligible for licensure advancement or renewal.
Tenure		The state should connect tenure decisions to evidence of teacher effectiveness.
Leadership Opportunities		The state should support teacher leadership opportunities.
Dismissal		The state should enable ineffective classroom performance to be a basis for dismissal, and not allow multiple appeals for teachers who are dismissed.
Layoffs	The state requires districts to consider evidence of effectiveness when determining which teachers to lay off during reductions in force.	

State Grades

State Grades 2009 – 2017

2009 / 2011 / 2013 / 2015 / 2017

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

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