Oregon

State Teacher Policy Yearbook

What States Can Do To Retain Effective New Teachers

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their extensive experience has helped to ensure the factual accuracy of the final product. Every state formally received a draft of this edition of the State Teacher Policy Yearbook in August 2008 for comment and correction; states also received a final draft of their reports a month prior to release. All but four states graciously responded to our inquiries. While states do not always agree with our approach, the willingness of most states to acknowledge the imperfections of their teacher policies is an important first step toward reform.

We also thank the many state pension boards that reviewed our drafts and responded to our inquiries.

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STAFF

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About the Yearbook

The 2008 edition of the *State Teacher Policy Yearbook* provides an in-depth analysis of a critical piece of the teacher quality puzzle: **the retention of effective new teachers**.

Unlike the more comprehensive analysis of all aspects of states' teacher policies provided in the 2007 *Yearbook*, this year's edition focuses on a particular policy issue. The 2009 *Yearbook* will revisit and evaluate the states' progress in meeting the full set of goals first analyzed in 2007, as well as the new goals examined this year.

The third through fifth years of teaching represent an opportunity lost for the health of the teaching profession. Many new teachers leave at this juncture, just at the time that they are becoming consistently effective. Concurrently, school districts confer permanent status — more commonly understood as tenure — at this juncture, absent either the reflection or evidence that this important decision merits.

While school districts are certainly key players in teacher retention, do not underestimate the state's role. Without exception, the state controls virtually every aspect of the teaching profession, particularly licensing and tenure. This edition of the *Yearbook* analyzes what each state is doing to identify teachers' effectiveness; support the retention of valuable, early career teachers; and dismiss those found to be ineffective, with each of these factors measured against a realistic blueprint for reform.

The process used to develop the policy goals that appear in this edition has stayed the same. We began to develop these goals with our own distinguished advisory board, and then sought feedback from more than 100 different policy groups, academics, education think tanks and national education organizations, some of which have perspectives that are quite different from ours. Most importantly, we also consulted with the states themselves. Their feedback was invaluable.

This year's goals meet NCTQ's five criteria for an effective reform framework:

- 1. They are supported by a strong rationale, grounded in the best research available. (A full list of the citations supporting each goal can be found at **www.nctq.org/stpy**.)
- 2. They offer practical, rather than pie-in-the-sky, solutions for improving teacher quality.
- 3. They take on the teaching profession's most pressing needs, including making the profession more responsive to the current labor market.
- 4. They are for the most part relatively cost neutral.
- 5. They respect the legitimate constraints that some states face so that the goals can work in all 50 states.

As is now our practice, in addition to a national summary report, we have customized the *Yearbook* so that each state has its own report, with its own analyses and data. Users can download any of our 51 state reports (including the District of Columbia) from our website at **www.nctq.org/stpy**. Since some national perspective is always helpful, each state report contains charts and graphs showing how the state performed compared to all other states. We also point to states that offer a "Best Practice" for other states to emulate.

We hope this edition of the *Yearbook* serves as an important resource for state school chiefs, school boards, legislatures and the many advocates who press hard for reform. In turn, we maintain our commitment to listen and learn.

Sincerely,

Kate Walsh, President

Executive Summary: Oregon

Welcome to the Oregon edition of the National Council on Teacher Quality's 2008 *State Teacher Policy Yearbook*. The 2008 *Yearbook* focuses on how state policies impact the retention of effective new teachers.

There is no shortage of data that show a significant percentage of teachers leave just when they are becoming consistently effective. However, at the same time, too many teachers who have *not* become consistently effective achieve permanent status, also referred to as tenure. It is our hope that this report will help focus attention on areas where state policymakers could make improvements that would affect teacher quality and student achievement.

Our policy evaluation is broken down into three areas that encompass 15 goals. Broadly, these goals examine the impact of state policy on 1) identifying effective teachers, 2) retaining those deemed effective and 3) exiting those deemed ineffective.

While Oregon is making progress toward meeting a few of our goals, it lags behind other states in most goals. The state completely missed eight goals, met a small portion of three, partially met three and nearly met one

Oregon's best performance is in ensuring its pension system is neutral. Remaining work includes requiring

instructional effectiveness in teacher evaluations, making tenure decisions meaningful and closing loopholes that allow teachers who have not met licensure requirements to continue teaching.

Oregon's progress toward meeting these goals is summarized on the following page. The body of the report provides a more detailed breakdown of the state's strengths and weaknesses in each area.

Overall Performance: D-

How is **Oregon** Faring?

Area 1: F

Identifying effective teachers

Oregon's policies regarding the identification of effective teachers are sorely lacking. The state has only two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and Oregon offers no direction to districts about teacher evaluation content, including requiring the use of subjective and objective measures, such as standardized tests, as evidence of student learning. Oregon's probationary period for new teachers is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded permanent status.

Area 2: D

Retaining effective teachers

Oregon does not require mentoring or any other induction support for new teachers, and the state's requirements for permanent licenses are burdensome and have not been shown to advance teacher effectiveness. With the exception of giving districts full authority for how teachers are paid and support for differential pay for teachers working in high-needs schools, the state's policies regarding teacher compensation need improvement. Oregon does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in shortage subject areas, or performance pay. The state provides only a hybrid pension plan for teachers. While this plan has aspects that make it more flexible, overall it is not portable or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 3: D

Exiting ineffective teachers

Oregon's policies for exiting ineffective teachers are lacking. The state only requires one evaluation a year for new teachers, and although an improvement plan is required for teachers receiving unsatisfactory evaluations, the state does not address whether negative evaluations would make a teacher eligible for dismissal. In addition, Oregon issues transitional licenses, allowing teachers who have not passed licensing tests to teach for up to three years

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Area 1: Identifying Effective Teachers

Goal 1 – State Data Systems

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

GOAL COMPONENTS

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

- 1. The state should establish a longitudinal data system with at least the following key components:
 - A unique statewide student identifier number that connects student data across key databases across years;
 - A unique teacher identifier system that can match individual teacher records with individual student records; and
 - An assessment system that can match individual student test records from year to year in order to measure academic growth.
- 2. Value-added data provided through the state's longitudinal data system should be considered among the criteria used to determine teachers' effectiveness.

RATIONALE

- See appendix for detailed rationale.
- Value-added analysis connects student data to teacher data to measure achievement and performance.
- There are a number of responsible uses for value-added analysis.

SUPPORTING RESEARCH

Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 1

How States are Faring in the Development of **Data Systems**



Best Practice State Tennessee



States Meet Goal



States Nearly Meet Goal Louisiana, Ohio



16 States Partly Meet Goal

Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Kentucky, Mississippi, Missouri, New Mexico, Pennsylvania, Rhode Island, South Carolina, Utah, West Virginia, Wyoming



31 States Meet a Small Part of Goal

Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Oklahoma, OREGON, South Dakota, Texas, Vermont, Virginia, Washington, Wisconsin



State Does Not Meet Goal Maryland

Goal 1 Oregon Analysis



State Meets a Small Part of Goal

ANALYSIS

Oregon does not have a data system that can be used to provide evidence of teacher effectiveness.

However, Oregon does have two of three necessary elements that would allow for the development of a student- and teacher-level longitudinal data system. It has assigned unique student identifiers that connect student data across key databases across years, and it has the capacity to match student test records from year to year in order to measure student academic growth.

Although Oregon assigns teacher identification numbers, it cannot match individual teacher records with individual student records.

SUPPORTING RESEARCH

Data Quality Campaign: www.dataqualitycampaign.org

RECOMMENDATION

Oregon meets only a small part of this goal. The state should be able to use its assigned teacher identifiers to match individual teacher records with individual student records, thereby enabling the development of value-added analysis. The state should also support the use of value-added data to provide part of the evidence of teacher effectiveness, particularly for decisions about granting teachers tenure. Value-added data are also important and necessary for local districts adopting performance pay plans to reliably measure individual teacher and overall school performance.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that student performance data from state assessments are provided to classroom teachers and principals. "Since teacher evaluation procedures are developed as collective bargaining issues in Oregon districts, districts are provided state assessment data in a manner that could be used to look at individual student performance by teacher."

LAST WORD

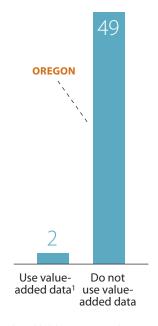
It is good but not sufficient that districts "could" use student performance data as part of evaluating teacher performance. Oregon might encourage local districts to do this by establishing policy that indicates that these data "should" be used as part of the evidence of teachers' effectiveness.

EXAMPLES OF BEST PRACTICE

Tennessee not only has all three elements of a student- and teacher-level longitudinal data system—unique student identifiers that connect student data across key databases across years, unique teacher identifiers that enable the state to match individual teacher records with individual student records, and the capacity to match student test records from year to year to measure student academic growth—it is also the only state that uses this value added data to measure teacher effectiveness by isolating each teacher's impact on individual students' academic growth. It translates this impact into a "teacher effect" score, and then uses it as part of a teacher's evaluation.

Figure 2

Do states use value-added data as a criterion for assessing teacher effectiveness?



¹ Ohio uses value-added data to "improve classroom instruction", but it is unclear whether the information plays any role in teacher evaluations. Tennessee uses value-added data to measure teacher effectiveness by isolating the impact each teacher has on individual students' academic growth, which can be used as part of a teacher's evaluation.

Figure 3

Do state data systems have the capacity to reliably assess teacher effectiveness?

		ctivenes		
	Unique student		_	Individual student
	identifier that connects	Unique teacher	Test records	records match with
	data across databases	identifier system	match over time	teacher records
Alabama				
Alaska				
Arizona				
Arkansas				
California				Ē
Colorado				
Connecticut				
Delaware				
District of Columbia				
Florida				
Georgia				
Hawaii				
Idaho				
Illinois				
Indiana				
lowa				
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				
, ,			-	-
	49	46	48	19

Area 1: Identifying Effective Teachers

Goal 2 - Evaluation of Effectiveness

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

Figure 4

How States are Faring in Evaluating Teacher Effectiveness

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

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 consideration 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.
- Evaluation instruments should require classroom observations that focus on and document the effectiveness of instruction.
- 3. Teacher evaluations should consider objective evidence of student learning, including not only standardized test scores, but also classroombased artifacts such as tests, quizzes and student work.

RATIONALE

- ▶ See appendix for detailed rationale.
- Teachers should be judged primarily by their impact on students.

SUPPORTING RESEARCH

► Research citations to support this goal are available at www.nctq.org/stpy/citations.

Goal 2 Oregon Analysis



ANALYSIS

Oregon does not require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

Oregon requires local school districts to formulate their own evaluation instruments based on performance standards and performance goals that the districts establish. The state does not direct districts to consider evidence of student learning as part of their teacher evaluation instruments.

SUPPORTING RESEARCH

Oregon Revised Statutes 342.850: Teacher evaluation; personnel file content: http://www.leg.state.or.us/ors/342.html

RECOMMENDATION

Oregon does not meet this goal. Oregon should consider adopting a policy that requires local districts to use evidence of student learning garnered through objective measures such as standardized test results, in addition to subjective measures, as the preponderant criterion of a positive teacher evaluation. The state should also ensure that evaluation instruments do not permit teachers found ineffective in the classroom to receive satisfactory ratings.

OREGON RESPONSE TO ANALYSIS

Oregon agreed that state statute delegates responsibility for evaluation instruments to local districts. It added that teachers renewing a basic license must complete 75 Professional Development Units, and those renewing continuing licenses must complete 125 Professional Development Units during the lifetime of the license. These units must address at least one of the six Domains of Professional Competency, which include subject matter related to assignment, strategies for assessment of pupil performance, methods for effective teaching, understanding diversity of students' abilities and backgrounds, knowledge of state and national education priorities and competence in technology.

SUPPORTING RESEARCH

Oregon Administrative Rule 584-090-0005

LAST WORD

States can both ensure that high standards for teacher evaluation are met and honor local control; these are not mutually exclusive ideas. The state could issue guidelines that require evidence of student learning to be the preponderant criterion while still leaving local districts the flexibility to develop and implement their own instruments and methodology. Through such guidelines, the state can ensure that its minimum expectations are met by all districts, without dictating exactly how this must be done.

Figure 5
State efforts to consider classroom effectiveness

	Requires evaluation to include classroom observation	Requires evaluation to include any objective measures of student learning	Requires evidence of student learning to be the preponderant criterion for teacher evaluation
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columb	ia \square		
Florida			
Georgia			_
Hawaii			
Idaho			
Illinois			
Indiana			
lowa			
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			
North Dakota			
Ohio			
Oklahoma			
OREGON			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah ³			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			
	29	15	4



Florida explicitly requires teacher evaluations to be based primarily on evidence of student learning. The state requires evaluations to rely on classroom observations as well as objective measures of student achievement, including state assessment data. **South Carolina, Tennessee** and **Texas** also structure their formal evaluations so that teachers cannot get an overall satisfactory rating unless they also get a satisfactory rating on classroom effectiveness.

Figure 6

Sources of Objective Evidence of Student Learning

Many educators struggle to identify possible sources of objective student data. Here are some examples.

- Standardized test scores
- Periodic diagnostic assessments
- Benchmark assessments that show student growth
- Artifacts of student work connected to specific student learning standards that are randomly selected for review by the principal or senior faculty, scored using rubrics and descriptors
- Examples of typical assignments, assessed for their quality and rigor
- Periodic checks on progress with the curriculum coupled with evidence of student mastery of the curriculum from quizzes, tests and exams

Figure 5

- 1 Louisiana has an *optional* teacher evaluation system that does make explicit the need to include objective measures of student learning as part of the teacher evaluation.
- 2 Although Minnesota does not have policies regarding teacher evaluations, the state has implemented an optional teacher evaluation system based on evidence of student learning as measured by observations and objective measures, such as student achievement data.
- 3 For teachers participating in Utah's career-ladder program, in which teachers earn incentives for taking on additional responsibilities, teacher evaluations must include evidence of student achievement gains.

Figure 7 Do states direct how teachers should be evaluated? Districts must State provides guidance but use state-All districts developed State instrument OR local equivalent does not approve locally must use approves locally State has no role in statedeveloped developed approved developed evaluation instruments instrument by state instruments instrument Alabama Alaska Arizona Arkansas California Colorado Connecticut Delaware District of Columbia 1 Florida П П П Georgia Hawaii Idaho Illinois Indiana П lowa П Kansas Kentucky Louisiana П Maine Maryland Massachusetts Michigan Minnesota Mississippi Missouri 1 Montana Nebraska П Nevada **New Hampshire** П **New Jersey** New Mexico П New York North Carolina П North Dakota Ohio Oklahoma **OREGON** П П П Pennsylvania **Rhode Island** South Carolina \Box South Dakota Tennessee П Texas Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming 8 4 2 15 22

Figure 7

¹ The District of Columbia, Montana, Rhode Island and South Dakota have no state policies regarding any aspect of teacher evaluations.

Area 1: Identifying Effective Teachers

Goal 3 - Tenure

The state should require that tenure decisions be meaningful.

Figure 8

How States are Faring on Tenure



0 Best Practice States



States Meet Goal



States Nearly Meet Goal



O States Partly Meet Goal



States Meet a Small Part of Goal Connecticut, Illinois, Indiana, Iowa, Kentucky, Michigan, Missouri, New Mexico, North Carolina

42 States Do Not Meet Goal

Alabama, Alaska, Arizona, Arkansas,
California, Colorado, Delaware, District
of Columbia, Florida, Georgia, Hawaii,
Idaho, Kansas, Louisiana, Maine, Maryland,
Massachusetts, Minnesota, Mississippi,
Montana, Nebraska, Nevada, New Hampshire,
New Jersey, New York, North Dakota, Ohio,
Oklahoma, OREGON, Pennsylvania, Rhode
Island, South Carolina, South Dakota,
Tennessee, Texas, Utah, Vermont, Virginia,
Washington, West Virginia, Wisconsin,
Wyoming

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. The state should articulate a process, such as a hearing, that local districts must administer in considering the evidence and deciding whether a teacher should receive tenure.
- 3. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
- 4. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; five years is the ideal minimum.

RATIONALE

- ▶ See appendix for detailed rationale.
- Tenure should be a significant and consequential milestone in a teacher's career.

SUPPORTING RESEARCH

► Research citations to support this goal are available at www.nctq.org/stpy/citations.

Goal 3 Oregon Analysis

O State Does Not Meet Goal

ANALYSIS

Oregon does not require any process to ensure that tenure decisions are meaningful.

Oregon has a three-year probationary period for new teachers. Teachers must be regularly employed in a particular school district for the probationary period; the district board may provide for shorter probationary periods of not less than one year for teachers who satisfy the three-year probationary period in another Oregon school district. There is no indication that the award of tenure requires any additional process evaluating cumulative evidence of teacher effectiveness at the conclusion of this period. The awarding of tenure appears to be virtually automatic.

SUPPORTING RESEARCH

Oregon Revised Statute 342.815

RECOMMENDATION

Oregon does not meet this goal. The awarding of tenure is a milestone in every teacher's career and should be afforded the respect it deserves, regardless of whether the state is bestowing a lifetime or limited-term position. Oregon's is commended for its policy preventing automatic portability of tenure, giving local districts greater discretion over new hires. However, the state should consider extending the minimum probationary period for tenure to five years, which would allow for the accumulation of sufficient data on teacher effectiveness to support meaningful tenure decisions. Although it is appropriate for teachers to achieve tenure after a certain number of years, tenure should not automatically be granted at this juncture. To justify this leap in professional standing, most notably a tremendous advantage in due process, the state should identify a process, such as a hearing, that districts would be required to administer, where the cumulative evidence of teacher effectiveness would be considered for each teacher and a determination made of whether to award tenure. Teacher

effectiveness in the classroom, rather than the completion of a number of years of experience, should be the preponderant criterion in tenure decisions.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that it does not grant tenure. Following a three-year probationary period, teachers are employed by school districts for two-year employment contracts, which must be renewed by the local school board. "If a district determines that teacher performance may lead to non-renewal, the district must place the contract teacher on a plan of assistance not to exceed one year. If performance does not improve, the teacher can be dismissed. In addition, the standards for teacher performance and criteria to be used in evaluation are specifically excluded from collective bargaining. Not only is the awarding of tenure NOT automatic as stated in your analysis, it does not exist in Oregon."

SUPPORTING RESEARCH

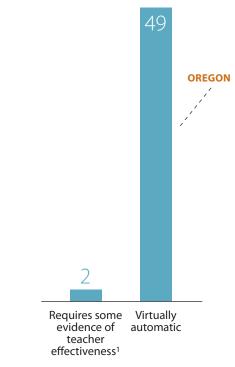
ORS 342.513; ORS 342 850-ORS 342.895; ORS 243.650 (7)(e)

LAST WORD

Oregon's continuing contract provisions have the same implications as tenure policies. The state should take steps to ensure that this career milestone is meaningful.

Figure 9

How are tenure decisions made?



1 lowa and New Mexico. However, teacher effectiveness based on multiple years of data is not preponderant criterion.



EXAMPLES OF BEST PRACTICE

Unfortunately, no state has an exemplary policy that NCTQ can highlight as best practice for granting tenure. Only **Iowa** and **New Mexico** consider evidence of teacher effectiveness when making tenure decisions, although it is not the preponderant criterion. **New York City**, however, has taken some significant steps that could serve as a model for both states and districts.

In February 2008, the New York City Department of Education launched its Principals' Portal, allowing the city's 1,500 principals access to a Tenure Toolkit, designed to ensure that the city's teachers achieve a certain level of effectiveness prior to being granted what should be a meaningful title. To achieve this objective, principals are encouraged to work with their teachers throughout the entire three-year probationary period and to utilize the Teacher Development Toolkit, which offers resources for improvement. The city's criteria for granting tenure include "significant professional skill," evidenced by lesson plans and observations, and "a meaningful, positive impact on student learning," measured by a broad range of possible student work products, including reports, projects and test scores. Interestingly, initial tenure numbers indicate a trend toward discretion. The number of teachers denied tenure, as well as those placed on an extended probationary period, has doubled from the previous school year, before the Toolkit was implemented on the Portal.

OREGON No 1 2 3 4 5 policy year years years years years

Figure 10 How long before a teacher earns tenure?

- Figure 11
 1 Period may be extended to four years if prescribed by district and agreed to by employee.
 2 Period may not "exceed" two years.
 3 District may extend period to three years on individual basis.
 4 New teachers with three consecutive satisfactory evaluations may qualify after one year.

Figure 11	. 4 ala		4	2		
How long before a	t each No	er ear 1	ns ten 2	<i>ure?</i> 3	4	5
	policy	year	years	years	years	years
Alabama						
Alaska						
Arizona						
Arkansas						
California						
Colorado						
Connecticut						
Delaware						
District of Columbia						
Florida ¹						
Georgia						
Hawaii						
Idaho						
Illinois						
Indiana						
lowa						
Kansas						
Kentucky						
Louisiana						
Maine ²						
Maryland ³						
Massachusetts						
Michigan						
Minnesota						
Mississippi						
Missouri						
Montana		Ш				
Nebraska						
Nevada ⁴						
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		Ш	Ш			
	1	3	7	33	5	2

Area 2: Retaining Effective Teachers

Goal 1 - Induction

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

GOAL COMPONENTS

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

- 1. The state should require that new teachers be provided with a high-quality mentoring experience.
- 2. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
- Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Training should be provided to mentors, and their performance as mentors should be evaluated.
- 4. 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 other teachers.

RATIONALE

- ► See appendix for detailed rationale.
- Too many new teachers are left to "sink or swim" when they begin teaching.
- Vague requirements simply to provide mentoring are insufficient.
- New teachers in high-needs schools are particularly in need of quality mentoring.

SUPPORTING RESEARCH

• Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 12

How States are Faring on Induction



1 Best Practice State South Carolina



Alabama, Arkansas, Indiana, Kentucky, Louisiana, Massachusetts, New Jersey, North Carolina, West Virginia

14 States Nearly Meet Goal

Colorado, Connecticut, Delaware, Iowa, Kansas, Maine, Michigan, Mississippi, Nebraska, New York, Oklahoma, Rhode Island, Utah, Virginia

9 States Partly Meet Goal

Arizona, California, Maryland, Missouri, New Mexico, Ohio, Pennsylvania, Tennessee, Washington

5 States Meet a Small Part of Goal Florida, Idaho, South Dakota, Texas,

13 States Do Not Meet Goal

Wisconsin

Alaska, District of Columbia, Georgia, Hawaii, Illinois, Minnesota, Montana, Nevada, New Hampshire, North Dakota, **OREGON**, Vermont, Wyoming

Goal 1 Oregon Analysis



ANALYSIS

Oregon does not require a mentoring program or any other induction support for its new teachers.

In 2007, the state legislature provided \$5 million to the newly established Beginning Teacher and Administrator Program. However, it is not required that all new teachers participate. "Funds are distributed via competitive application and are not sufficient to cover the cost of every beginning teacher in every district."

SUPPORTING RESEARCH

Oregon Revised Statute 329.795

RECOMMENDATION

Oregon does not meet this goal. The state should require that new teachers are provided with a high-quality mentoring experience. To ensure that provided support is meaningful, the state should require induction strategies that can be successfully implemented, even in poorly managed schools, such as intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and/or frequent release time to observe other teachers.

OREGON RESPONSE TO ANALYSIS

Oregon was helpful in providing NCTQ with the facts necessary for our analysis.

Figure 13 Does Oregon policy articulate the elements of an effective inductor program?	ction
Mentoring for all new teachers	NO
Mentoring of sufficient frequency and duration	NO
Mentoring provided at beginning of school year	NO
Careful selection of mentors	NO
Mentors must be trained	NO
Mentors must be evaluated	NO
Use of a variety of effective induction strategies	NO
Mentor is compensated	NO

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, who must undergo additional training, based on experience and similar certifications and grade levels. Adequate release time is mandated by the state so that mentors and new teachers may observe each other in the classroom, collaborate on effective teaching techniques and develop professional growth plans. Mentor evaluations are mandatory and stipends are recommended.

Figure 14

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



Figure 15			
Do states have pelements of effect	olicies tha tive induc	t articulate tion?	the
	No induction	Limited/weak induction	Strong induction
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
lowa			
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			<u> </u>
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
		1.1	1.1
Wyoming			

Area 2: Retaining Effective Teachers

Goal 2 - Licensure Advancement

The state should ensure that the only factors required when moving from a probationary to a nonprobationary license are those known to advance teacher effectiveness.

Figure 16

How States are Faring on Licensure Advancement

- *
- 1 Best Practice State
 New Mexico
- States Meet Goal
- •
- States Nearly Meet Goal Arkansas, Ohio
- 13 States Partly Meet Goal
 California, Indiana, Iowa, Kansas, Louisiana,
 Maine, North Carolina, South Carolina,
 Tennessee, Utah, Vermont, Washington,
 Wisconsin
- States Meet a Small Part of Goal Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Massachusetts, Nebraska, New Hampshire, Oklahoma, Rhode Island
- Alabama, Alaska, Connecticut, District of Columbia, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Jersey, New York, North Dakota, OREGON, Pennsylvania, South Dakota, Texas,

Virginia, West Virginia, Wyoming

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 classroom effectiveness.
- 2. The state should not require teachers to fulfill general, nonspecific 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 permanent licensure.

RATIONALE

- ▶ See appendix for detailed rationale.
- The point of the probationary licensure period should be to determine teacher effectiveness.
- Most state requirements for achieving permanent certification have not been shown to impact teacher effectiveness.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.nctq.org/stpy/citations.

Goal 2 Oregon Analysis



ANALYSIS

Oregon's requirements for moving from a probationary to a nonprobationary license include factors that have not been shown to advance teacher effectiveness.

Once teachers complete the requirements of the "Initial" certification, they may advance to a "Continuing" certification, if they earn a master's degree or higher; have taught five years of at least half time or more; and demonstrate minimum competencies, knowledge and skills by completing one of five options, which include certification by the National Board for Professional Teaching Standards or a commission-approved professional assessment.

SUPPORTING RESEARCH

Oregon Administrative Rules 584-060-0022

RECOMMENDATION

Oregon does not meet this goal. The state's licensure requirements are not based on factors that measure or advance teacher effectiveness. The state should reconsider its mandate of a master's degree for advancement, as research is conclusive and emphatic that master's degrees do not have any significant correlation to classroom performance. Rather, advancement should be based on evidence of teacher effectiveness.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that NCTQ's statement regarding the state's requirements not advancing teacher effectiveness is unsubstantiated. The state pointed out that continuing teachers must have a master's degree in addition to completing an advanced program in teaching competencies beyond the initial license preparatory program. "These program standards focus specifically on advanced skills and competencies of classroom and instructional practice that are supported in the research on teacher practice. The standards include

assessing student knowledge and skills in relation to content knowledge goals and standards, lesson planning using knowledge of students' developmental needs, classroom management and climate, knowledge of content and instructional practice; parental engagement, use of student performance data to alter instruction, knowledge of current research, increasing opportunities to learn in the classroom, and the ability to collaborate with colleagues. In addition, continuing teachers are required to produce an advanced teaching portfolio documenting their competencies. These are in addition to meeting all initial requirements and having a minimum of five years' teaching experience. It is true that Continuing Licenses require a master's degree, but this is not done in isolation from advanced pedagogical preparation."

LAST WORD

The effect of master's degrees on teacher effectiveness has been exhaustively studied, not just in one study but in dozens. These studies all conclude that master's degrees do not add value. If the state's intention is to ensure that only effective teachers advance to the professional certificate, it must start by reconsidering its master's degree requirement. Not only is there no correlation with effectiveness, but also this requirement may serve as a disincentive to teacher retention. Talented probationary teachers may be unwilling to invest their time and resources into more education coursework. Further, these teachers may well pursue advanced degrees that facilitate their leaving teaching.

Figure 17 Do states require teachers to show evidence of effectiveness before conferring permanent licensure?¹

Alabama Alaska Arizona Arkansas California Colorado Connecticut Delaware District of Columbia Florida Georgia Hawaii Idaho Illinois Indiana Iowa Kansas Kentucky Louisiana Maine Maryland Massachusetts Michigan Minnesota Mississippi Missouri Montana Nebraska New Hampshire New Jersey New Mexico New York North Carolina North Dakota Ohio Oklahoma OREGON Pennsylvania Rhode Island South Dakota Tennessee Texas Utah Washington West Virginia Wisconsin Wyoming Wisconsin Wyoming Wisconsin Wyoming Table Dakota Table D	permanent neen	No evidence of effectiveness		Preponderant evidence of effectiveness
Arizona Arkansas California Colorado Connecticut Delaware District of Columbia Florida Georgia Hawaii Idaho Illinois Indiana Ilowa 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 Wassington West Virginia Wisconsin Wyoming Wisconsin Wyoming	Alabama			
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 Hampshire New Hexico New York North Carolina North Dakota Ohio OREGON Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming Wisconsin Wyoming	Alaska			
California	Arizona			
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 New Hampshire New Jersey New Mexico New York North Carolina North Dakota Ohio Oklahoma OREGON Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Texas Utah Vermont Virginia Wissonsin Wyoming Illinois Il	Arkansas			
Connecticut	California			
Delaware District of Columbia Florida Georgia Hawaii Idaho Illinois 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 Carolina North Carolina North Carolina South Carolina South Dakota Tennessee Texas Utah Vermont Virginia Wisconsin Wisconsin Wyoming Illinois	Colorado			
District of Columbia	Connecticut			
District of Columbia	Delaware			
Georgia				
Georgia	Florida			
Hawaii	Georgia			
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				
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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	· ·			
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Texas Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming	South Dakota			
Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming				
Vermont Virginia Washington West Virginia Wisconsin Wyoming	Texas			
Virginia	Utah			
Washington West Virginia Wisconsin Wyoming	Vermont			
West Virginia	Virginia			
Wisconsin	Washington			
Wyoming	West Virginia			
	Wisconsin			
35 15 1	Wyoming			
		35	15	1



EXAMPLES OF BEST PRACTICE

In addition to three years' teaching experience and completing the mentoring requirement, New Mexico requires new teachers to submit a professional development dossier to advance from the probationary to nonprobationary certificate. The dossier is divided into five strands, including evidence of teacher effectiveness and evidence of student learning, and teachers must meet or exceed the standards in all strands to advance.

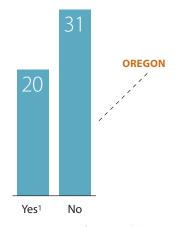
Figure 18 Do states require teachers to earn advanced degrees before conferring permanent licensure?



1 Connecticut, Kentucky, Maryland, New York and Oregon.

1 Permanent licensure refers to the right to practice; permanent status, or tenure, is a condition of employment. In most states, the conferral of each is separate and unrelated.

Figure 19
Do states require teachers to take additional, nonspecific coursework before conferring permanent licensure?



1 Alabama, Alaska, Connecticut, District of Columbia, Idaho, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Jersey, North Dakota, Pennsylvania, South Dakota, Texas, Virginia, West Virginia and Wyoming.

Area 2: Retaining Effective Teachers

Goal 3 - Pay Scales

The state should ensure that the only factors required when moving from a probationary to a nonprobationary license are those known to advance teacher effectiveness.

Figure 20

How States are Faring on Pay Scales



0 Best Practice States



O States Meet Goal

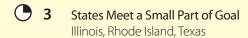


States Nearly Meet Goal



31 States Partly Meet Goal

Alaska, Arizona, California, Colorado,
Connecticut, District of Columbia, Florida,
Idaho, Iowa, Kansas, Maine, Maryland,
Massachusetts, Michigan, Minnesota,
Montana, Nebraska, Nevada, New Hampshire,
New Jersey, New Mexico, New York,
North Dakota, OREGON, Pennsylvania,
South Dakota, Utah, Vermont, Virginia,
Wisconsin, Wyoming



17 States Do Not Meet Goal

Alabama, Arkansas, Delaware, Georgia, Hawaii, Indiana, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Washington, West Virginia

GOAL COMPONENTS

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

- 1. While the state may articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that sets minimum pay for every level.
- 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.
- The state should discourage salary schedules that imply that teachers with the most experience are the most effective. The state should eliminate salary schedules that require that the highest steps on the pay scale be determined solely by seniority.

RATIONALE

- ► See appendix for detailed rationale.
- Compensation reform can be accomplished within the context of local control.
- There is an important difference between a state setting the minimum teacher salary and setting a salary schedule.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.nctq.org/stpy/citations.

Goal 3 Oregon Analysis



State Partly Meets Goal

ANALYSIS

Oregon gives local districts the authority for pay scales, eliminating barriers such as state salary schedules and other regulations that control how districts pay teachers. Local districts are given the authority to "employ personnel, including teachers and administrators, necessary to carry out the duties and powers of the board and fix the duties, terms and conditions of employment and the compensation."

SUPPORTING RESEARCH

Oregon Code 332.505(b)

RECOMMENDATION

Oregon meets this goal in part. Although the state is commended for not requiring local districts to adhere to a state-dictated salary schedule, it should definitively discourage districts from tying compensation to advanced degrees as well as assuming teachers with the most experience are the most effective, thereby ensuring that the highest steps on the pay scale are not determined solely by seniority.

OREGON RESPONSE TO ANALYSIS

Oregon recognized the factual accuracy of our analysis.

Figure 21 What role does the state play in deciding teacher pay rates?

toucher pay rate	Sets minimum salary schedule	Sets minimum salary	Gives full authority to districts
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			1
Connecticut			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
lowa			
Kansas		П	
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			
	17	8	26



EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot highlight any state's policy in this area. Twenty-six states do not require districts to adhere to salary schedules or minimum salary requirements, giving them full control of teacher pay rates. No state has yet articulated a policy that discourages tying compensation to advanced degrees or basing salary solely on years of experience.

Figure 22 What role does the state play in deciding teacher pay rates?

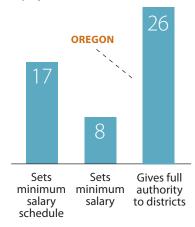


Figure 21

- 1 Colorado gives districts 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.

	Yes	No
Alabama		
Alaska		
Arizona		
Arkansas		
California	$\overline{\Box}$	
Colorado ¹	П	
Connecticut		
Delaware		
District of Columbia		
Florida		
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 ³		
South Carolina		
South Carolina		
South Carolina South Dakota		
South Carolina South Dakota Tennessee		
South Carolina South Dakota Tennessee Texas		
South Carolina South Dakota Tennessee Texas Utah		
South Carolina South Dakota Tennessee Texas Utah Vermont		
South Carolina South Dakota Tennessee Texas Utah Vermont Virginia		
South Carolina South Dakota Tennessee Texas Utah Vermont Virginia Washington		
South Carolina South Dakota Tennessee Texas Utah Vermont Virginia Washington West Virginia		

- 1 If districts choose to have salary schedules, one variable must be teachers' education.
- 2 Idaho refers to "education index" in district-determined
- Schedules.
 Rhode Island requires local district salary schedules to include teacher "training."

Area 2: Retaining Effective Teachers

Goal 4 – Retention Pay

The state should support retention pay, such as significant boosts in salary after tenure is awarded, for effective teachers.

Figure 24

How States are Faring on Retention Pay



Best Practice States



States Meet Goal



States Nearly Meet Goal



States Partly Meet Goal



States Meet a Small Part of Goal



51 States Do Not Meet Goal

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

GOAL COMPONENTS

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

- 1. The state should encourage districts to provide a significant pay increase to teachers awarded tenure, provided tenure is based on sufficient data to determine effectiveness
- 2. The state should not support longevity bonuses, which are awarded at the end of teachers' careers and do not provide effective retention strategies.

RATIONALE

- ▶ See appendix for detailed rationale.
- Connecting additional compensation to the awarding of tenure would help teacher retention.

SUPPORTING RESEARCH

Research citations to support this goal are available at www.nctq.org/stpy/citations.

EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot highlight any state's policy in this area.

Goal 4 Oregon Analysis



ANALYSIS

Oregon does not support retention pay for effective teachers, such as significant boosts in salary after tenure is awarded. It is up to local districts to determine salary schedules and/or policies.

SUPPORTING RESEARCH

Oregon Code 332.505(b)

RECOMMENDATION

Oregon does not meet this goal. The state should encourage local districts to provide a significant pay increase to teachers awarded tenure, provided tenure is based on sufficient data to determine effectiveness. Offering financial incentives for classroom performance is a valuable tool for keeping effective new teachers in the school system, rather than more commonly employed incentives such as longevity bonuses, which are awarded toward the end of teachers' careers and are not connected to teachers' effectiveness.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that it does not grant tenure to teachers, who achieve "contract" status after a three-year probationary period. Contracts must be renewed every two years. The state agreed that local districts determine salary schedules through collective bargaining with teacher representatives.

LAST WORD

Policies regarding moving teachers to contract status have the same implications as tenure policies. The state should consider encouraging districts to offer retention pay to teachers awarded contract status through a meaningful process.

Area 2: Retaining Effective Teachers

Goal 5 – Compensation for Prior Work Experience

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

Figure 25

How States are Faring on Compensation for Prior Work Experience

- *
- Best Practice State
 North Carolina
- 1 State Meets Goal
 California
- States Nearly Meet Goal
- 3 States Partly Meet Goal Delaware, Georgia, Texas
- States Meet a Small Part of Goal
- 46 States Do Not Meet Goal

Alabama, Alaska, Arizona, Arkansas,
Colorado, Connecticut, District of Columbia,
Florida, 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 Dakota, Ohio,
Oklahoma, OREGON, Pennsylvania, Rhode
Island, South Carolina, South Dakota,
Tennessee, Utah, Vermont, Virginia,
Washington, West Virginia, Wisconsin,
Wyoming

GOAL COMPONENTS

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

 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 would block such strategies.

RATIONALE

- ▶ See appendix for detailed rationale.
- Districts should be allowed to pay new teachers with relevant work experience more than other new teachers.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.nctq.org/stpy/citations.

Goal 5 Oregon Analysis



ANALYSIS

Oregon does not encourage local districts to provide compensation for related prior subject-area work experience. However, the state does not seem to have regulatory language blocking such strategies.

SUPPORTING RESEARCH

State Minimum Salary Schedule http://www.alsde.edu/html/sections/doc_download.asp?section=68&id=8846&sort=5

RECOMMENDATION

Oregon does not meet this goal. The state should encourage local 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.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that it lacks authority in this area, pointing to a statute that requires local school districts to enter into collective bargaining with teacher representatives. "Compensation for teachers and their position on the district salary schedule is not within the purview of the state agency. It is not unusual for an Oregon district to start a new teacher at a higher level on the salary schedule based on prior work history or years of experience. However, these are local decisions under law."

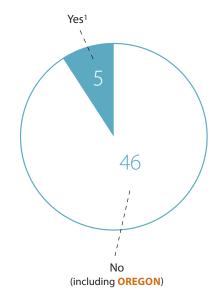
SUPPORTING RESEARCH

ORS 243.650(20)

LAST WORD

NCTQ recognizes the constraints set on Oregon by its existing statute; however, the state is encouraged to examine ways it can support compensation for teachers with prior-work experience.

Figure 26 Do states direct districts to compensate teachers for related prior work experience?



1 California, Delaware, Georgia, North Carolina and Texas.

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 fulltime 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.

Area 2: Retaining Effective Teachers

Goal 6 - Differential Pay for Shortage Areas

The state should support retention pay, such as significant boosts in salary after tenure is awarded, for effective teachers.

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-needs schools.
- 3. The state should not have regulatory language that would block differential pay.

RATIONALE

- ▶ See appendix for detailed rationale.
- States should take the lead in addressing chronic shortages and needs.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 27

How States are Faring on Differential Pay for Shortage Areas



O Best Practice States

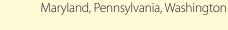


17 States Meet Goal

Arkansas, California, Florida, Georgia, Hawaii, Kentucky, Louisiana, Massachusetts, Mississippi, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia, Wyoming



3 States Nearly Meet Goal





States Partly Meet Goal Colorado, Iowa, North Carolina, Utah, Wisconsin



9 States Meet a Small Part of Goal

Connecticut, Illinois, Montana, Nebraska, New Hampshire, **OREGON**, South Carolina, South Dakota, Vermont



17 States Do Not Meet Goal

Alabama, Alaska, Arizona, Delaware, District of Columbia, Idaho, Indiana, Kansas, Maine, Michigan, Minnesota, Missouri, New Jersey, New Mexico, North Dakota, Rhode Island, West Virginia

Goal 6 Oregon Analysis



State Meets a Small Part of Goal

ANALYSIS

Oregon does not support differential pay in which a teacher can earn additional compensation by teaching certain subjects; however, the state does not have regulatory language that would directly block local districts from providing differential pay.

Oregon does support differential pay for those teaching in high-needs schools. Eligible teachers at designated low-income schools may receive forgiveness of up to \$5,000 for certain loans.

SUPPORTING RESEARCH

http://www.ode.state.or.us/search/page/?id=1668

RECOMMENDATION

Oregon meets only a small part of this goal. Although the state's loan-forgiveness program is a desirable recruitment and retention tool for teachers early in their careers, the state should expand the program to target those already part of the teaching pool, as a means to link compensation more closely to district needs and achieve a more equitable distribution of teachers. A salary differential is an attractive incentive for every teacher, not just those with education debt.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that it does not have the legislative authority to direct districts to offer differential pay. "Districts are free to pay a differential salary for certain subjects according to their local collective bargaining agreement." The state added that it also participates in the Teacher Shortage Area program, which provides student-loan forgiveness for new teachers working in shortage areas as identified by the state.

EXAMPLES OF BEST PRACTICE

Seventeen states meet this goal, and although NCTQ has not singled out one state's policy for best practice honors, **Louisiana**, **Nevada**, **New York** and **Texas** are commended for not only supporting differential pay for teaching in shortage subject areas and in high-needs schools but also for offering meaningful incentive amounts.

California, Georgia and **Hawaii** are also noteworthy because these states provide incentives for National Board Certified teachers to work in high-needs schools.

igure 28

- 1 Connecticut offers mortgage assistance and incentives to retired teachers.
- 2 Maryland offers tuition reimbursement for retraining in the areas of mathematics and science, if the teacher agrees to teach in the public school system for at least two years following certification. It also offers a stipend to alternate route candidates who agree to teach math, science or special education in a state public school for at least three years.
- 3 South Dakota offers scholarships and signing bonuses.

Figure 28

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

	High-nee Differentia pay	ds schools Loan forgiveness	Shortage so Differential pay	Loan forgiveness	No support
Alabama					
Alaska					
Arizona					
Arkansas					
California					
Colorado					
Connecticut ¹					
Delaware					
District of Columbia					
Florida					
Georgia					
Hawaii					
Idaho					
Illinois					
Indiana					
lowa					
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	П				
Ohio					
Oklahoma					
OREGON					
Pennsylvania					
Rhode Island					
South Carolina					
South Dakota ³					
Tennessee					
Texas					
Utah					
Vermont					
Virginia					
Washington					
West Virginia					
Wisconsin					
Wyoming					
	22	7	20	9	17

Area 2: Retaining Effective Teachers

Goal 7 – Performance Pay

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

Figure 29

How States are Faring on Performance Pay



1 Best Practice State Tennessee



11 States Meet Goal
Alabama, Arizona, Arkansas, Florida,
Iowa, Minnesota, Ohio, South Carolina,
South Dakota, Texas, Utah

3 States Nearly Meet Goal Alaska, California, Oklahoma

5 States Partly Meet Goal Kentucky, Louisiana, Michigan, Missouri, North Carolina

O States Meet a Small Part of Goal

31 States Do Not Meet Goal

Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Maine, Maryland, Massachusetts, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, **OREGON**, Pennsylvania, Rhode Island, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

GOAL COMPONENTS

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

- 1. The state should support performance pay efforts, rewarding teachers for their effectiveness in the classroom.
- The state should allow districts flexibility to define the criteria for performance pay; however, the state should ensure that districts' criteria are connected to evidence of student achievement.
- 3. Any performance pay plan should allow for the participation of all teachers, not just those with students who take standardized tests.

RATIONALE

- ▶ See appendix for detailed rationale.
- Performance pay is an important retention strategy.
- States should set guidelines for districts to ensure that plans are fair and sound.

SUPPORTING RESEARCH

► Research citations to support this goal are available at www.nctq.org/stpy/citations.

Goal 7 Oregon Analysis

O State Does Not Meet Goal

ANALYSIS

Oregon does not support performance pay. The state does not have any policies in place that offer teachers additional compensation based on evidence of effectiveness.

RECOMMENDATION

Oregon does not meet this goal. The state should consider awarding teachers for their effectiveness by supporting a performance pay plan, which can be implemented at either the state or local level. However, to ensure its success, the state is encouraged to proceed with caution when implementing such a plan, as criteria must be developed with careful consideration of available data and subsequent issues of fairness. The state may want to consider piloting a performance pay plan in a select number of school districts. This would provide an opportunity to discover and correct any limitations in available data or methodology before implementing the plan on a wider scale. Of critical importance is that criteria thoughtfully measure classroom performance and connect student achievement to teacher effectiveness.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that it does not determine teacher compensation but that local districts are free to enter into performance pay agreements with teachers. It added that it has supported districts and external organizations that are currently offering performance pay, and will continue to work in partnership with the Chalkboard Project (part of the Project Creative Leadership Achieves Student Success Initiative) "to identify implementation strategies and help eliminate any barriers to districts that move in this direction."

SUPPORTING RESEARCH

http://www.chalkboardproject.org/what-we-do/current-initiatives/class.php

Figure 30 Do states support performance pay?

	Supports perfomance pay	Does not support performance pay	Connects performance pay to evidence of student achievement	Open to all teachers
Alabama	1			
Alaska	1			
Arizona				
Arkansas				
California ²				
Colorado				
Connecticut				
Delaware				
District of Columbia				
Florida				
Georgia				
Hawaii				
Idaho				
Illinois				
Indiana				
lowa				
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	1			
Oklahoma				
OREGON				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota	1			
Tennessee				
Texas				
Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				
** yourning		_		



EXAMPLES OF BEST PRACTICE

Tennessee requires differentiated pay plans, which may include performance pay. If districts choose to include a performance component, it must be based on student achievement gains and be criterion-based so that all teachers meeting the standard, not just those with students who take standardized tests, are eligible for the reward. Although the state does not dictate specific incentive amounts, it requires that the awards be significant enough to make a difference to teachers.

- Alaska, Alabama, Ohio and South Dakota fund pilot programs.
 California only offers incentives to teachers in underachieving schools.

Area 2: Retaining Effective Teachers

Goal 8 – Pension Flexibility

The state should ensure that pension systems are portable, flexible and fair to all teachers.

GOAL COMPONENTS

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

- 1. Participants in the state's pension system should have the option of a defined contribution plan as their primary pension plan.
- 2. Participants in the state's pension system should be vested no later than the third year of employment.
- 3. Mandatory employee and employer contribution rates should not be unreasonably high. Excessively high employee contribution rates are particularly problematic for teachers with lower salaries, while excessive employer contributions commit district resources that could otherwise be spent on salaries or incentives.
- 4. Defined benefit plans should offer the option of a lump-sum withdrawal upon employment termination. This option at minimum should include employee contributions and accrued interest at a fair interest rate. In addition, withdrawal options from either defined benefit or defined contribution plans should include funds contributed by the employer.
- 5. Defined benefit plans should allow participants to purchase time for unlimited previous teaching experience at the time of employment. Teachers should also be allowed to purchase time for all official leaves of absence, such as maternity and paternity leave.

RATIONALE

- See appendix for detailed rationale.
- Anachronistic features of teacher pension plans disadvantage teachers early in their careers.
- Pension plans also disadvantage teachers early in their careers by overcommitting employer resources to retirement benefits.

Figure 31

How States are Faring on Pension Flexibility



Best Practice States



State Meets Goal Alaska



States Nearly Meet Goal California, Ohio, South Carolina, South Dakota, Virginia



19 States Partly Meet Goal

Alabama, Arizona, Colorado, Florida, Idaho, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Nebraska, New Jersey, OREGON, Utah, Vermont, Washington, Wisconsin, Wyoming



14 States Meet a Small Part of Goal

Connecticut, Delaware, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New York, North Dakota, Oklahoma, Pennsylvania, Tennessee



12 States Do Not Meet Goal

Arkansas, District of Columbia, Georgia, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, North Carolina, Rhode Island, Texas, West Virginia

SUPPORTING RESEARCH

Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 32 on page 43 provides a glossary of pension terms.

Goal 8 Oregon Analysis



State Partly Meets Goal

ANALYSIS

Oregon offers teachers a hybrid plan with defined benefit and defined contribution components, known as the Oregon Public Service Retirement Program (OPSRP) Pension Plan and the Individual Account Program (IAP). Employers fully fund the defined benefit component and may also make contributions to the defined contribution component. Teachers only contribute to the defined contribution component. When teachers receive their benefits, they receive the amount in their defined contribution account, plus monthly payments according to the defined benefit formula. Oregon teachers also participate in Social Security.

Oregon is commended for also offering two optional supplementary defined contribution plans. Teachers are eligible to participate in a 403(b) program and the Oregon Savings Growth Plan (OSGP), a 457 deferred compensation plan. Both plans allow participants to make contributions that accumulate tax deferred until withdrawal. Teachers can participate in both plans at the same time.

Oregon teachers do not contribute to the defined benefit component; however, they must contribute 6 percent to their individual defined contribution accounts. This is a reasonable contribution rate and may allow teachers to contribute meaningfully to the supplementary defined contribution plans. Employers currently contribute at an average rate of 14.08 percent. Additionally, employers may choose to pay employees' 6 percent mandatory employee contribution to their IAP accounts, and may create and fund a supplemental IAP account for each employee. The total mandatory employer contribution rate is too high in light of the fact that local districts also contribute 6.2 percent to Social Security. A lower employer contribution would allow districts to spend funds on more immediate means to retain talented teachers. particularly because nonvested teachers will not receive any employer contribution.

Vesting is a key component of pension plans. In defined contribution plans, full vesting entitles teachers access to their funds and any available employer contributions. In defined benefit plans, vesting guarantees a teacher's eligibility to receive lifetime monthly benefit payments and be fully entitled to all other additional benefits. When vested teachers stop working in a particular system, they may leave their funds in the system and later receive benefits when they reach the defined retirement age, or they may withdraw some or all of the funds according to the plan's guidelines. Nonvested teachers may only withdraw funds; they may not receive retirement benefits. Oregon teachers do not vest to their defined benefit accounts and optional employer-created IAP accounts until year five. Oregon teachers are immediately vested in their employee IAP accounts.

When nonvested teachers end their service in Oregon, they may withdraw only their employee-funded IAP accounts; they may not withdraw any money from their defined benefit program or optional employer-funded IAP account. Vested teachers may withdraw their employee-funded IAP account, optional employer-funded IAP account, and their OPSRP Pension Program if the value of their benefit at the time of withdrawal is \$5,000 or less. If it is more than \$5,000, they must wait to receive monthly payments at retirement age. This means nonvested teachers and possibly vested teachers who remain in the field of education but enter another pension plan (such as in another state) will find it difficult to purchase the time equivalent to their prior employment in the new system because they are not entitled to any employer contribution.

The ability to purchase time is important because defined benefit plans' retirement eligibility and benefit payments are often tied to the number of years a teacher has worked. Oregon's plan does not allow teachers to purchase time for previous teaching experience or approved leaves of absence. Not only are these provisions a severe disadvantage to teachers who move to Oregon with teaching experience, but they are also a tremendous disadvantage to any teacher who needs to take a leave for maternity or paternity care (common for teachers at the beginning of their careers), or other personal reasons.

SUPPORTING RESEARCH

http://apps.pers.state.or.us/opsrp/a-z_project_chapter_ 238a.htm

RECOMMENDATION

Oregon meets this goal in part. The state is commended for offering teachers the option of defined contribution plans as part of its mandatory pension plan, and for offering optional supplementary defined contribution plans; however, none of the defined contribution plans receives any guaranteed employer funding. Oregon should offer a pension plan that is entirely defined contribution and contains an employer contribution to teachers' defined contribution accounts. The portability of such plans is attractive to an increasingly mobile teacher workforce. The state also should consider allowing vesting after year three instead of year five, and lowering its employer contributions, especially considering local districts also contribute to Social Security.

Because purchasing time can be structured as generally cost neutral to the fund, teachers should be allowed to transfer unlimited time from previous teaching experience, and this purchase should be allowed on the first day of employment in the new school system. The state's plan should also allow teachers to purchase leaves of absence such as parental leaves, and payment should be allowed at the time of leave without requiring interest.

OREGON RESPONSE TO ANALYSIS

Oregon contended that NCTQ's analysis does not acknowledge the legislative adjustment that was made to the plan in 2005. The state provided details on its previous plan, and why its current pension fund is more stable and less costly.

Oregon also expressed dissatisfaction in "the suggestion to lower pension amounts relative to Social Security payments [because that] shifts retirement costs to the federal government." Social Security is not fully funded based on contributions made on participants' behalf, and "lowering state pension benefits will put upward pressure for larger Social Security payments."

The state explained that school districts are assessed the mandatory contribution rate of 14.08 percent for budgetary purposes as an average for all teachers. It is a blended rate that covers Tier I, Tier II and OPSRP teachers, and the unfunded liabilities that are spread across all employees. The contribution rate needed to cover only new OPSRP teachers is 5.73 percent. Additionally, many districts pay less than 14.08 percent because they have paid down their unfunded liabilities by making a large payment to the state with a "pension obligation bond" raised in their locality.

LAST WORD

NCTQ's goal is not to compare a state's pension plans to its previous plans, but rather to compare them to the standard set in the rationale for Goal 2.8. Oregon's current plan may be "more stable and less costly" than the state's previous plan, but it still mandates a defined benefit plan that is not fair to all teachers.

NCTQ's analysis does not suggest lowering pension amounts relative to Social Security nor does it recommend shifting burdens to Social Security. Neither the components, rationale nor recommendations for this goal suggest any such thing. The analysis looks at the total commitment that districts must spend to fund their pension obligations. In addition, individuals receive state pension funds independently of Social Security; whether or not retirees receive a state (or any other) pension has no bearing on what they receive from Social Security. If state pensions decreased, individuals might feel that their Social Security payments should increase, but

this is highly unlikely to result in actual pressure on the Social Security system because the majority of Americans are not covered by state pensions.

NCTQ recognizes that Oregon is making a responsible move by paying down its large unfunded liabilities from past years, and that its payments for current benefits are reasonable. However, the need to pay down these liabilities does not change the fact that pension benefits are utilizing a sizable amount of money from the education budget. later in life, both of which are becoming increasingly more common. Defined contribution plans may provide less than defined benefit plans to those who spent their entire careers in one system, but the payouts to career teachers are at the expense of mobile teachers, career switchers and taxpayers. Offering a supplemental defined contribution plan is currently only marginally beneficial. Teachers would be able to make greater use of these plans if they could opt out of the mandatory defined benefit plan or otherwise direct their mandatory employer or employee contribution to this plan. Employers are obligated to make large contributions to the defined benefit plan and are unlikely to have available funds to also contribute to the supplemental plan.

As for the state's DROP program, it is only a temporary fix to the structural problem of allowing early retirement without reduced benefits. This is discussed further in the rationale for Goal 2.9

FOOD FOR THOUGHT

West Virginia's Cautionary Tale

Education and individual retirement planning advice is a critical aspect of any state's pension plan, as evidenced by the tribulations of West Virginia's teacher pension system. In 1991, facing financial troubles, West Virginia closed its defined benefit Teachers' Retirement System (TRS) to new members and opened the Teachers' Defined Contribution plan (TDC). However, after widespread dissatisfaction with TDC account balances, it was closed to new members in 2005, and TRS was reopened. In 2008, the state legislature gave TDC participants a one-time option to switch their account balances from TDC to TRS in order to receive retirement payments according to the defined benefit formula. Over 78 percent of teachers elected to transfer.

While these events may appear to argue against states' offering defined contribution plans, West Virginia's experience should be viewed as a cautionary tale of the need for proper investment education. The implementation of the defined contribution plan was not handled well. In fact, some teachers believe they were so poorly advised that they have filed suit against the investment firm managing the plan. About three-fourths of teachers invested solely in low-yield, low-risk annuities that performed only slightly better than some savings accounts. For example, the Associated Press found that from May 2005 to May 2008, these annuities provided only their guaranteed 4.5 percent annual return. Over this same time period, the S&P 500 had an average rate of return of over 7 percent per year.

Defined contribution plans provide teachers flexibility in their retirement savings, but such plans are not without risk. States have a responsibility to educate teachers on their financial options and how to invest at different stages in life.

Figure 32

Sources: Barron's Dictionary of Finance and Investment Terms, Seventh Edition and California State Teachers' Retirement System's glossary, http://www.calstrs.com/Members/Defined%20B enefit%20Program/glossary.aspx.

Figure 32

Glossary

Benefit Formula:

Formula used to calculate the amount teachers will receive each month after retirement. The most common formula used is *years of service x final average salary x benefit multiplier*. This amount is divided by 12 to calculate monthly benefits.

Benefit Multiplier:

Multiplier used in the benefit formula. It, along with years of service, determines the total percentage of final average salary that a teacher will receive in retirement benefits. In some plans, the multiplier is not constant, but changes depending upon retirement age and/or years of service.

Defined Benefit Plan:

Pension plan that promises to pay a specified amount to each person who retires after a set number of years of service. Employees contribute to them in some cases; in others, all contributions are made by the employer.

Defined Contribution Plan:

Pension plan in which the level of contributions is fixed at a certain level, while benefits vary depending on the return from the investments. Employees make contributions into a tax-deferred account, and employers may or may not make contributions. Defined contribution pension plans, unlike defined benefit pension plans, give the employee options of where to invest the account, usually among stock, bond and money market accounts.

Lump-sum Withdrawal:

Large payment of money received at one time instead of in periodic payments. Teachers leaving a pension plan may receive a lump-sum distribution of the value of their pension.

Pension Wealth:

The net present value of a teacher's expected lifetime retirement benefits.

Purchasing Time:

A teacher may make additional contributions to a pension system to increase service credit. Time may be purchased for a number of reasons, such as professional development leave, previous out-of-state teaching experience, medical leaves of absence or military service.

Service Credit/Years of Service:

Accumulated period of time in years or partial years, for which a teacher earned compensation subject to contributions.

Supplemental Retirement Plan:

An optional plan to which teachers may voluntarily make tax-deferred contributions in addition to their mandatory pension plans. Employees are usually able to choose their rate of contribution up to a maximum set by the IRS; some employers also make contributions. These plans are generally in the form of 457 and 403(b) programs.

Vesting:

Right an employee gradually acquires by length of service to receive employer-contributed benefits, such as payments from a pension fund.

Figure 33 Do state pension systems have a defined contribution option? Defined benefit plan with defined Defined contribution benefit plan supplemental Choice of defined benefit or defined Defined Hybrid plan¹ contribution contribution plan plan only only plan Alabama Alaska П П 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 П П П Virginia Washington West Virginia Wisconsin Wyoming 30 3 3 14 1

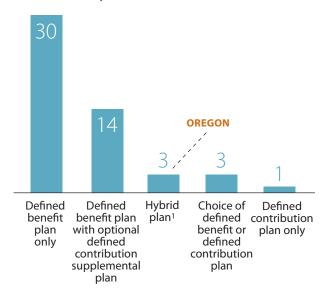
Figure 33
1 A hybrid plan has components of both
a defined benefit plan and a defined contribution plan.



EXAMPLES OF BEST PRACTICE

Alaska provides a fair and flexible defined contribution pension plan for all teachers. This plan is also highly portable, as teachers are entitled to 100 percent of employer contributions after five years of service. **South Dakota**'s defined benefit plan has some creative provisions, which makes it more like a defined contribution plan. Most notably, teachers are able to withdraw 100 percent of their employer contributions after three years of service. In addition, Florida, Ohio and South Carolina are noteworthy for offering teachers a choice between a defined benefit plan and a defined contribution plan.

Figure 34 Do state pension systems have a defined contribution option?



¹ A hybrid plan has components of both a defined benefit plan and a defined contribution plan.

Figure 35

What is a reasonable rate for pension contributions?

Reasonable Mandatory Contribution Rate Range:

- 4-7 percent each for teachers and districts in states participating in Social Security
- 10-13 percent each for teachers and districts in states not participating in Social Security

Analysts generally agree that workers in their 20's with no previous retirement savings should save, in addition to Social Security contributions, about 10-15 percent of their gross income in order to be able to live during retirement on 80 percent of the salary they were earning when they retired. While the recommended savings rate varies with age and existing retirement savings, NCTQ has used this 10-15 percent benchmark as a reasonable rate for its analyses. To achieve a total savings of 10-15 percent, teacher and employer contributions should each be in the range of 4-7 percent. In states where teachers do not participate in Social Security, the total recommended retirement savings (teacher plus employer contributions) is about 12 percent higher, to compensate for the fact that these teachers will not have Social Security income when they retire. In order to achieve the appropriate level of total savings, teacher and employer contributions in these states should *each* be in the range of 10-13 percent.

Sources:

http://personal.fidelity.com/planning/retirement/plan_overview.shtml.cvsr?refpr=rrc54

http://www.schwab.com/public/schwab/research_strategies/market_insight/retirement_strategies/planning/how_much_should_you_save_for_retirement_play_the_percentages.html https://personal.vanguard.com/us/planningeducation/retirement/PEdRetInvHowMuchToSaveContent.jsp#early

Figure 36

- 1 There is no employee contribution for income below \$6,000.
- 2 The rate is 3 percent of pay up to \$5,000, 3.6 percent of pay up to \$15,000.
- 3 The rate is 3 percent until 10 years of service, after which there is no employee contribution.
- 4 The rate is 4.26 for the defined benefit plan. The rate varies for the defined contribution plan with a minimum of 5 percent.





Figure 38

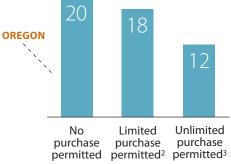
Do states permit teachers to purchase time for previous teaching experience?¹



- 1 Alaska only offers a defined contribution plan; purchase of time does not apply.
- 2 Hawaii, Idaho, Minnesota, New York, Oregon and Tennessee.
- 3 Arizona, California, Indiana, Iowa, Kansas, Louisiana, Missouri, New Hampshire, North Dakota, South Carolina, South Dakota and Utah.

Figure 39

Do states permit teachers to purchase time for leaves of absence?¹



- 1 Alaska only offers a defined contribution plan; purchase of time does not apply.
- 2 California, Connecticut, District of Columbia, Florida, Indiana, Kentucky, Louisiana, Massachusetts, Michigan, Montana, New Jersey, North Carolina, Oklahoma, Rhode Island, South Carolina, Vermont, Virginia and Washington.
- 3 Alabama, Arizona, Delaware, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, North Dakota, Ohio and Utah allow at least one year per leave and an unlimited number of leaves.

Figure 37
1 The employer contribution is 15 percent for employees hired prior to July 2005.

Figure 40

How many years before teachers vest?

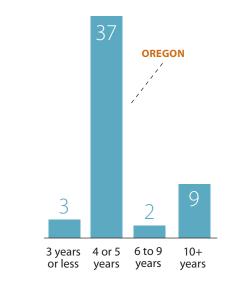


Figure 41

- 1 Florida's defined benefit plan does not vest until year six; teachers vest in the state's defined contribution plan after one year.
- 2 Ohio's defined benefit plan does not vest until year five; teachers vest in the state's defined contribution plan after one year.
- 3 South Carolina's defined benefit plan does not vest until year five; teachers vest immediately in the state's defined contribution plan.
- 4 Based on Washington's Plan 2. The state also offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after 10 years.

	3 years or less	4 or 5 years	6 to 9 years	10+ years
Alabama				
Alaska				
Arizona	П			
Arkansas				
California				
Colorado				
Connecticut				
Delaware				
District of Columbia				
Florida ¹				
Georgia				
Hawaii				
daho				
llinois				
ndiana				
owa				
(ansas				
Kentucky				
ouisiana				
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi Missouri				
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina				
North Dakota				
Ohio ²				
Oklahoma				
OREGON				
Pennsylvania				
Rhode Island				
South Carolina ³				
South Dakota				
ennessee				
exas				
Jtah				
/ermont				
Vashington ⁴				
Virginia Washington ⁴ West Virginia				
Washington ⁴				
Vashington ⁴ Vest Virginia				

Figure 42
What funds do states permit teachers to withdraw from their defined benefit plans if they leave after five years?

	Less than their own contribution	Only their own contribution		Their own contribution and part of the employer contribution plus interest	and full employer
Alabama					
Alaska ²					
Arizona					
Arkansas					
California					
Colorado					
Connecticut					
Delaware					
District of Columbia					
Florida ³		$\overline{\Box}$	$\overline{\Box}$	$\overline{\Box}$	
Georgia					
Hawaii					
Idaho					
Illinois					
Indiana ⁴					
lowa					
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland					
Massachusetts					
Michigan					
Minnesota					
Mississippi					
Missouri					
Montana					
Nebraska					
Nevada ⁵					
New Hampshire					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
Ohio ⁶					
Oklahoma					
OREGON ⁷			Ē		
Pennsylvania					
Rhode Island					
South Carolina ⁸					
South Dakota					
Tennessee					
Texas					
Utah ⁹					
Vermont					
Virginia					
Washington ¹⁰					
West Virginia					
Wisconsin					
Wyoming	Ш	Ш		Ш	Ш
	3	3	35	5	1

Figure 42

- Some states' withdrawal policies vary depending on teachers' years of service.
 Year five is used as a common point of comparision.
- 2 As of July 1, 2006, Alaska only offers a defined contribution plan to new members, which allows teachers leaving the system after five years to withdraw 100 percent of the employer contribution.
- 3 Since Florida teachers do not contribute to the defined benefit plan, the only funds participants could withdraw upon leaving are those made for special circumstances such as purchasing time. Florida also has a defined contribution plan, which allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution.
- 4 Teachers transferring to another governmental retirement plan may also withdraw the amount necessary to purchase creditable service in the new plan.
- 5 Most teachers in Nevada are in a noncontributory defined benefit system, and thus do not have contributions to withdraw. The small minority that are in a contributory system may withdraw their contributions plus interest.
- 6 Ohio has two other pension plans. Ohio's defined contribution plan allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution. Exiting teachers with at least five years of experience in Ohio's combination plan may withdraw their employee-funded defined contribution component, but must wait until age 50 to withdraw funds from the employer-funded defined benefit component.
- 7 Oregon only has a hybrid retirement plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.
- 8 South Carolina also has a defined contribution plan, which allows exiting teachers to withdraw 100 percent of their contributions and employer contributions, plus interest.
- 9 Since Utah teachers do not contribute to the defined benefit plan, the only funds participants could withdraw upon leaving are those made for special circumstances such as purchasing time.
- 10 Washington also has a hybrid retirement plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

Area 2: Retaining Effective Teachers

Goal 9 – Pension Neutrality

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

Figure 43

How States are Faring on Pension Neutrality

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

GOAL COMPONENTS

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

- The formula that determines pension benefits should be neutral to the number of years worked. It should not have a multiplier that increases with years of service or longevity bonuses.
- 2. The formula for determining benefits should preserve incentives for teachers to continue working until conventional retirement ages. Eligibility for retirement benefits should be based on age and not years of service.

RATIONALE

- ► See appendix for detailed rationale.
- It is unfair to all teachers when pension wealth does not accumulate in a uniform way.
- Pension systems affect when teachers decide to retire as teachers look to maximize their pension wealth.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.nctq.org/stpy/citations.

Goal 9 Oregon Analysis



State Nearly Meets Goal

ANALYSIS

Oregon's defined pension system is based on a benefit formula that is not neutral, meaning that each year of work does not accrue pension wealth in a uniform way.

To qualify as neutral, a pension formula must not only utilize a constant benefit multiplier to determine retired teachers' benefits, but it must also rely on an eligibility calendar based on age, rather than years of service. In most defined benefit plans, pension wealth peaks for teachers the year they become eligible for retirement, and then it declines every year they work beyond eligibility. Plans that base retirement on years of service create unnecessary peaks, and plans that allow a low retirement age create incentives to retire early. Therefore, plans that base retirement on an age in line with Social Security are likely to create the most uniform accrual of wealth.

Oregon's pension plan utilizes a constant benefit multiplier of 1.5 percent for its defined benefit formula; however, teachers may opt for early retirement with unreduced benefits based on years of service. Teachers with 30 years of service may retire at age 58, while other vested teachers with less than 30 years of service may not retire until age 65. Therefore, teachers who begin their careers at age 28 can reach 30 years of service by age 58, entitling them to seven additional years of unreduced retirement benefits beyond what other teachers would receive who may not retire until age 65. These provisions may encourage effective teachers to retire early, and they fail to treat equally those teachers who enter the system at a later age and give the same amount of service.

The state's defined contribution plan is neutral because teachers' pension wealth increases in a uniform way.

SUPPORTING RESEARCH

http://apps.pers.state.or.us/opsrp/a-z_project_chapter_ 238a.htm

RECOMMENDATION

Oregon nearly meets this goal. The state is commended for offering a neutral defined contribution plan and for using a constant benefit multiplier within its defined benefit plan. However, the state should consider no longer basing retirement eligibility on years of service. This change would result in a pension plan that treats all teachers more equitably, regardless of where they are in their careers.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that NCTQ's analysis "reflects a philosophical position that pensions operate as employee savings accounts and, therefore, all payments into the account and any employer contributions should be immediately portable by the employee." The state offered another perspective, suggesting that a pension is "an insurance fund into which employees and employers contribute and payments are made to retirees for specified benefits. In this way a pension is more similar to Social Security than it is to a savings account. The amount of the benefit provided is able to be more stable over fluctuations in the stock market and fluctuations in the length of the employee's life," and employees are protected from risk associated with market variances because the plan rather than the employee bears the risk. The state also noted that life expectancies vary, and because of this, "the plan cannot simply limit benefits to employee contributions and employer contributions. Some retirees may have worked shorter years but lived longer than others, entitling them to more benefits than an employee who lives a shorter time. The plan needs to be able to meet its long-term actuarial goals and not simply function as an employee savings account."

LAST WORD

Defined benefit plans are not purely employee savings accounts, and NCTQ does argue for "immediate" portability. A defined contribution account is for retirement expenses, and retirement accounts should be portable to new pension systems or other retirement savings accounts if teachers have to leave their current systems. There are severe tax consequences for withdrawing funds from most defined contribution accounts before retirement age. The option of being able to choose a defined contribution plan is inherently better than being mandated into a defined benefit plan. While Oregon rightly notes that defined contribution plans are not without their risks, the option allows teachers to decide for themselves whether or not they find those risks acceptable. Furthermore, if defined contribution plans are properly managed over the length of an individual's career, its risks are also spread out over time and investment portfolios. As discussed in the rationale for Goal 2.8, states have a responsibility to educate their employees on their options and how to invest at different stages in life.

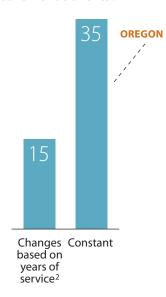


¹ This only refers to determining retirement eligibility, not retirement benefits.

EXAMPLES OF BEST PRACTICE

Alaska offers a defined contribution pension plan that is neutral, with pension wealth accumulating in an equal way for all teachers for each year of work. Minnesota and South Dakota offer defined benefit plans that have neutral formulas. Both states' plans have formula multipliers that do not change relative to years of service, and they do not allow unreduced benefits to retirees below age 65.

Figure 45 What kind of multiplier do states use to calculate retirement benefits?1



- 1 Alaska has a defined contribution plan, which does not have a benefit multiplier.
- 2 Arizona, California, Connecticut, District of Columbia, Florida, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New Hampshire, New York, Ohio, Rhode Island and Wyoming.

- 1 All calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age when s/he is first eligible for unreduced benefits. The calculations use states' current benefit formulas and do not include cost of living increases. The final average salary was calculated as the average of the highest three years of salary, even though a few states may vary from that standard. Age 65 was used as the point of comparision for standard retirement age because it is the minimum eligibility age for unreduced Social Security benefits.
- 2 Does not apply to Alaska's defined contribution plan.
- 3 Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.
- 4 Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach the maximum
- 5 Applies only to Ohio's defined benefit plan.

Figure 46

How much do states pay for each teacher that retires with unreduced benefits at an early age?1

Total amount in benefits paid per teacher from the time of retirement

Earliest retirement age that a teacher who started teaching at age 22 may receive

	of retirement until age 65	22 may receive unreduced benefits
Alaska ²		
Minnesota ³	\$0	65
South Dakota	\$0	65
Washington	\$0	65
Arizona	\$271,275	51
California	\$310,028	61
Indiana	\$317,728	55
New Hampshire	\$321,326	60
OREGON	\$361,536	58
Wisconsin	\$416,007	57
Rhode Island	\$430,013	59
Texas	\$443,421	60
Michigan	\$468,590	52
Kansas	\$492,342	54
Tennessee	\$499,973	52
Montana	\$518,228	47
Connecticut	\$520,009	57
Vermont	\$520,655	52
New Jersey	\$525,117	55
Virginia	\$531,068	52
lowa	\$551,428	55
Idaho	\$551,743	56
North Dakota	\$551,743	56
Oklahoma	\$551,743	56
Florida	\$557,112	52
New York	\$557,518	52
Maryland	\$562,308	52
North Carolina	\$568,555	52
Illinois	\$572,010	57
South Carolina	\$577,142	50
Hawaii	\$577,687	55
Nebraska	\$577,687	55
West Virginia	\$577,687	55
Delaware	\$577,927	52
District of Columbia		52
Massachusetts ⁴	\$594,296	57
Wyoming	\$615,994	54
Maine	\$621,861	47
Mississippi	\$621,861	47
Georgia	\$624,786	52
Utah	\$624,786	52
Alabama	\$625,747	47
Pennsylvania	\$650,011	57
Arkansas	\$681,789	50
Ohio ⁵	\$687,265	52
New Mexico	\$730,686	47
Louisiana	\$780,983	52
Missouri	\$780,983	51
Colorado	\$789,343	51
Kentucky	\$791,679	49
Nevada	\$834,090	52
revada	7034,090	JZ

Area 3: Exiting Ineffective Teachers

Goal 1 - New Teacher Evaluation

The state should require multiple formal evaluations of all new teachers.

GOAL COMPONENTS

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

- 1. The state should require that all new, nonpermanent teachers receive at least two formal evaluations annually.
- 2. New teachers should be formally evaluated at least once during the first half of their first year.

RATIONALE

- ► See appendix for detailed rationale.
- Evaluations are an important tool for providing support and holding teachers accountable.

SUPPORTING RESEARCH

▶ Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 47

How States are Faring on New Teacher **Evaluation**



Best Practice States

Kansas, Oklahoma



13 States Meet Goal

Alabama, Delaware, Idaho, Kentucky, Maryland, Nebraska, Nevada, New Jersey, North Dakota, Ohio, South Carolina, Washington, West Virginia



States Nearly Meet Goal

Arizona, Indiana, Minnesota, Missouri, North Carolina, Pennsylvania, Tennessee, Utah, Wyoming



State Partly Meets Goal Arkansas



17 States Meet a Small Part of Goal

Alaska, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Illinois, Louisiana, Massachusetts, Michigan, New Mexico, New York, **OREGON**, Texas, Virginia, Wisconsin



States Do Not Meet Goal

District of Columbia, Iowa, Maine, Mississippi, Montana, New Hampshire, Rhode Island, South Dakota, Vermont

Goal 1 Oregon Analysis



State Meets a Small Part of Goal

ANALYSIS

Oregon requires new teachers to be formally evaluated once a year. As part of the state's formal evaluation process, new teachers must be observed at least twice annually; however, the state seems not to indicate when these observations should occur or whether teachers are offered any immediate feedback regarding their performance.

SUPPORTING RESEARCH

Oregon Revised Statute 342.850

RECOMMENDATION

Oregon meets only a small part of this goal. The state should require that all new, untenured teachers be formally evaluated at least twice annually and that the first evaluation occur within the first half of their first school year. By doing so, the state will ensure that local districts more efficiently determine whether teachers are demonstrating appropriate classroom skills.

The point of requiring that one evaluation occur early in the year is to be able to immediately offer feedback and support to new teachers, especially if the observation indicates any unsatisfactory performance. That way, the teacher and school or district leadership can implement a plan for improvement, rather than potentially allow an ineffective new teacher to remain in the classroom without any evaluation until late in the year.

OREGON RESPONSE TO ANALYSIS

Oregon agreed that probationary teachers must be evaluated at least annually and observed at least twice. The state added that evaluation procedures include 1) a post-evaluation interview where the results of the evaluation are discussed with the teacher and 2) a written program of assistance for improvement if needed to remedy any deficiency specified in the statute. Probationary teachers may be discharged "at any time during the probationary period for any cause considered in good faith sufficient by the board." A discharged teacher is entitled to notice by March 15th and is entitled to request a hearing before the local board of education.

SUPPORTING RESEARCH

ORS 342.835; ORS 342.850

EXAMPLES OF BEST PRACTICE

Both **Kansas** and **Oklahoma** require new teachers to be formally evaluated twice a year. In Kansas, each evaluation must be scheduled not later than the 60th day of the semester, and in Oklahoma, the first evaluation must be completed before November 15, ensuring that new teachers are assessed and receive feedback early in the year, and that unsatisfactory performance is addressed with an improvement plan.

Figure 48

How many times do states require districts to evaluate a new teacher during a school year?



Figure 49

- 1 Alabama, Missouri, North Carolina and West Virginia require one formal evaluation, but also three observations with follow-up conferences.
- 2 Arkansas also requires three observations by a mentor.
- 3 Washington and Delaware require one formal evaluation, but also two observations with follow-up conferences.
- 4 Third year teachers are only evaluated twice in Tennessee.

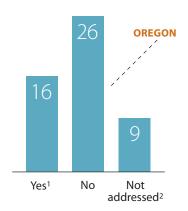
Figure 49

How many times do states require districts to evaluate a new teacher during a school year?

evaluate a new teacher during a school year?					
	Not addressed	1 time	2 times	3 or more times	
Alabama ¹					
Alaska					
Arizona					
Arkansas ²					
California	П			П	
Colorado					
Connecticut					
Delaware ³					
District of Columbia					
Florida					
Georgia					
Hawaii		_			
Idaho					
Illinois					
Indiana					
lowa					
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland					
Massachusetts					
Michigan					
Minnesota					
Mississippi					
Missouri ¹					
Montana					
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico					
New York		_			
North Carolina ¹					
North Dakota					
Ohio					
Oklahoma					
OREGON					
Pennsylvania					
Rhode Island					
South Carolina					
South Dakota					
Tennessee ⁴					
Texas					
Utah					
Vermont					
Virginia					
Washington ³					
West Virginia ¹					
Wisconsin					
Wyoming					
, 59	9	19	14	9	

Figure 50

Do states require districts to evaluate new teachers early in the school year?



- 1 Alabama, Delaware, Idaho, Indiana, Kansas, Kentucky, Maryland, Nebraska, Nevada, New Jersey, North Dakota, Ohio, Oklahoma, South Carolina, Washington and West Virginia.
- South Carolina, Washington and West Virginia.

 2 District of Columbia, Iowa, Maine, Mississippi, Montana, New Hampshire, Rhode Island, South Dakota and Vermont.

Area 3: Exiting Ineffective Teachers

Goal 2 - Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations are eligible for dismissal.

GOAL COMPONENTS

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

- 1. The state should require that all teachers who have received a single unsatisfactory evaluation be placed on an improvement plan whether or not they have tenure.
- The state should require that all teachers who receive two consecutive unsatisfactory evaluations or two unsatisfactory evaluations within five years be formally eligible for dismissal — whether or not they have tenure.

RATIONALE

- See appendix for detailed rationale.
- Negative evaluations should have meaningful consequences.
- Employment status should not determine the consequences of a negative evaluation.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.nctq.org/stpy/citations.

Figure 51

How States are Faring on Consequences for Unsatisfactory Evaluations



- 0 Best Practice States
- 9 States Meet Goal
 Alaska, Colorado, Florida, Illinois, Louisiana,
 Mississippi, New Mexico, Oklahoma,
 Washington
- 5 States Nearly Meet Goal
 Delaware, Georgia, Hawaii, South Carolina,
 Texas
- 13 States Partly Meet Goal
 Alabama, Arkansas, California, Connecticut,
 Iowa, Michigan, Missouri, New York,
 North Carolina, OREGON, Pennsylvania,
 Utah, West Virginia
- 1 State Meets a Small Part of Goal Arizona
- District of Columbia, Idaho, Indiana, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Dakota, Ohio, Rhode Island, South Dakota, Tennessee, Vermont, Virginia, Wisconsin, Wyoming

Goal 2 Oregon Analysis



State Partly Meets Goal

ANALYSIS

Oregon requires that local districts implement an evaluation policy that includes a post-evaluation interview in which "a written program of assistance for improvement is established, if one is needed to remedy any deficiency." The state does not address whether a certain number of unsatisfactory evaluations would make teachers automatically eligible for dismissal.

SUPPORTING RESEARCH

ORS 342.850

RECOMMENDATION

Oregon meets this goal in part. The state is commended for requiring that all teachers who receive an unsatisfactory evaluation, regardless of whether they have tenure, be placed on an improvement plan. However, the state should extend its policy to make teachers who receive two consecutive unsatisfactory evaluations or have two unsatisfactory evaluations within five years formally eligible for dismissal.

OREGON RESPONSE TO ANALYSIS

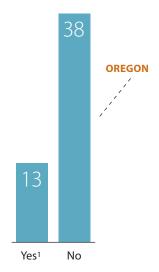
Oregon was helpful in providing NCTQ with the facts necessary for our analysis. The state added that contract teachers may be dismissed for "inadequate performance."

EXAMPLES OF BEST PRACTICE

Illinois and **Oklahoma** both require that teachers who receive unsatisfactory evaluations be placed on improvement plans. Teachers in Illinois are then evaluated three times during a 90-day remediation period and are eligible for dismissal if performance remains unsatisfactory. Oklahoma's improvement plan may not exceed two months and if performance does not improve during that time, teachers are eligible for dismissal.

Figure 52

Do states specify that teachers with multiple unsatisfactory evaluations are eligible for dismissal?



1 Alaska, Colorado, Delaware, Florida, Hawaii, Illinois, Louisiana, Mississippi, New Mexico, Oklahoma, Pennsylvania, South Carolina and Washington.

Figure 53

- Any teacher with an unsatisfactory evaluation is immediately dismissed.
- 2 Kentucky does require multiple observations the year following an unsatisfactory evaluation.
- 3 Teachers in low-performing schools can be dismissed after just one negative rating.
- 4 Only teachers on annual contracts are eligible for dismissal after unsatisfactory evaluations.

Figure 53

What are the consequences for teachers who receive unsatisfactory evaluations?

Improvement Eligible for plan after dismissal after multiple a single unsatisfactory unsatisfactory No articulated rating ratings consequences Alabama Alaska П Arizona Arkansas П California Colorado П Connecticut Delaware П District of Columbia Florida П Georgia Hawaii¹ Idaho Illinois Indiana lowa Kansas Kentucky² Louisiana Maine Maryland Massachusetts П П Michigan Minnesota П П Mississippi Missouri П Montana Nebraska П П Nevada **New Hampshire** П **New Jersey New Mexico** П New York North Carolina³ North Dakota Ohio Oklahoma **OREGON** Pennsylvania Rhode Island South Carolina⁴ South Dakota Tennessee Texas Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming 26 13 23

Area 3: Exiting Ineffective Teachers

Goal 3 – Licensure Loopholes

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

Figure 54

How States are Faring on Closing Licensure Loopholes

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

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 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 be met within one year.

RATIONALE

- ▶ See appendix for detailed rationale.
- Teachers who have not passed licensing tests may place students at risk.

SUPPORTING RESEARCH

 Research citations to support this goal are available at www.nctq.org/stpy/citations.

Goal 3 Oregon Analysis



ANALYSIS

Oregon allows new teachers who have not met licensure requirements to teach under the nonrenewable Restricted Transitional Teaching License, which is valid for three years. Eligibility requirements include a bachelor's degree and a letter from the employing district describing a particular need of the applicant's teacher qualifications. Upon expiration of the certificate, applicants are expected to meet the requirements of an initial license.

SUPPORTING RESEARCH

Oregon Administrative Rules, 584-060-0162: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_060.html

RECOMMENDATION

Oregon does not meet this goal. The state should ensure that all teachers pass all required licensure tests before they enter the classroom. Exceptions place students at risk of having teachers who lack sufficient or appropriate subject-matter knowledge. If, under limited and exceptional circumstances, such conditional or provisional licenses are deemed necessary, the state should allow only one additional year for teachers to meet testing requirements.

OREGON RESPONSE TO ANALYSIS

Oregon asserted that transitional licenses account for only a tiny fraction of the state's licenses. The state added that to qualify for its initial license, teachers must demonstrate content knowledge through multiple subject tests or the Praxis content area exam, as well as pass basic literacy and mathematics skills exams, and demonstrate knowledge of U.S. and Oregon civil rights issues.

Oregon also pointed out that new teachers from other states who do not meet its requirements are offered a nonrenewable, three-year license that requires a bachelor's degree and subject-matter testing or a bachelor's or graduate degree in the core academic subject area to be taught.

Finally, the state added that under "extraordinary circumstances," if teachers do not immediately meet state criteria, they may apply for its restricted transitional licenses. Transitional teachers are allowed three years to complete Oregon course requirements and must show that they have a minimum of a bachelor's degree from an accredited institution or an approved foreign equivalent. Teachers with a transitional license are not considered to be fully state certified and do not meet Highly Qualified Teacher status in Oregon. "Such licenses are rare and are given in unusual circumstances. Teachers Standards and Practices Commission is currently reviewing a proposal to limit Restricted Transitional Licenses to one year unless the employee can demonstrate significant progress in an approved teacher licensing program."

LAST WORD

All teachers should be required to demonstrate subject-matter knowledge. If a transitional license is necessary to put a teacher in the classroom, then the state is urged to allow only one additional year to meet testing requirements. Three years is simply too long to allow an individual to remain in the classroom without proving he or she has the requisite subject-matter knowledge.

Figure 55 How long can new teachers practice without passing licensing tests?

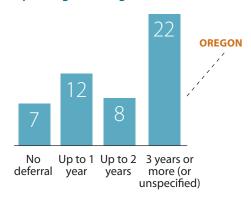
without passing licensing tests?				
	No deferral	Up to 1 year	Up to 2 years ι	3 years or more (or inspecified)
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
Delaware				
District of Columbia				
Florida				
Georgia				
Hawaii				
Idaho			П	
Illinois				
Indiana				
lowa ¹				
Kansas				
Kentucky				
Louisiana				
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi				
Missouri				
Montana ²				
Nebraska ²				
Nevada ³				
New Hampshire				
•				
New Jersey New Mexico	_			
New York				
North Carolina				
North Dakota				
Ohio				
Oklahoma				
OREGON				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming ⁴				
	7	12	8	22



EXAMPLES OF BEST PRACTICE

Both Colorado and New Jersey require that all new teachers must pass all required subjectmatter tests as a condition of initial licensure.

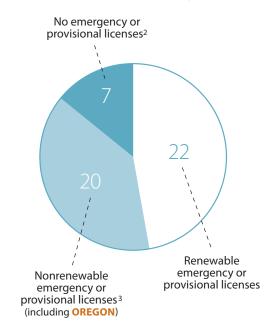
Figure 56 How long can new teachers practice without passing licensing tests?¹



1 Montana and Nebraska do not currently require licensing tests.

- 1 lowa only requires subject-matter testing for elementary teachers.
- 2 Montana and Nebraska do not currently require licensing tests.
- 4 Wyoming only requires subject-matter testing for elementary and social studies teachers.

Figure 57 Do states still award emergency licenses?¹



- 1 Not applicable to Montana and Nebraska, which do not require subject-matter testing.

 2 Colorado, Illinois, Nevada, New Jersey, New Mexico, South Carolina
- 2 Colorado, Illinois, Nevada, New Jersey, New Mexico, South Cardand Virginia.
 3 Alabama, Alaska, Arkansas, Connecticut, District of Columbia, Georgia, Idaho, Iowa, Kansas, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota, Oregon, Vermont, Washington, West Virginia and Wyoming.

Appendix

Area 1: Goal 1 State Data Systems

Rationale

Value-added analysis connects student data to teacher data to measure achievement and performance.

Value-added models are an important tool for measuring student achievement and school effectiveness. Value-added models measure the learning gains made by individual students, controlling for students' previous knowledge. They can also control for students' background characteristics. In the area of teacher quality, value-added models offer a fairer and potentially more meaningful way to evaluate a teacher's effectiveness than previous methods used by schools.

For example, it used to be that a school might have only known that its fifth-grade teacher, Mrs. Jones, consistently had students who did not score on grade level on standardized assessments of reading. Once the school had access to value-added analysis, it learned that Mrs. Jones' students were reading on a third-grade level when they entered her class, and that they were above a fourth-grade performance level at the end of the school year. While not yet reaching appropriate grade level, Mrs. Jones' students had made more than a year's progress in her class. Because of value-added data, the school was able to see that Mrs. Jones is an effective teacher.

The school would not have been able to see this without a data system that connects student data with teacher data. Furthermore, multiple years of data are necessary in order to make meaningful determinations about teacher effectiveness. Value-added analysis cannot occur without both student and teacher identifiers and the ability to match test records over time.

There are a number of responsible uses for value-added analysis.

Assessing Individual Teachers: With three years of good data, value-added analysis can successfully identify the strongest and weakest teachers. It is not as useful at distinguishing differences among teachers in the middle range of performance. This is why value-added analysis should only be used to provide part of the evidence of teacher effectiveness.

School Performance: Value-added analysis can accurately assess the learning gains and losses made within a single school, with less risk of measurement error. The U.S. Department of Education is now working with states to pilot something akin to value-added analysis, known as "student growth" models, to determine schools' Adequate Yearly Progress (AYP). Student growth models are not as effective as value-added models at

controlling for other factors besides the quality of the teacher. However, these models are still valuable for providing a measure of academic improvement for the school overall, leaving open their potential use for determining schoolwide bonuses. A good value-added model is a subset of a student growth model; it is able to more precisely separate out nonschool effects on learning, making it possible to better distinguish the impact of an individual teacher.

Applicability to All Teachers: Many critics of value-added models dismiss them because they can only be used for teachers in tested subjects. While some subjects do not lend themselves to a value-added model, more teachers may be eligible than may be immediately obvious. For example, student reading scores are affected by the quality of social studies and science instruction, not just instruction in language arts. Reading comprehension is directly connected to student learning of broad subject matter, including history, geography and science.

High School: A value-added model is theoretically most useful at the high school level, because high school teachers are typically assigned many more students, making results more reliable within a given year. Data from an elementary class size of 20 to 30 students can produce relatively unstable results for a single year. A high school teacher, however, will be assigned on average 120 students, yielding a much more stable, reliable indicator of actual teacher performance. Use at the high school level would require states to adopt reliable pre- and post-tests in core subject areas.

Pilots: States can directly and indirectly encourage districts to implement value-added analysis. By piloting value-added analysis in districts or schools, the states can encourage development of this valuable tool for eventual statewide use. Other programs, such as state-sponsored pay-for-performance programs that base bonuses, in part, on teachers' ability to produce student academic gains, can also encourage experimentation with value-added analysis.

Evaluating Teacher-Preparation Programs: Another innovative use for value-added technology is its inclusion in the evaluation of teacher-preparation programs. Value-added analysis that can measure the effectiveness of program graduates can provide valuable information that will hold poor teacher-preparation programs accountable, as well as identify strong programs that can be models for best practices.

Area 1: Goal 2

Evaluation of Effectiveness

Rationale

Teachers should be judged primarily by their impact on students.

While there are many factors to be considered when a teacher is formally evaluated, nothing is more important than effectiveness in the classroom. Unfortunately, many evaluation instruments used by districts, some of which are mandated by states, are structured so that teachers can earn a satisfactory rating without any evidence that they are sufficiently advancing student learning in the classroom. It is often enough that they just appear to be trying, not necessarily succeeding.

Many evaluation instruments give as much weight, or more, to factors that do not have any direct correlation with student performance—for example, taking professional development courses, assuming extra duties such as sponsoring a club or mentoring, and getting along well with colleagues. Some instruments express a hesitation to hold teachers accountable for student progress. Teacher evaluation instruments should include factors that combine both human judgment and objective measures of student learning.

A teacher evaluation instrument that focuses on student learning could include the following components:

A. Observation

- 1. Ratings should be based on multiple observations by multiple persons, usually the principal and senior faculty, within the same year to produce a more accurate rating than is possible with a single observation. Teacher observers should be trained to use a valid and reliable observation protocol (meaning that the protocol has been tested to ensure that the results are trustworthy and useful). The observers should assign degrees of proficiency to observed behaviors.
- 2. The primary observation component should be the quality of instruction, as measured by student time on task; student grasp or mastery of the lesson objective; and efficient use of class time.
- 3. Other factors often considered in the course of an observation can provide useful information—
- Questioning techniques and other methods for engaging class;
- Differentiation of instruction;
- Continual student checks for understanding throughout lesson;
- Appropriate lesson structure and pacing;
- Appropriate grouping structures;

- Reinforcement of student effort; and
- Classroom management and use of effective classroom routines.

Some other elements commonly found on many instruments, such as "makes appropriate and effective use of technology," or "ties lesson into previous and future learning experiences," may seem important to document but can be difficult to do so reliably in an observation. Too many elements often end up distracting the observer from focusing on answering one central question: "Are students learning?"

B. Objective Measures of Student Learning

Apart from the observation, the evaluation instrument should provide evidence of work performance. Many districts use portfolios, which create a lot of work for the teacher and may be unreliable indicators of effectiveness. Good and less-cumbersome alternatives to the standard portfolio exist—for example:

- The value that a teacher adds, as measured by standardized test scores (see Goal 1.1);
- Periodic standardized diagnostic assessments;
- Benchmark assessments that show student growth;
- Artifacts of student work connected to specific student learning standards that are randomly selected for review by the principal or senior faculty and scored using rubrics and descriptors;
- Examples of typical assignments, assessed for their quality and rigor; and
- Periodic checks on progress with the curriculum (e.g., progress on textbook) coupled with evidence of student mastery of the curriculum from quizzes, tests, and exams.

Area 1: Goal 3 Tenure

Rationale

Tenure should be a significant and consequential milestone in a teacher's career.

The decision to give teachers tenure (or permanent status) is usually made automatically, with little thought, deliberation or consideration of actual evidence. State policy should reflect the fact that initial certification is intended to be temporary and probationary, and that tenure is intended to be a significant reward for teachers who have consistently shown effectiveness and commitment. Tenure and advanced certification are not rights implied by the conferring of an initial teaching certificate. No other profession, including higher education, offers practitioners this benefit after only a few years of working in the field.

To make tenure meaningful, states should require a clear process, such as a hearing, for districts to use when considering whether or not a teacher advances from probationary to permanent status. This would ensure that the local district reviews the teacher's performance before a determination is made. This also protects the teacher's rights, as he or she is fully aware of the process and has an opportunity to participate.

States should also ensure that evidence of effectiveness is the preponderant (but not the only) criterion for making tenure decisions. However, most states confer tenure at a point that is too early for the collection of sufficient and adequate data that reflect teacher performance. Ideally, states would accumulate five years' worth of such data. This robust data set would prevent effective teachers from being unfairly denied tenure based on too little data, while also preventing the states from granting tenure to ineffective teachers.

Area 2: Goal 1 Induction

Rationale

Too many new teachers are left to "sink or swim" when they begin teaching.

Most new teachers find themselves overwhelmed and undersupported at the outset of their teaching careers. Although differences in preparation programs and routes to the classroom do affect readiness, even teachers from the most rigorous programs need support once they take on the myriad responsibilities of a teacher of record. A survival of the fittest mentality prevails in many schools; figuring out how to successfully negotiate unfamiliar curricula, discipline and management issues, and labyrinthine school and district procedures is often considered a rite of passage. However, the frustrations of the new teacher are not limited to low performers. Many talented new teachers become disillusioned early on by the lack of support they receive, and it may be the most talented who will more likely explore other career options.

Vague requirements simply to provide mentoring are insufficient.

Although many states have recognized the need to provide new teachers with mentoring, state policies merely indicating that mentoring should occur will not ensure that districts provide new teachers with quality mentoring experiences. While allowing flexibility for districts to develop and implement programs in line with local priorities and resources, states also should identify the minimum requirements for these programs in terms of the frequency and duration of mentoring and the qualifications of those serving as mentors.

New teachers in high-needs schools are particularly in need of quality mentoring.

Retaining effective teachers in high-needs schools is especially challenging. States should ensure that districts place special emphasis on mentoring programs in these schools, particularly when limited resources may prevent the district from providing mentoring to all new teachers.

Area 2: Goal 2 Licensure Advancement

Rationale

The point of the probationary licensure period should be to determine teacher effectiveness.

Most states grant new teachers a probationary license that must later be converted to an advanced or permanent license. A probationary period is sound policy; it provides an opportunity to decide whether individuals merit permanent licensure. However, very few states require any real decision making about teacher performance or effectiveness in determining whether teachers will advance from their probationary license. Instead, states generally require probationary teachers to fulfill a set of requirements to receive advanced certification. Thus, the ending of the probationary period is based on whether a checklist has been completed, rather than on teacher performance and effectiveness.

Most state requirements for achieving permanent certification have not been shown to impact teacher effectiveness.

Unfortunately, not only do most states fail to connect advanced certification to actual evidence of teacher effectiveness, but the requirements teachers most often have to fulfill are not even related to teacher effectiveness. The most common requirement for permanent licensure is the completion of additional coursework, often resulting in a master's degree. Requiring teachers to obtain additional training in their teaching area would be meaningful; however, the requirements are usually vague, allowing the individual to fulfill coursework requirements from long menus that include areas of no connection or use to that teacher in the classroom. As for requiring a master's degree, this is an area in which the research evidence is guite conclusive: Master's degrees have not been shown to make teachers more effective. This is likely due in no small part to the fact that teachers generally do not attain master's degrees in their subject areas. According to the National Center for Educational Statistics, less than one-fourth of secondary teachers' master's degrees are in their subject area, and only seven percent of elementary teachers' master's degrees are in an academic subject.

In addition to their dubious value, these requirements may also serve as a disincentive to teacher retention. Talented probationary teachers may be unwilling to invest their time and resources in more education coursework. Further, these teachers may well pursue advanced degrees that facilitate their leaving teaching.

Area 2: Goal 3 Pay Scales

Rationale

Compensation reform can be accomplished within the context of local control.

Teacher pay is, and should be, largely a local issue. Districts should not face state-imposed regulatory obstacles that prevent them from paying their teachers the way they see fit; different communities have different resources, needs and priorities. States should remove any barriers to districts' autonomy in deciding the terms for teacher compensation packages.

The state can ensure that all teachers are treated fairly by determining a minimum starting salary for all teachers. However, a state-mandated salary schedule that locks in pay increases or requires uniform pay deprives districts of the ability to be flexible and responsive to supply and demand problems that they may face.

There is an important difference between a state setting the minimum teacher salary and setting a salary schedule.

What is the difference between establishing a minimum starting salary and a salary schedule? Maine, for example, set a minimum starting salary of \$30,000 for its teachers in 2007-2008. No district is allowed to pay less. In contrast, Washington, like many states, has established a salary schedule that lays out what the minimum salary has to be at every level. A teacher who has been teaching for four years and has a master's degree must not be paid less than \$40,998. A teacher who has been teaching for four years and does not have a master's degree may not be paid less than \$34,464. While most districts exceed the state minimum, setting the salary schedule forces districts to adhere to a compensation system that is primarily based on experience and degree status, even when they would like to have other options.

It should also be noted that the minimums set by many states — whether a minimum starting salary or a complete schedule — are woefully out-of-date, having gone without updating for 20 years or more in some cases. The starting salary in Louisiana, for example, has been just over \$12,000 since 1987; the mini-

mum of \$18,000 in Massachusetts dates to 1988. Rather than maintain policies that do not provide any meaningful guidance to districts or assurance to teachers, states should remove these regulations and send a clear message to districts that they can decide how to compensate their teachers.

Area 2: Goal 4 Retention Pay

Rationale

Connecting additional compensation to the awarding of tenure would help teacher retention.

Starting salaries for teachers have risen significantly in many states over the last decade. While this may help to attract promising candidates, the small pay increases that generally follow, particularly in the first few years of teaching, may be detrimental to retention. Most state and district salary schedules provide only small percentage increases in the early years, with the percentage increases widening later on. Longevity bonuses are also common. A better strategy would be to connect a significant pay increase to the awarding of tenure, but only if tenure were based on a determination of effectiveness.

This pay increase, whether it was a significant salary increase paid out over the course of a year or a single lump-sum payment, would serve two important and complementary purposes. First, connecting this payment to a meaningful process for awarding tenure to effective teachers would enhance public understanding that tenure is not awarded automatically to just anyone. In addition, it would provide an important retention strategy, as teachers at the beginning of their careers would know that they will receive additional compensation at the conclusion of their probationary periods.

Area 2: Goal 5

Compensation for Prior Work Experience

Rationale

Districts should be allowed to pay new teachers with relevant work experience more than other new teachers.

State and district salary structures frequently fail to recognize that new teacher hires are not necessarily new to the workforce. Some new teachers bring with them deep work experience that is directly related to the subject matter they will teach. For example, the hiring of a new high school chemistry teacher with 20 years experience as a chemical engineer is most certainly a great boon to any district. Yet most salary structures would place this individual at the same point on the schedule as a new teacher straight out of college. Compensating these teachers commensurate with their experience is an important

retention (as well as recruitment) strategy, particularly when other nonteaching opportunities in these fields are likely to be more financially lucrative.

As discussed in Goal 2.3, specifics of teacher pay should largely be left to local decision making. However, states should use policy mechanisms to inform districts that it is not only permissible but also necessary to compensate new teachers with related prior work experience accordingly.

Area 2: Goal 6Differential Pay for Shortage Areas

Rationale

States should take the lead in addressing chronic shortages and needs.

As discussed in Goal 2.3, states should ensure that state-level policies (such as a uniform salary schedule) do not interfere with districts' flexibility in compensating teachers in ways that best meet their individual needs and resources. However, when it comes to addressing chronic shortages, states should do more than simply get out of the way. States should provide direct support for differential pay for effective teaching in shortage subject areas and high-needs schools. Attracting effective and qualified teachers to high-needs schools or filling vacancies in hard-to-staff subjects are problems that are frequently beyond a district's ability to solve. States that provide direct support for differential pay in these areas are taking an important step in promoting the equitable distribution of quality teachers. Short of providing direct support, states can also use policy levers to indicate to districts that differential pay is not only permissible but necessary.

Area 2: Goal 7Performance Pay

Rationale

Performance pay is an important retention strategy.

Performance pay provides an opportunity to reward those teachers who get consistent results from their students. The traditional salary schedule used by districts pays all teachers with the same inputs (i.e., experience and degree status) the same amount regardless of outcomes. Not only is this inconsistent with most other professions, it may also create a disincentive for high-achieving teachers to stay in the field, because there is no opportunity for financial reward for their success.

Many opponents of performance pay object to the premise that money will motivate teachers to work harder to advance student achievement. This objection is not groundless, particularly with performance pay frequently discussed as a combination of a carrot and a stick. Performance pay should not be viewed as an incentive for teachers to work harder, but as a means to compensate teachers based on student outcomes.

States should set guidelines for districts to ensure that plans are fair and sound.

Performance pay plans are not easy to implement well. There are numerous examples of both state and district initiatives that have been undone by poor planning and administration. The methodology that allows for the measurement of teachers' contributions to student achievement is still developing, and any performance pay program must recognize its limitations (see Goal 1.1 for more on the appropriate uses of this methodology). There are also inherent issues of fairness that should be considered when different types of data must be used to assess the performance of different kinds of teachers.

States can play an important part 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. Because this is an area in which there is still much to learn about best practice, states should consider piloting local initiatives as a way to expand the use of and the knowledge base around performance pay.

Area 2: Goal 8 Pension Flexibility

Rationale

Anachronistic features of teacher pension plans disadvantage teachers early in their careers.

Teacher salaries are just one part of the compensation package that teachers receive. Virtually all teachers are also entitled to a pension, which, after vesting, will continue to provide compensation for the rest of their lives after retirement. In an era when pension benefits have been declining across industries and professions, teachers' pensions remain a fixture. In fact, nearly all states continue to provide teachers with a defined-benefit pension system, an expensive and inflexible model that neither reflects the realities of the modern workforce nor provides equitable benefits to all teachers.

To achieve the maximum benefits from a defined-benefit pension plan, a teacher must begin and end his or her career in the same pension system. While a teacher who leaves the system early may receive some benefits, teachers who leave before the point of vesting — which is as much as 10 years or more in some states — are generally entitled to nothing more than their own contributions plus some interest. This may well serve

as a retention strategy for some, but on a larger scale, this approach fails to reflect the realities of the current workforce. The current workforce is increasingly mobile, with most entering the workforce expecting to change jobs many more times in their careers than previous generations. All workers, including teachers, may move to jobs in other states without any intention of changing careers. To younger teachers in particular, a defined benefit plan may seem like a meaningless part of the compensation package. A pension plan that cannot move across state lines and requires a long-term commitment may not seem like much of a benefit at all.

There is an alternative. A defined contribution plan is fair to all teachers, at all points in their careers. Defined contribution plans are more equitable because each teacher's benefits are funded by his or her own contributions, plus contributions made by the employer specifically on the behalf of that individual. This is fundamentally more equitable than defined benefit plans, which require new teachers to fund the benefits of retirees. Moreover, defined contributions are inherently portable and give employees flexibility and control over their retirement savings.

Pension plans also disadvantage teachers early in their careers by overcommitting employer resources to retirement benefits.

The contributions of employers to their workers' retirement benefits is a valuable benefit: it is important to ensuring that individuals have sufficient retirement savings. Compensation resources, however, are not unlimited, and they must fund both current salaries and future retirement benefits. Mandated employer contributions to many states' teacher pension systems are extremely high, leaving districts with little flexibility to be more innovative with their compensation strategies. This is further exacerbated for states in which teachers also participate in the Social Security program, meaning that the district must pay even more toward the retirement of each teacher.

This approach to compensation disadvantages teachers early in their careers, as the commitment of resources to retirement benefits almost certainly depresses salaries and prevents incentives. Lower mandatory employer contribution rates (in states where they are too high; there are certainly states where they are shamefully low) would free up compensation resources to implement the kinds of strategies suggested by this edition of the *Yearbook*.

Area 2: Goal 9 Pension Neutrality

Rationale

It is unfair to all teachers when pension wealth does not accumulate in a uniform way.

In addition to the ways defined benefit pension systems disadvantage teachers described in Goal 2.8, the way pension wealth accumulates in some systems further compounds this inequity. All pension systems use a multiplier to calculate the benefits an individual is entitled to receive based on salary levels and years of service. For example, a pension system may have a multiplier of 2.0. Pension benefits are determined by multiplying average final annual salary by years of service by the multiplier of 2.0. Thus, someone working fewer years with a lower final salary will appropriately receive less in benefits than someone with more years of service and/or a higher final salary. However, the multiplier in many pension systems is not fixed; it increases as years of service increase. When a higher multiplier is used, teachers receive even more generous benefits than they would based only on final salary and years of service.

Another way that pension benefits are not awarded fairly is through the common policy of setting retirement eligibility at different ages and years of service. In Hawaii, for example, a teacher with 30 years of service may retire at age 55, while other teachers may not retire until age 62. This means that a teacher who started teaching in Hawaii at age 25 can reach 30 years of service at age 55 and receive seven additional years of full retirement benefits beyond what a teacher that started at age 32 and cannot retire with full benefits until age 62 would receive. A fair system would set a standard retirement age for all participants, without factoring in years of service.

Pension systems affect when teachers decide to retire as teachers look to maximize their pension wealth.

The year teachers reach retirement eligibility by age and/or years of service, their pension wealth peaks; pension wealth then declines for each year they work beyond retirement age. Plans that allow retirement based on years of service create unnecessary peaks, and plans that allow a low retirement age create an incentive to retire earlier in one's career than may be necessary. For every year teachers continue to work beyond their eligibility for unreduced retirement benefits, they lose that year of pension benefits, thus decreasing their overall pension wealth.

Although their yearly pension benefits would continue to rise as they earn additional service credit, it would only be at a small percentage per year, which would not make up for the loss of each year of benefits.

To try to balance this incentive to retire, some states have created DROP (Deferred Retirement Option Plan) programs. DROP programs allow participants to place their monthly pension benefits in a private investment account while still teaching and earning a salary, thus retaining those benefits. These teachers are, in effect, earning their pension and salary at the same time, and often at a relatively young age.

A DROP program is a band-aid on the problem; it does not fix what is structurally wrong — retirement at an early age without reduction of benefits. For example, the hypothetical teacher above decides to forgo retiring at age 47 in order to wait and qualify for her state's DROP program at age 55. She now has 33 years of service and has reached a pension equal to 66 percent of her salary. She remains in DROP for the maximum allowable five years. During that time, her five years of lost pension benefits plus her five years of mandatory employee pension contribution have been deposited in a private investment account. Upon retiring at age 60, she would receive the total of that private account plus a lifetime pension benefit annually of 66 percent of her final salary. With the lump-sum payment of her DROP account and monthly pension benefit, she will receive 100 percent of her final average salary for at least 10 years, and, depending on the state, she may also receive Social Security benefits. This generous guaranteed payout would be hard to find in any other profession.

DROP programs do create an incentive for some teachers to remain past their eligible retirement, but at a high cost. DROP programs mean that districts still must find the funds to pay pension benefits to teachers at a relatively young age when those dollars could be more effectively spent.

Area 3: Goal 1 New Teacher Evaluation

Rationale

Evaluations are an important tool for providing support and holding teachers accountable.

Individuals new to a profession frequently have reduced responsibilities coupled with increased oversight. As competencies are demonstrated, new responsibilities are added and supervision decreases. Such is seldom the case for new teachers, who generally have the same classroom responsibilities as veteran teachers, including responsibility for the academic progress of their students, but may receive limited feedback on their performance. In the absence of good metrics for determining who will be an effective teacher before individuals begin to teach, it is critical that schools and districts closely monitor the performance of new teachers.

States should require that districts formally evaluate new teachers at least twice annually. A formal evaluation means that the observation results in a rating that becomes part of the teacher's record. Evaluations should not be treated as formalities; they are an important tool for identifying teachers' strengths and areas that need improvement. Although the goal should always be to provide feedback and support that will help teachers to address perceived weaknesses, evaluations also serve an important purpose in holding weak teachers accountable for continuing poor performance.

The state should specifically require that districts evaluate new teachers early in the school year. This policy would help to ensure that new teachers get the support they need early on and that supervisors are aware from the beginning of the school year which new teachers (and their students) may be at risk. The requirement of at least one additional evaluation provides important data about the teacher's ability to improve. Data from evaluations from the teacher's early years of teaching can then be used as part of the performance-based evidence used to make a decision about tenure.

Area 3: Goal 2 Unsatisfactory Evaluations

Rationale

Negative evaluations should have meaningful consequences.

Teacher evaluations are too often treated as mere formalities, rather than as important tools for rewarding good teachers, helping average teachers to improve and holding weak teachers accountable for poor performance. State policy should reflect the importance of evaluations so that teachers and principals alike take their consequences seriously. Accordingly, states should specify the consequences of negative evaluations. First, teachers that receive a negative evaluation should be placed on improvement plans. These plans should focus on performance areas that directly connect to student learning and should outline noted deficiencies, define specific action steps necessary to address these deficiencies and describe how progress will be measured. While teachers that receive negative evaluations should receive support and additional training, opportunities to improve should not be unlimited. States should articulate policies wherein two negative evaluations within five years are sufficient for justifying dismissal of a teacher.

Employment status should not determine the consequences of a negative evaluation.

Differentiating consequences of a negative evaluation based on whether a teacher has probationary or nonprobationary status puts the interests of adults before the interests of students. Ideally, weaknesses and deficiencies would be identified and corrected during the probationary period: if the deficiencies were found to be insurmountable, the teacher would not be awarded permanent status. However, in the absence of meaningful tenure processes based on teacher effectiveness, limiting significant consequences to the probationary period is insufficient. Any teacher who receives a negative evaluation, regardless of employment status, should be placed on an improvement plan, and any teacher who receives multiple negative evaluations, regardless of employment status, should be eligible for dismissal.

Area 3: Goal 3 Licensure Loopholes

Rationale

Teachers who have not passed licensing tests may place students at risk.

While states clearly need a regulatory basis for filling classroom positions with a small number of people who do not hold full teaching credentials, many of the regulations used to do this put the instructional needs of children at risk, year after year. For example, schools can make liberal use of provisional certificates or waivers provided by the state if they fill classroom positions with persons who may have completed a teacher preparation program but who have not yet passed their state licensing tests. These allowances may be made for up to three years in some states. The unfortunate consequence is that students' needs are neglected in an effort to extend personal consideration to adults who are unable to meet minimal state standards.

While some flexibility may be necessary because licensing tests are not always administered with the frequency that is needed, the availability of provisional certificates and waivers year after year signals that even the state does not put much stock in its licensing standards or what they represent. States accordingly need to ensure that all persons given full charge of children's learning are required to pass the relevant licensing tests in their first year of teaching, ideally before they enter the classroom. Licensing tests are an important minimum benchmark in the profession, and states that allow teachers to postpone passing these tests are abandoning one of the basic responsibilities of licensure.

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