

2011 State Teacher Policy Yearbook

Michigan

OVERALL GRADE

C+



National Council on Teacher Quality

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Every state formally received a draft of the *Yearbook* in July 2011 for comment and correction; states also received a final draft of their reports a month prior to release. All but one state responded to our inquiries. While states do not always agree with the recommendations, their willingness 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.

FUNDERS

The primary funders for the 2011 *Yearbook* were:

- Bill and Melinda Gates Foundation
- Gleason Family Foundation
- Carnegie Corporation of New York
- The Joyce Foundation
- George Gund Foundation

The National Council on Teacher Quality does not accept any direct funding from the federal government.

STAFF

Sandi Jacobs, *Project Director*

Sarah Brody, *Project Assistant*

Kathryn M. Doherty, *Special Contributor*

Kelli Michele, *Lead Researcher*

Meagan Staffiere Comb, Trisha M. Madden and Stephanie T. Maltz, *Researchers*

Thank you to the team at CPS Gumpert for their design of the 2011 *Yearbook*. Thanks also to Colleen Hale and Jeff Hale at EFA Solutions for the original *Yearbook* design and ongoing technical support.



National Council on Teacher Quality

Executive Summary

For five years running, the National Council on Teacher Quality (NCTQ) has tracked states' teacher policies, preparing a detailed and thorough compendium of teacher policy in the United States on topics related to teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *2011 State Teacher Policy Yearbook* includes NCTQ's biennial, full review of the state laws, rules and regulations that govern the teaching profession. This year's report measures state progress against a set of 36 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers. For the first time, the *Yearbook* includes a progress rating for states on goals that have been measured over time. An overall progress ranking is also included, showing how states compare to each other in moving forward on their teacher policies.

Michigan at a Glance

Overall 2011 Yearbook Grade: **C+**

Overall 2009 Yearbook Grade: D-

Area Grades	2011	2009
Area 1 <i>Delivering Well Prepared Teachers</i>	D+	D
Area 2 <i>Expanding the Teaching Pool</i>	C+	F
Area 3 <i>Identifying Effective Teachers</i>	C+	D-
Area 4 <i>Retaining Effective Teachers</i>	C	C-
Area 5 <i>Exiting Ineffective Teachers</i>	B-	D

Overall Progress

Progress
ranking
among states

3rd

Amount of
progress
compared to
other states

Very High

Highlights from recent progress in Michigan include:

- Evidence of student learning in teacher evaluations
- Tenure decisions connected to evidence of teacher effectiveness
- Consequences for unsatisfactory evaluations
- Dismissal for classroom ineffectiveness
- Alternate route admissions requirements

Area 1 Delivering Well Prepared Teachers

D+

Policy Strengths

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process could do more to hold programs accountable for the quality of the teachers they produce.

Area 2 Expanding the Pool of Teachers

C+

Policy Strengths

- Admission criteria for the alternate route to certification are selective and provide flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

Area 3 Identifying Effective Teachers

C+

Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.

Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.
- Licensure advancement and renewal are not based on teacher effectiveness.

Area 4 Retaining Effective Teachers

C

Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive performance pay.

Policy Weaknesses

- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are allowed to retire with unreduced benefits well before Social Security retirement age.
- Even though teachers are offered a hybrid pension plan, it is not portable or flexible, and it requires excessive contributions.

Area 5 Exiting Ineffective Teachers

B-

Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.
- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force.
- Ineffective classroom performance is grounds for dismissal.

Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Tenured teachers who are dismissed have multiple opportunities to appeal.

Michigan Goal Summary

Goal Breakdown

★ Best Practice	2
● Fully Meets	6
◐ Nearly Meets	4
◑ Partially Meets	7
◒ Only Meets a Small Part	7
○ Does Not Meet	10

Progress on Goals Since 2009

11
 1
 17
 NEW GOAL 7

Area 1: Delivering Well Prepared Teachers

1-A: Admission into Preparation Programs	◑
1-B: Elementary Teacher Preparation	◑
1-C: Teacher Preparation in Reading Instruction	◑
1-D: Teacher Preparation in Mathematics	◑
1-E: Middle School Teacher Preparation	◑
1-F: Secondary Teacher Preparation	●
1-G: Secondary Teacher Preparation in Science	◑
1-H: Secondary Teacher Preparation in Social Studies	◑
1-I: Special Education Teacher Preparation	◑
1-J: Assessing Professional Knowledge	◑
1-K: Student Teaching	◑
1-L: Teacher Preparation Program Accountability	◑

Area 2: Expanding the Pool of Teachers

2-A: Alternate Route Eligibility	★
2-B: Alternate Route Preparation	◑
2-C: Alternate Route Usage and Providers	●
2-D: Part Time Teaching Licenses	◑
2-E: Licensure Reciprocity	◑

Area 3: Identifying Effective Teachers

3-A: State Data Systems	◑
3-B: Evaluation of Effectiveness	●
3-C: Frequency of Evaluations	◑
3-D: Tenure	★
3-E: Licensure Advancement	◑
3-F: Equitable Distribution	◑

Area 4: Retaining Effective Teachers

4-A: Induction	◑
4-B: Professional Development	●
4-C: Pay Scales	◑
4-D: Compensation for Prior Work Experience	◑
4-E: Differential Pay	◑
4-F: Performance Pay	●
4-G: Pension Flexibility	◑
4-H: Pension Sustainability	◑
4-I: Pension Neutrality	◑

Area 5: Exiting Ineffective Teachers

5-A: Licensure Loopholes	◑
5-B: Unsatisfactory Evaluations	◑
5-C: Dismissal for Poor Performance	◑
5-D: Reductions in Force	●

About the *Yearbook*

The National Council on Teacher Quality (NCTQ) has long argued that no educational improvement strategies states take on are likely to have a greater impact than policies that seek to maximize teacher effectiveness. In this fifth edition of the *State Teacher Policy Yearbook*, NCTQ provides a detailed examination of state laws, rules and regulations that govern the teaching profession, covering the full breadth of policies including teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *Yearbook* is a 52-volume compendium of customized state reports for the 50 states and the District of Columbia, as well as a national summary overview, measuring state progress against a set of 36 specific policy goals. All of the reports are available from NCTQ's website at www.nctq.org/stpy.

The 36 *Yearbook* goals are focused on helping states put in place a comprehensive policy framework in support of preparing, retaining and rewarding effective teachers. The goals were developed based on input and ongoing feedback from state officials, practitioners, policy groups and other education organizations, as well as from NCTQ's own nationally respected advisory board. These goals meet five criteria for an effective reform framework:

1. They are supported by a strong rationale, grounded in the best research available. The rationale and research 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.

The need to ensure that all children have effective teachers has captured the attention of the public and policy-makers across the country like never before. The *Yearbook* offers state school chiefs, school boards, legislatures and the many advocates who press hard for reform a concrete set of recommendations as they work to maximize teacher quality for their students.

How to Read the Yearbook

NCTQ rates state teacher policy in several ways.

For each of the 36 individual teacher policy goals, states receive two ratings. The first rating indicates whether, or to what extent, a state has met the goal. NCTQ uses these familiar graphics to indicate the extent to which each goal has been met:



A new feature of this year's *Yearbook* is a progress rating for each goal NCTQ has measured over time. These ratings are intended to give states a meaningful sense of the changes in teacher policy since the 2009 *Yearbook* was published. Using the symbols below, NCTQ determines whether each state has advanced on the goal, if the state policy has remained unchanged, or if the state has actually lost ground on that topic.

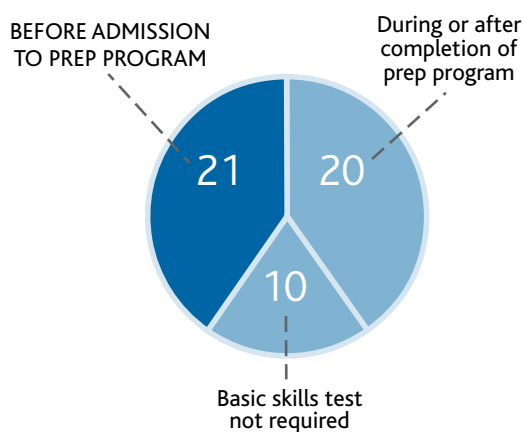


Some goals are marked with this symbol , which indicates that the bar has been raised for this goal since the 2009 *Yearbook*. With many states making considerable progress in advancing teacher effectiveness policy, NCTQ raised the standards for some goals where the bar had been quite low. As this may have a negative impact on some states' scores, those goals are always marked with the above symbol.

States receive grades in the five goal areas under which the 36 goals are organized: 1) delivering well prepared teachers; 2) expanding the pool of teachers; 3) identifying effective teachers; 4) retaining effective teachers and 5) exiting ineffective teachers. States also receive an overall grade that summarizes state performance across the five goal areas, giving an overall perspective on how states measure up against NCTQ benchmarks. New this year, states also receive an overall progress ranking, indicating how much progress each state has made compared to other states.

As always, the *Yearbook* provides a detailed narrative accounting of the policy strengths and weaknesses in each policy area for each state and for the nation as a whole. Best practices are highlighted. The reports are also chock full of reader-friendly charts and tables that provide a national perspective on each goal and serve as a quick reference on how states perform relative to one another, goal by goal.

Another new feature this year makes it easier to distinguish strong policies from weaker ones on our charts and tables. The policies NCTQ considers strong practices or the ideal policy positions for states are capitalized. This provides a quick thumbnail for readers to size up state policies against the policy option that aligns with NCTQ benchmarks for meeting each policy goal. For example, on the chart below, "BEFORE ADMISSION TO PREP PROGRAM" is capitalized, as that is the optimal timing for testing teacher candidates' academic proficiency.



Goals

AREA 1: DELIVERING WELL PREPARED TEACHERS

PAGE 9

1-A: Admission into Preparation Programs

The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.

1-B: Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

1-C: Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

1-D: Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

1-E: Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

1-F: Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

1-G: Secondary Teacher Preparation in Science

The state should ensure that science teachers know all the subject matter they are licensed to teach.

1-H: Secondary Teacher Preparation in Social Studies

The state should ensure that social studies teachers know all the subject matter they are licensed to teach.

1-I: Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

1-J: Assessing Professional Knowledge

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

1-K: Student Teaching

The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

1-L: Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

AREA 2: EXPANDING THE POOL OF TEACHERS

PAGE 59

2-A: Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

2-B: Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

2-C: Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

2-D: Part Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

2-E: Licensure Reciprocity

The state should help to make licenses fully portable among states, with appropriate safeguards.

Goals

AREA 3: IDENTIFYING EFFECTIVE TEACHERS

PAGE 81

3-A: State Data Systems

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

3-B: Evaluation of Effectiveness

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

3-C: Frequency of Evaluations

The state should require annual evaluations of all teachers.

3-D: Tenure

The state should require that tenure decisions are based on evidence of teacher effectiveness.

3-E: Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

3-F: Equitable Distribution

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

AREA 4: RETAINING EFFECTIVE TEACHERS

PAGE 105

4-A: Induction

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

4-B: Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

4-C: Pay Scales

The state should give local districts authority over pay scales.

4-D: Compensation for Prior Work Experience

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

4-E: Differential Pay

The state should support differential pay for effective teaching in shortage and high-need areas.

4-F: Performance Pay

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

4-G: Pension Flexibility

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

4-H: Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

4-I: Pension Neutrality

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

AREA 5: EXITING INEFFECTIVE TEACHERS

PAGE 147

5-A: Licensure Loopholes

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

5-B: Unsatisfactory Evaluations

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

5-C: Dismissal for Poor Performance

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

5-D: Reductions in Force

The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

Area 1: Delivering Well-Prepared Teachers

Goal A – Admission into Preparation Programs

The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.

Goal Components

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

1. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.
2. All preparation programs in a state should use a common admissions test to facilitate program comparison, and the test should allow comparison of applicants to the general college-going population and selection of applicants in the top half of that population.
3. Programs should have the option of exempting candidates from this test who submit comparable SAT or ACT scores at a level set by the state.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 1

How States are Faring in Admission Requirements



Progress on this Goal Since 2009:

↑ : 6 ↔ : 45 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Michigan does not require aspiring teachers to pass a test of academic proficiency as a criterion for admission to teacher preparation programs, instead delaying its basic skills assessment until teacher candidates are ready to begin student teaching.

Supporting Research

State Board of Education Teacher Certification Code R 390.1122

Frequently Asked Questions for MTTC

http://www.michigan.gov/mde/0,1607,7-140-6530_5683-116214--,00.html

RECOMMENDATION

- **Require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.**

Teacher preparation programs that do not screen candidates end up investing considerable resources in individuals who may not be able to successfully complete the program and pass licensing tests. Candidates needing additional support should complete remediation prior to program entry, avoiding the possibility of an unsuccessful investment of significant public tax dollars.

- **Require preparation programs to use a common test normed to the general college-bound population.**

The basic skills tests in use in most states largely assess middle school-level skills. To improve the selectivity of teacher candidates—a common characteristic in countries whose students consistently outperform ours in international comparisons—Michigan should require an assessment that demonstrates that candidates are academically competitive with all peers, regardless of their intended profession. Requiring a common test normed to the general college population would allow for the selection of applicants in the top half of their class, as well as facilitate program comparison.

- **Exempt candidates with comparable SAT or ACT scores.**

Michigan should waive the basic skills test requirement for candidates whose SAT or ACT scores demonstrate that they are in the top half of their class.

MICHIGAN RESPONSE TO ANALYSIS

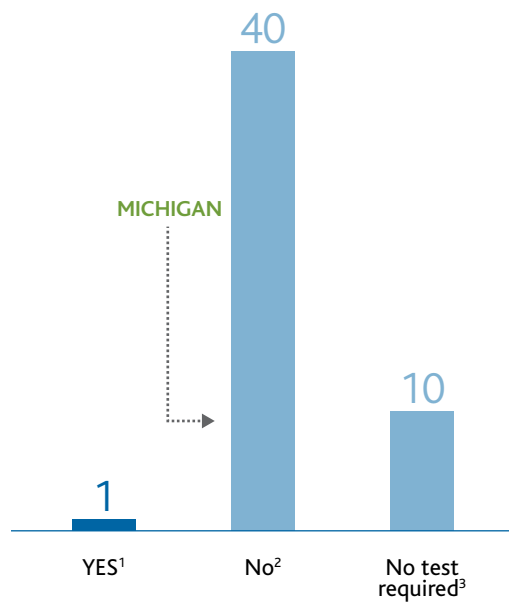
Michigan recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Although there are a number of states that require teacher candidates to pass a basic skills test as a criterion for admission to a preparation program, **Texas** is the only state that requires a test of academic proficiency normed to the general college bound population rather than just to prospective teachers. In addition, the state's minimum scores for admission appear to be relatively selective when compared to other tests used across the country.

Figure 2

Do states require a test of academic proficiency that is normed to the general college-going population?



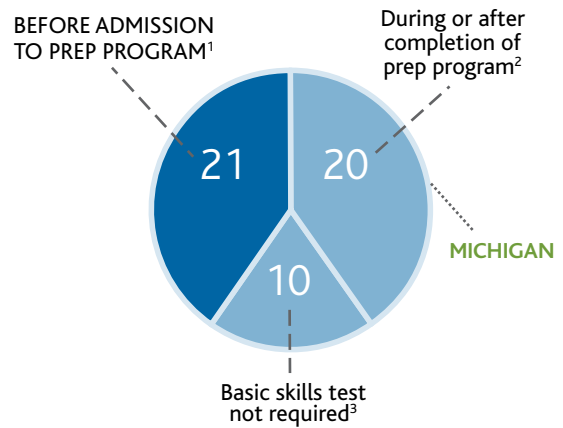
1. **Strong Practice:** Texas

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 3

When do states test teacher candidates' basic skills?



1. **Strong Practice:** Arkansas, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington, West Virginia, Wisconsin

2. Alabama, Alaska, California, Delaware, District of Columbia, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Vermont

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

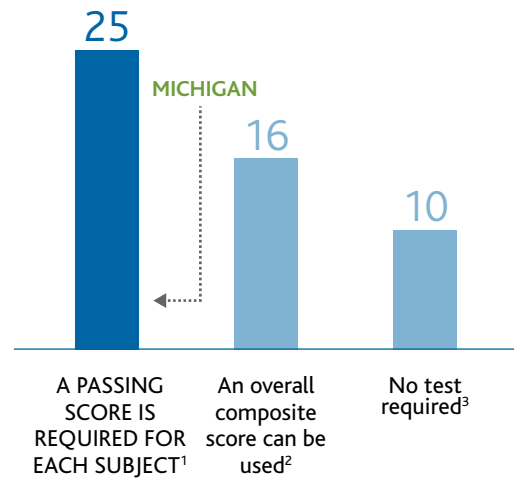
Figure 4

Do states appropriately test teacher candidates' academic proficiency?

	TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed only to teacher candidates before admission to prep program	Test normed only to teacher candidates during or after completion of prep program	No test required
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	☐	☐	☐	☒
	1	20	20	10

Figure 5

Do states measure performance in reading, mathematics and writing?



1. **Strong Practice:** Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin

2. California⁴, District of Columbia⁴, Hawaii⁴, Indiana, Iowa, Maine⁴, Maryland, New Hampshire⁴, New Mexico, New York, North Carolina, North Dakota⁵, Pennsylvania⁴, Rhode Island⁴, Vermont, Virginia

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

4. Minimum score must be met in each section.

5. Composite score can only be used if passing score is met on two of three subtests.

Area 1: Delivering Well-Prepared Teachers

Goal B – Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

Goal Components

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

1. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (Mathematics preparation for elementary teachers is discussed in Goal 1-D.)
2. The state should require elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.
3. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement also ensures that prospective teachers have taken higher level academic coursework.
4. Arts and sciences faculty, rather than education faculty, should in most cases teach liberal arts coursework to teacher candidates.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 6

How States are Faring in Elementary Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 44 ↓ : 4

Area 1: Goal B **Michigan** Analysis



State Partly Meets Goal



Progress Since 2009

ANALYSIS

Although Michigan has adopted the Common Core Standards, the state does not ensure that its elementary teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

Michigan requires candidates to pass the Michigan Test for Teacher Certification (MTTC) general elementary content test, which does not report teacher performance in each subject area, meaning that it may be possible to pass the test and still fail some subject areas.

In addition, all teacher candidates in Michigan must complete an approved program of general or liberal education, including English, literature, humanities, social sciences, natural or physical sciences, and the arts. These are sensible requirements, but they are too ambiguous to guarantee that the courses used to meet them will be relevant to the topics taught in the PK-6 classroom.

Elementary teacher candidates in Michigan are also required to complete one of the following sets of coursework: a major of not less than 30 semester hours or a group major of 36 semester hours along with a planned program minor of 20 semester hours in "other substantive fields deemed appropriate to elementary education," or three minors of not less than 20 semester hours each with two being in substantive fields that may include a group minor of 24 semester hours and the third being a minor of 20 semester hours or a group minor of 24 semester hours in a content area appropriate to elementary education.

Michigan also articulates teacher standards that include detailed descriptions of the knowledge teachers must have in important areas such as life, earth and space science; history, geography, political science and economics; and visual and performing arts. Although these standards are better than those found in most states, they could benefit from additional specificity to ensure that teachers have acquired the basic knowledge in areas such as British literature and art history.

Further, objectives for the MTTC content test require sensible fields of study, including U.S. history and geography; life, physical and earth sciences; and art and music. However, they do not make specific mention of important subject areas such as world history and British and American literature.

Finally, there is no assurance that arts and sciences faculty will teach liberal arts classes to elementary teacher candidates.

Supporting Research

SOAHR Administrative Code Teacher Certification Code R 390.1122, .1123, .1126

Certification Standards for Elementary Teachers

http://www.mi.gov/documents/mde/Elementary_Standards_JAN2008_231066_7.pdf

Michigan Test for Teacher Certification

www.mttc.nesinc.com

RECOMMENDATION

■ **Require a content test that ensures sufficient knowledge in all subjects.**

Michigan should ensure that its subject-matter test for elementary teacher candidates is well aligned with the Common Core Standards, which represent an effort to significantly raise the standards for the knowledge and skills American students will need for college readiness and global competitiveness.

The state should also require separate passing scores for each content area on the test because without them it is impossible to measure knowledge of individual subjects. Further, to be meaningful, Michigan should ensure that these passing scores reflect high levels of performance.

■ **Provide broad liberal arts coursework relevant to the elementary classroom.**

Although Michigan outlines a more specific set of content standards than most states, the state should either articulate an even more detailed set of standards or establish more comprehensive coursework requirements that are specifically geared to the areas of knowledge needed by PK-6 teachers. Further, the state should align its requirements for elementary teacher candidates with the Common Core Standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts.

■ **Require at least an academic concentration.**

Michigan's policy requiring elementary candidates to earn an academic major or minor is undermined because it may be met through a "group" approach. Unlike an academic major or minor, this approach will not necessarily enhance teachers' content knowledge or ensure that prospective teachers have taken higher-level academic coursework. Further, it does not provide an option for teacher candidates unable to fulfill student teaching or other professional requirements to still earn a degree, as an academic major does.

■ **Ensure that arts and sciences faculty teach liberal arts coursework.**

Although an education professor is best suited to teach effective methodologies in subject instruction, faculty from the university's college of arts and sciences should provide subject-matter foundation.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis. The state added that based on new elementary standards, an elementary education test is being developed with two separate assessments that must be passed separately. The first assessment will include English language arts/world language, social studies, and visual and performing arts. The second will include mathematics, science, health education and physical education. Michigan anticipates that this new test will be operational beginning October 2013.

Further, the state noted that the MTTC basic skills subtests for mathematics and writing are being revised to align with Michigan's mathematics high school content expectations, which align with the Common Core Standards for mathematics and the Common Core Standards for English writing and language, respectively. These subtests are also due to be operational beginning October 2013.

LAST WORD

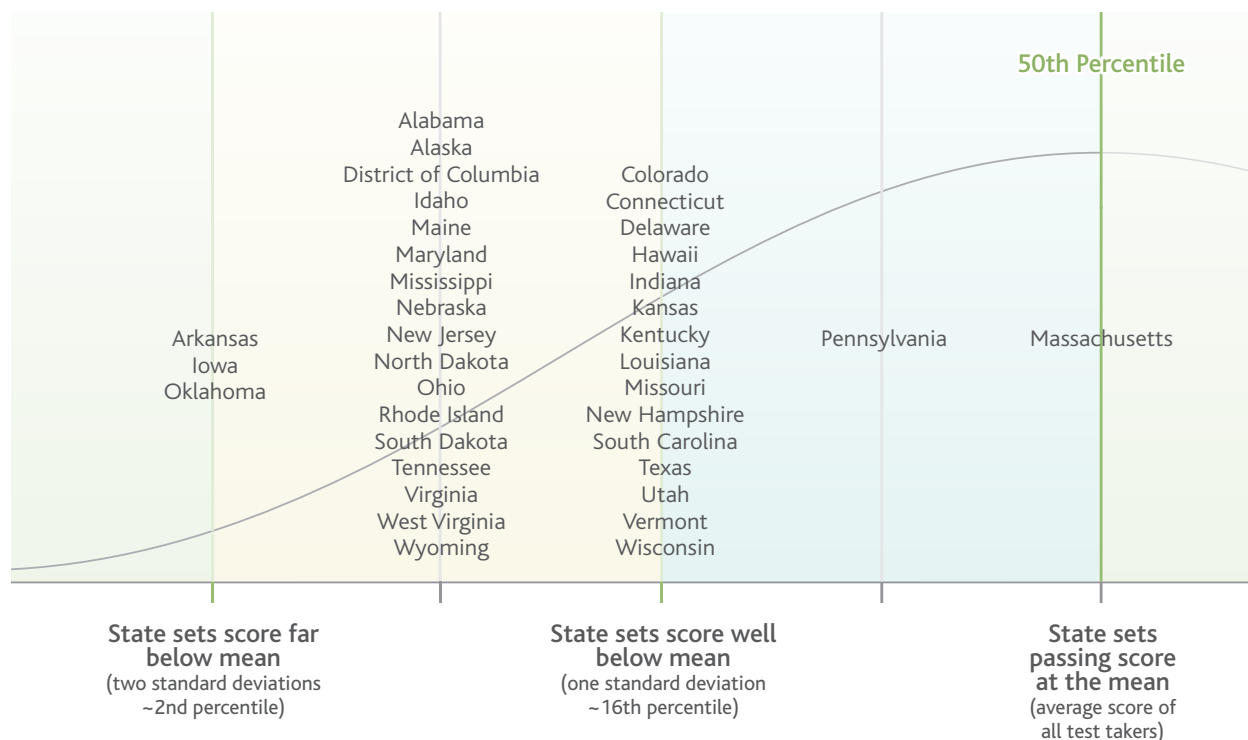
While two separate assessments with separate passing scores is a step in the right direction, the state should guarantee that its content test ensures appropriate subject-matter knowledge in all major academic areas that elementary candidates will teach.

★ EXAMPLES OF BEST PRACTICE

Although no state meets this goal, three states have noteworthy policies. **Massachusetts's** testing requirements, which are based on the state's curriculum, ensure that elementary teachers are provided with a broad liberal arts education. **Indiana** and **Utah** are the first two states to adopt the new Praxis II "Elementary Education: Multiple Subjects" content test, which requires candidates to pass separately scored subtests in reading/language arts, mathematics, social studies and science.

Figure 7

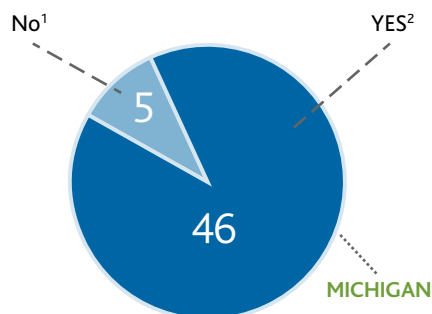
Where do states set the passing score on elementary content licensure tests¹?



¹ Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, **MICHIGAN**, Minnesota, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.

Figure 8

Have states adopted the K-12 Common Core State Standards?



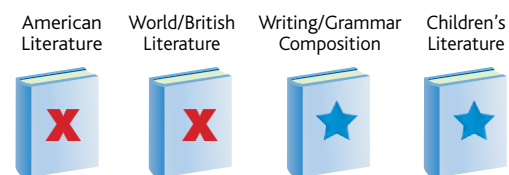
1. Alaska, Minnesota, Nebraska, Texas, Virginia

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

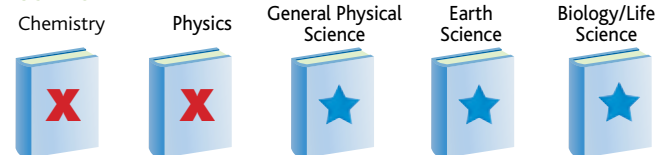
Figure 9

What subjects does *Michigan* expect elementary teachers to know?

ENGLISH



SCIENCE



SOCIAL STUDIES



FINE ARTS



- ✓ State requirements mention subject
- ★ State requirements cover subject in depth
- X State does not require subject

Figure 10

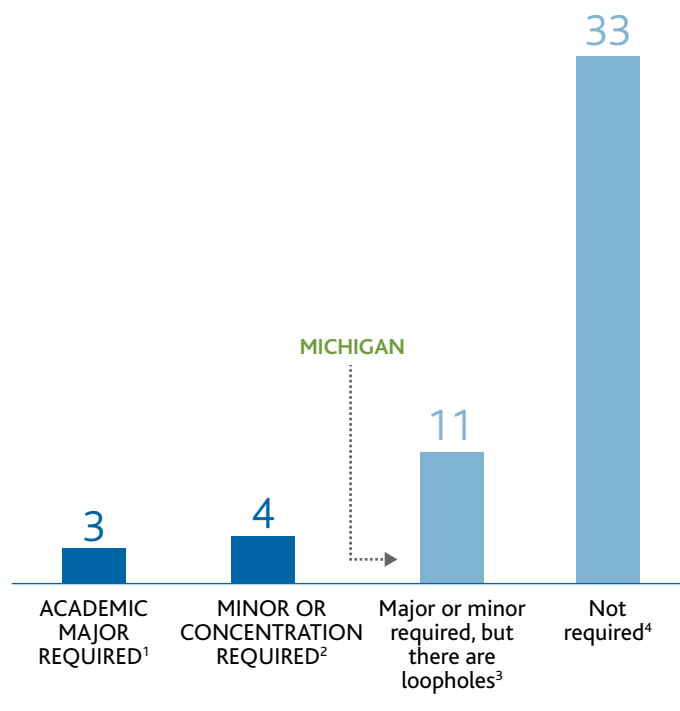
Do states expect elementary teachers to have in-depth knowledge of core content?

	ENGLISH					SCIENCE					SOCIAL STUDIES							FINE ARTS	
	American Literature	World/British Literature	Writing/Grammar/Composition	Children's Literature		Chemistry	Physics	General Physical Science	Earth Science	Biology/Life Science	American History I	American History II	American Government	World History (Ancient)	World History (Modern)	World History (Non-Western)	Geography	Art History	Music
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	☐	☐	☐	☐	☐	☐	☐	■	■	■	☐	☐	☐	☐	☐	■	☐	☐	■

■ Subject mentioned ★ Subject covered in depth

Figure 11

Do states expect elementary teachers to complete an academic concentration?



1. **Strong Practice:** Colorado, Massachusetts, New Mexico

2. **Strong Practice:** Indiana, Mississippi, New Hampshire, Oklahoma

3. California, Connecticut, Iowa, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.

4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal C – Elementary Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

Goal Components

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

1. To ensure that teacher preparation programs adequately prepare candidates in the science of reading instruction, the state should require that these programs train teachers in the five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that new elementary teachers pass a rigorous test of reading instruction in order to attain licensure. The design of the test should ensure that prospective teachers cannot pass without knowing the science of reading instruction.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 12

How States are Faring in Elementary Teacher Preparation in Reading Instruction



Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0



State Partly Meets Goal



Progress Since 2009

ANALYSIS

In its coursework requirements for teacher preparation programs, Michigan requires all programs to address the science of reading. Elementary teacher candidates must take six credit hours in reading; secondary teachers are required to take three credit hours. Programs must provide training in the five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

However, Michigan does not require teacher candidates to pass a reading assessment prior to certification or at any point thereafter to verify that they have been effectively trained in the science of reading instruction.

Supporting Research

Teacher Certification Code R 390.1126, -27

Revised School Code 1976 PA 451, Section 1531(4) http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-146967--,00.html

RECOMMENDATION

■ **Require teacher candidates to pass a rigorous assessment in the science of reading instruction.**

Although Michigan is commended for requiring coursework in reading and requiring preparation programs to address the science of reading, the state should also require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading, and if it is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

MICHIGAN RESPONSE TO ANALYSIS

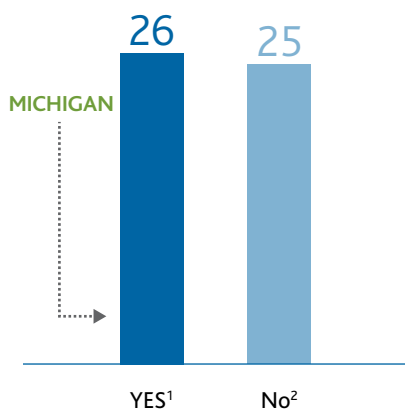
Michigan recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that preparation programs for elementary teacher candidates address the science of reading and requiring that candidates pass comprehensive assessments that specifically test the five elements of instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut**, **Massachusetts** and **Virginia** confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

Figure 13

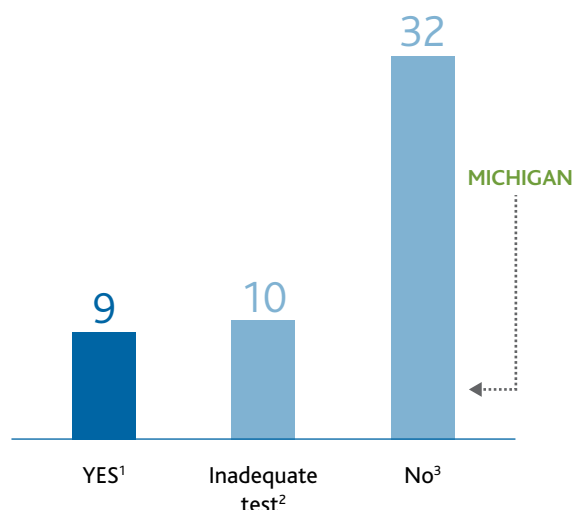
Do states require preparation for elementary teachers in the science of reading?



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

Figure 14

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



1. **Strong Practice:** Alabama, Connecticut, Massachusetts, Minnesota⁴, New Mexico⁵, Oklahoma, Pennsylvania⁵, Tennessee, Virginia
2. Arkansas, California, Florida, Georgia, Idaho, Indiana, Missouri, New York, Oregon, Texas
3. Alaska, Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming
4. Based on the limited information available about the test on the state's website.
5. Test is under development and not yet available for review.

Figure 15

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

	PREPARATION REQUIREMENTS		TESTING REQUIREMENTS		
	FULLY ADDRESS READING SCIENCE	Do not address reading science	APPROPRIATE TEST	Inadequate test	No reading test
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	☒	☐	☒ ¹	☐	☐
Mississippi	☒	☐	☐	☐	☒
Missouri	☒	☐	☐	☒	☐
Montana	☐	☒	☐	☐	☒
Nebraska	☐	☒	☐	☐	☒
Nevada	☐	☒	☐	☐	☒
New Hampshire	☐	☒	☐	☐	☒
New Jersey	☐	☒	☐	☐	☒
New Mexico	☐	☒	☒ ²	☐	☐
New York	☐	☒	☐	☒	☐
North Carolina	☐	☒	☐	☐	☒
North Dakota	☐	☒	☐	☐	☒
Ohio	☒	☐	☐	☐	☒
Oklahoma	☒	☐	☒	☐	☐
Oregon	☒	☐	☐	☒	☐
Pennsylvania	☒	☐	☒ ²	☐	☐
Rhode Island	☐	☒	☐	☐	☒
South Carolina	☐	☒	☐	☐	☒
South Dakota	☐	☒	☐	☐	☒
Tennessee	☒	☐	☒	☐	☐
Texas	☒	☐	☐	☒	☐
Utah	☐	☒	☐	☐	☒
Vermont	☒	☐	☐	☐	☒
Virginia	☒	☐	☒	☐	☐
Washington	☒	☐	☐	☐	☒
West Virginia	☒	☐	☐	☐	☒
Wisconsin	☐	☒	☐	☐	☒
Wyoming	☐	☒	☐	☐	☒
	26	25	9	10	32

1. Based on the limited information available about the test on the state's website.

2. Test is under development and not yet available for review.

Area 1: Delivering Well-Prepared Teachers

Goal D – Elementary Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

Goal Components

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

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry with some statistics).
2. The state should require elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure.
3. Such test can also be used to test out of course requirements and should be designed to ensure that prospective teachers cannot pass without sufficient knowledge of mathematics.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 16

How States are Faring in Teacher Preparation in Mathematics



Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0

**ANALYSIS**

Michigan relies on both coursework and its subject-matter testing requirements as the basis for articulating its requirements for the mathematics content knowledge of elementary teacher candidates.

All teacher candidates in Michigan must complete an approved program of general or liberal education that includes mathematics. However, the state specifies neither the requisite content of these classes nor that they must meet the needs of elementary teachers.

Michigan requires that all new elementary teachers pass a general subject-matter test, the Michigan Test for Teacher Certification (MTTC). The test's standards appropriately address content in mathematics foundations, but although they outline areas such as algebra, geometry and data analysis, the standards are not specifically geared to meet the needs of elementary teachers. In addition, Michigan posts only a limited number of sample items, and a review of this material calls the rigor of its test into question; the test items representing elementary school content assess understanding at too superficial a level. Further, the state's test lacks a specific passing score for mathematics: It may be possible to fail the mathematics portion and still pass the test.

Supporting Research

SOAHR Administrative Code, Teacher Certification Code, R 390.1122 and R 390.1123

<http://www.mttc.nesinc.com/>

RECOMMENDATION

- **Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers.**

Although Michigan requires mathematics coursework, the state should require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. This includes specific coursework in foundations, algebra and geometry, with some statistics.

- **Require teacher candidates to pass a rigorous mathematics assessment.**

Michigan should require a passing score specifically in math for its content assessments to ensure that teacher candidates have adequate mathematics knowledge and understanding of underlying mathematics concepts. Such a score could be used to allow candidates to test out of coursework requirements. Teacher candidates who lack minimum mathematics knowledge should not be eligible for licensure.

MICHIGAN RESPONSE TO ANALYSIS

Michigan asserted that its elementary standards for mathematics specify 10 elements that must be covered by teacher preparation programs. These elements are being incorporated into the mathematics portion of the new elementary assessment, which will become operational in October 2013. Further, the state added that a full-length MTTC practice test is now available for review.

Supporting Research

http://www.michigan.gov/documents/mde/Elementary_Standards_JAN2008_231066_7.pdf

LAST WORD

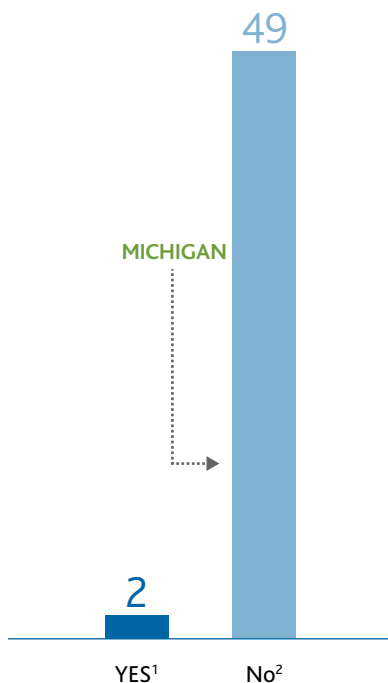
Michigan's response regarding the availability of a full-length practice test is appreciated. After careful review of the mathematics questions, NCTQ maintains the opinion expressed in this analysis. Michigan is urged to require a rigorous mathematics assessment to ensure that all elementary teacher candidates possess the appropriate knowledge of mathematics concepts.

★ EXAMPLES OF BEST PRACTICE

Massachusetts is the only state that ensures that its elementary teachers have sufficient knowledge of mathematics content. As part of its general curriculum test, the state utilizes a separately scored mathematics subtest that covers topics specifically geared to the needs of elementary teachers.

Figure 17

Do states articulate appropriate mathematics preparation for elementary teachers?

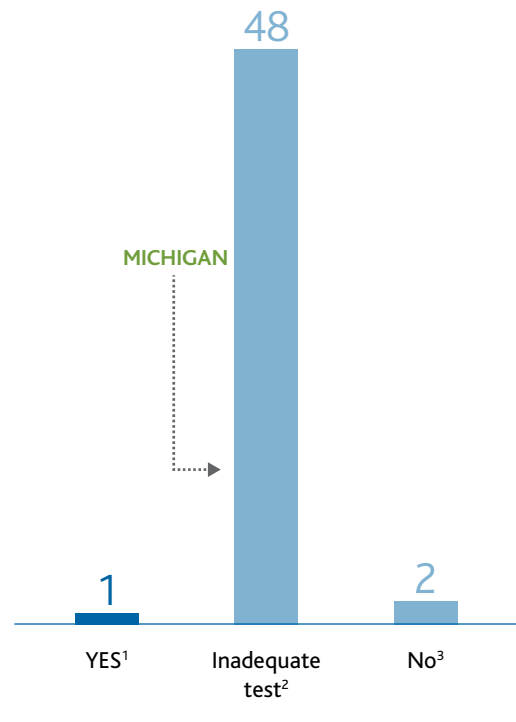


1. **Strong Practice:** Indiana, Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, 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

Figure 18

Do states measure new elementary teachers' knowledge of math?



1. **Strong Practice:** Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, 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

3. Montana, Nebraska

Area 1: Delivering Well-Prepared Teachers

Goal E – Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

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

1. The state should encourage middle school candidates who intend to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates intending to teach a single subject area should earn a major in that area.
2. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.
3. The state should require that new middle school teachers pass a licensing test in every core academic area they intend to teach.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 19

How States are Faring in Middle School Teacher Preparation



Progress on this Goal Since 2009:

↑ : 5 ↔ : 45 ↓ : 1

**ANALYSIS**

Michigan allows middle school teachers to teach on a generalist K-8 license if they are assigned to self-contained classrooms. Candidates are required to complete a major of not less than 30 semester hours or a group major of 36 semester hours, plus a "planned program" of 20 semester hours in "other fields deemed appropriate to elementary education." The state also allows teachers with secondary certificates to teach single subjects in middle school. Candidates must also complete a major of not less than 30 semester hours or a group major of 36 semester hours, plus a minor of 20 semester hours or a group minor of 24 semester hours.

All new middle school teachers in Michigan must also pass a subject-matter test, the Michigan Test for Teacher Certification (MTTC). Although secondary teacher candidates must pass a subject-specific test, those teaching middle grades on a generalist license need only pass the general subject-matter test for elementary education. Therefore, there is no assurance that these middle school teachers will have sufficient knowledge in each subject they teach.

Supporting Research

SOAHR Administrative Code Teacher Certification Code R 390.1122, -26, -27
http://www.mttc.nesinc.com/MI_viewFW_opener.asp

RECOMMENDATION

- **Eliminate K-8 generalist license.**

Michigan should not allow middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers. These teachers are less likely to be adequately prepared to teach core academic areas at the middle school level because their preparation requirements are not specific to the middle or secondary levels and they need not pass a subject-matter test in each subject they teach. Adopting middle school teacher preparation policies for all such teachers will help ensure that students in grades 7 and 8 have teachers who are appropriately prepared to teach grade level content, which is different and more advanced than what elementary teachers teach.

- **Strengthen middle school teachers' subject-matter preparation.**

Michigan should encourage middle school teachers who plan to teach multiple subjects to earn two minors in two core academic areas. Middle school candidates who intend to teach a single subject should earn a major in that area.

- **Require subject-matter testing for middle school teacher candidates.**

Michigan should require subject-matter testing for all middle school teacher candidates in every core academic area they intend to teach as a condition of initial licensure.

MICHIGAN RESPONSE TO ANALYSIS

Michigan was helpful in providing NCTQ with facts that enhanced this analysis. The state added that an elementary education candidate who seeks authorization for a departmentalized middle school (6-8) classroom must hold an endorsement in the content area of the assignment and must pass the Michigan Test for Teacher Certification in the specific academic content area of the endorsement.

★ EXAMPLES OF BEST PRACTICE

Arkansas, Georgia and Pennsylvania ensure that all middle school teachers are sufficiently prepared to teach middle school-level content. Teachers are required to earn at least two content-area minors. Georgia and Pennsylvania also require passing scores on single-subject content tests, and Arkansas requires a subject-matter assessment with separate passing scores for each academic area.

1. California offers a K-12 generalist license for self-contained classrooms.
2. Illinois offers K-9 license.
3. With the exception of mathematics.
4. Oregon offers 3-8 license.
5. Wisconsin offers 1-8 license.

Figure 20

Do states distinguish middle grade preparation from elementary preparation?

	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	■	□	□
California	□	■ ¹	□
Colorado	□	□	■
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	□	□	■ ²
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	□	□	■ ³
Oregon	□	□	■ ⁴
Pennsylvania	■	□	□
Rhode Island	□	■	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■ ⁵
Wyoming	■	□	□
	29	6	16

Figure 21

What academic preparation do states require for a middle school endorsement or license?

	MAJOR OR MORE	MAJOR OR TWO MINORS	TWO MINORS	Less than a major or "loose" requirements	No requirement of content major or minor
Alabama	☒	☐	☐	☐	☐
Alaska	☐	☐	☐	☐	☒
Arizona	☐	☐	☐	☐	☒
Arkansas	☒	☐	☐	☐	☐
California	☐	☐	☐	☒	☐
Colorado	☐	☐	☐	☐	☒
Connecticut	☐	☒	☐	☐	☐
Delaware	☐	☐	☐	☐	☒
District of Columbia	☒	☐	☐	☐	☐
Florida	☐	☐	☐	☒	☐
Georgia	☐	☐	☒	☐	☐
Hawaii	☐	☐	☐	☐	☒
Idaho	☐	☐	☐	☐	☒
Illinois	☐	☐	☐	☐	☒
Indiana	☐	☐	☒	☐	☐
Iowa	☐	☐	☒	☐	☐
Kansas	☒	☐	☐	☐	☐
Kentucky	☐	☒ ¹	☐	☐	☐
Louisiana	☐	☐	☒	☐	☐
Maine	☐	☐	☐	☐	☒
Maryland	☐	☐	☐	☐	☒
Massachusetts	☐	☐	☒ ¹	☐	☐
MICHIGAN	☒	☐	☐	☐	☐
Minnesota	☐	☐	☐	☒	☐
Mississippi	☐	☐	☒	☐	☐
Missouri	☐	☐	☐	☒	☐
Montana	☐	☐	☐	☐	☒
Nebraska	☐	☐	☒ ¹	☐	☐
Nevada	☐	☐	☐	☒	☐
New Hampshire	☒	☐	☐	☐	☐
New Jersey	☒	☐	☐	☐	☐
New Mexico	☐	☐	☐	☒	☐
New York	☒	☐	☐	☐	☐
North Carolina	☐	☐	☐	☐	☒
North Dakota	☐	☐	☐	☒	☐
Ohio	☐	☐	☒ ¹	☐	☐
Oklahoma	☒	☐	☐	☐	☐
Oregon	☐	☐	☐	☒	☐
Pennsylvania	☐	☒ ²	☐	☐	☐
Rhode Island	☐	☐	☐	☒	☐
South Carolina	☐	☐	☒	☐	☐
South Dakota	☐	☐	☐	☐	☒
Tennessee	☒	☐	☐	☐	☐
Texas	☒	☐	☐	☐	☐
Utah	☒	☐	☐	☐	☐
Vermont	☐	☐	☐	☒	☐
Virginia	☒	☐	☐	☐	☐
Washington	☐	☐	☐	☐	☒
West Virginia	☐	☐	☐	☒	☐
Wisconsin	☐	☐	☐	☒	☐
Wyoming	☐	☐	☐	☐	☒
	13	3	9	12	14

1. State does not explicitly require two minors, but it has equivalent requirements.

2. Pennsylvania has two options. One option requires a 30 credit concentration in one subject and nearly a minor (12 credits) in three additional subjects; the second option is 21 credits in two subject-area concentrations with 12 credits in two additional subjects.

Area 1: Delivering Well-Prepared Teachers

Goal F – Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

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

1. The state should require that secondary teachers pass a licensing test in every subject they intend to teach.
2. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 22

How States are Faring in Secondary Teacher Preparation



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Michigan requires that its secondary teacher candidates pass a content test to teach any core secondary subjects. Unfortunately, Michigan permits a significant loophole to this important policy by allowing both general science and general social studies licenses, without requiring subject-matter testing for each subject area within these disciplines (see Goals 1-G and 1-H).

Further, to add an additional field to a secondary license, teachers must also pass a content test. However, as stated above, Michigan cannot guarantee content knowledge in each specific subject for those secondary teachers who add general science or general social studies endorsements.

Supporting Research

Teacher Certification Reference Manual

http://www.michigan.gov/documents/cert_update_manual_2006_171904_7.pdf

RECOMMENDATION

■ Require subject-matter testing for all secondary teacher candidates.

Michigan wisely requires subject-matter tests for most secondary teachers but should address any loopholes that undermine this policy (see Goals 1-G and 1-H). This applies to the addition of endorsements as well.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis. The state expressed frustration with the term "loophole" because both the integrated science and the social studies endorsement standards include required content from the single disciplines within science and social studies.

LAST WORD

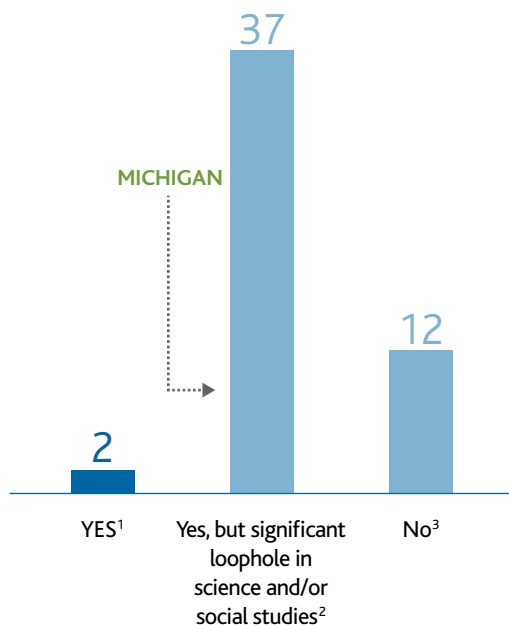
Goals 1-G and 1-H discuss why NCTQ finds the integrated science and social studies endorsements problematic.

★ EXAMPLES OF BEST PRACTICE

Not only do **Indiana** and **Tennessee** require that secondary teacher candidates pass a content test to teach any core secondary subjects, but these states also do not permit any significant loopholes to this important policy by allowing secondary general science or social studies licenses (see Goals 1-G and 1-H).

Figure 23

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



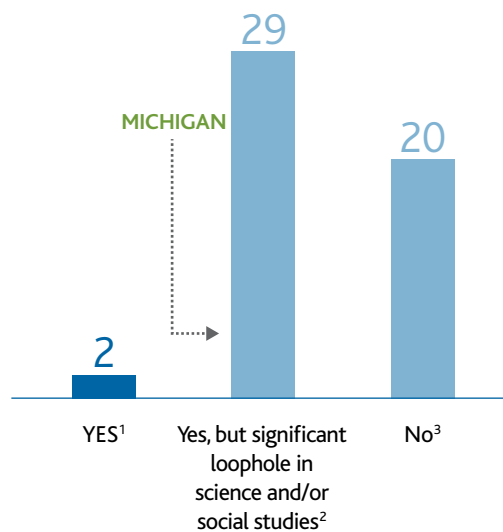
1. Strong Practice: Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

Figure 24

Do all secondary teachers have to pass a content test in every subject area to add an endorsement?



1. Strong Practice: Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

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

Area 1: Delivering Well-Prepared Teachers

Goal G – Secondary Teacher Preparation in Science

The state should ensure that science teachers know all the subject matter they are licensed to teach.

Goal Components

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

1. The state should require secondary science teachers to pass a subject-matter test of each science discipline they intend to teach.
2. The state should require middle school science teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of science.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 25

How States are Faring in Preparation to Teach Science

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

Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal

NEW
N/A
GOAL Progress Since 2009**ANALYSIS**

Michigan offers secondary certification in integrated science, the state's version of general science, which allows candidates to teach integrated science, biology, chemistry, physics and earth/space science at the secondary level. Candidates must earn either a group major of 36 semester hours of the subjects above distributed among three major categories—life sciences, physical science and earth/space science—or a comprehensive group major, with a minimum of 50 semester hours distributed among the three categories. Candidates must also pass the MTTC “Integrated Science” test, which combines all scientific areas but does not report individual scores for specific subjects. Teachers with this license are not limited to teaching general science but rather can teach any of the topical areas.

Michigan also offers certification in physical science, which allows candidates to teach chemistry and physics at the secondary level. They are required to pass the MTTC “Physical Science” test, which combines chemistry and physics but does not report individual scores.

Middle school science teachers in Michigan have the option of earning the elementary integrated science endorsement, which prepares candidates to teach integrated science in grades K-5, as well as biology, chemistry, physics and earth/space science in the middle grades. In addition to either a group major with a minimum of 36 semester hours distributed among the three major categories mentioned above, or a group minor with a minimum of 24 semester hours, candidates must also pass the MTTC “Integrated Science (Elementary)” test, which combines foundations of scientific inquiry, life science, earth/space science and physical science. It appears this test is geared to elementary-level science and is not an adequate assessment of content knowledge for middle school teachers. Regrettably, Michigan also allows middle school teachers to teach on a generalist K-8 license (see Goal 1-E).

Supporting Research

Specialty Program Standards

http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368---,00.html

Michigan Test for Teacher Certification

www.mttc.nesinc.com**RECOMMENDATION**

- **Require secondary science teachers to pass tests of content knowledge for each science discipline they intend to teach.**

States that allow general science certifications or combination licenses across multiple science disciplines—and do not require content tests for each area—are not ensuring that these secondary teachers possess adequate subject-specific content knowledge.

- **Require middle school science teachers to also pass a test of content knowledge that ensures sufficient knowledge of science.**

MICHIGAN RESPONSE TO ANALYSIS

Michigan noted that NCTQ did not distinguish K-8 self-contained authorization from K-8 departmentalized classrooms, in which middle school teachers with an elementary certificate would be required to hold an additional content endorsement.

LAST WORD

The issue of K-8 licenses is addressed and factored into the rating in Goal 1-E. For the purposes of this goal, it is only mentioned to point out that middle school teachers on that license need not have passed the “Integrated Science” test. This is equally problematic whether middle school-level science is taught in a self-contained or departmentalized classroom.

Figure 26

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

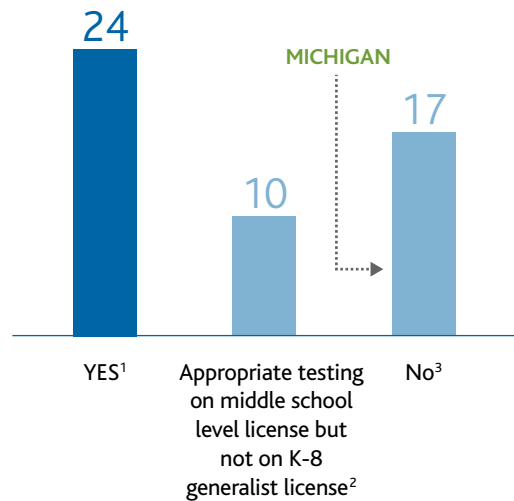
	STATE OFFERS GENERAL SCIENCE OR COMBINATION SCIENCE LICENSES WITH ADEQUATE TESTING	State offers general science or combination science licenses without adequate testing	STATE OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING	State offers only single-subject science licenses without adequate testing
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	☐	☒	☐	☐
	1	39	10	1

★ EXAMPLES OF BEST PRACTICE

New Jersey does not offer certification in general science for secondary teachers. Although the state allows a combination physical science certificate, it ensure adequate content knowledge in both chemistry and physics by requiring teacher candidates to pass individual content tests in chemistry, physics and general science. Further, middle school science teachers must pass a science-specific content test.

Figure 27

Do states ensure that middle school teachers have adequate preparation to teach science?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Washington, Wisconsin

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Michigan, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal H – Secondary Teacher Preparation in Social Studies

The state should ensure that social studies teachers know all the subject matter they are licensed to teach.

Goal Components

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

1. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they intend to teach.
2. The state should require middle school social studies teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of social studies.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 28

How States are Faring in Preparation to Teach Social Studies



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Michigan offers secondary certification in general social studies. Candidates must earn either a social studies group major of 36 semester hours, or a comprehensive group major, with a minimum of 50 semester hours. They must also pass the MTTC "Social Studies" test, which combines all social studies areas but does not report individual scores for specific subjects. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas.

Middle school social studies teachers in Michigan have the option of earning the elementary social studies endorsement, which requires a group major of 36 semester hours. Commendably, candidates must also pass the MTTC "Social Studies" test. Unfortunately, the state also allows middle school teachers to teach on a generalist K-8 license (see Goal 1-E).

Supporting Research

Specialty Program Standards

http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368---,00.html

Michigan Test for Teacher Certification

www.mttc.nesinc.com

RECOMMENDATION

- **Require secondary social studies teachers to pass tests of content knowledge for each social studies discipline they intend to teach.**

States that allow general social studies certifications—and do not require content tests for each area—are not ensuring that these secondary teachers possess adequate subject-specific content knowledge. Michigan's required assessment combines all subject areas (e.g., history, geography, economics) and does not report separate scores for each subject area. Therefore, candidates could answer many history questions, for example, incorrectly, yet still be licensed to teach history to high school students.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis. The state added that NCTQ did not distinguish K-8 self-contained authorization from K-8 departmentalized classrooms, in which middle school teachers with an elementary certificate would be required to hold an additional content endorsement.

LAST WORD

The issue of K-8 licenses is addressed and factored into the score in Goal 1-E. For the purposes of this goal, it is only mentioned to point out that middle school teachers on that license need not have passed the "Social Studies" test. This is equally problematic whether middle school-level social studies is taught in a self-contained or departmentalized classroom.

Figure 29

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

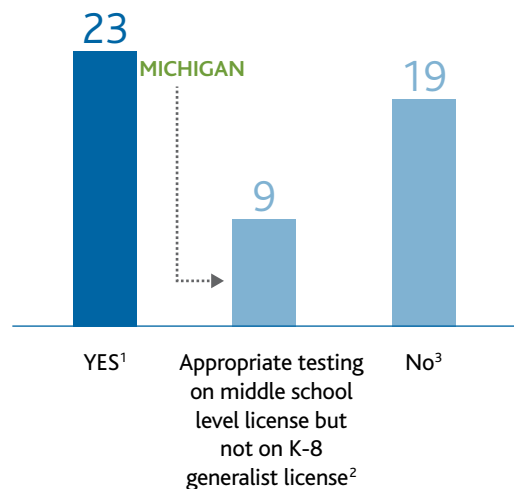
	OFFERS GENERAL SOCIAL STUDIES LICENSE WITH ADEQUATE TESTING	OFFERS ONLY SINGLE SUBJECT SOCIAL STUDIES LICENSES	Offers general social studies license without adequate testing
Alabama	☐	☐	☒
Alaska	☐	☐	☒
Arizona	☐	☐	☒
Arkansas	☐	☐	☒
California	☐	☐	☒
Colorado	☐	☐	☒
Connecticut	☐	☐	☒
Delaware	☐	☐	☒
District of Columbia	☐	☐	☒
Florida	☐	☐	☒
Georgia	☐	☒	☐
Hawaii	☐	☐	☒
Idaho	☐	☐	☒
Illinois	☐	☐	☒
Indiana	☒	☐	☐
Iowa	☐	☐	☒
Kansas	☐	☐	☒
Kentucky	☐	☐	☒
Louisiana	☐	☐	☒
Maine	☐	☐	☒
Maryland	☐	☐	☒
Massachusetts	☐	☐	☒ ¹
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	☐	☐	☒
	1	3	47

★ EXAMPLES OF BEST PRACTICE

Not only does **Indiana** ensure that its secondary social studies teachers possess adequate content knowledge of all subjects they intend to teach—through both coursework and content testing—but the state's policy also does not make it overly burdensome for social studies teachers to teach multiple subjects. Other notable states include **Georgia** and **South Dakota**, which also do not offer secondary general social studies certifications.

Figure 30

Do states ensure that middle school teachers have adequate preparation to teach social studies?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Michigan, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Washington

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Massachusetts, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Wisconsin, Wyoming

Figure 29

1. Massachusetts does not offer a general social studies license, but offers combination licenses.

Area 1: Delivering Well-Prepared Teachers

Goal I – Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

Goal Components

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

1. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
2. All elementary special education candidates should have a broad liberal arts program of study that includes study in mathematics, science, English, social studies and fine arts and should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
3. The state should require that teacher preparation programs graduate secondary special education teacher candidates who are highly qualified in at least two subjects. The state should also customize a "HOUSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 31

How States are Faring in Special Education Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Regrettably, Michigan offers a K-12 special education certification, in addition to grade-specific options. Michigan appropriately requires its elementary special education teacher candidates to pass the same subject-matter test as general education candidates. However, the state does not ensure that its elementary special education teachers—who are required to meet the same preparation requirements as all elementary candidates—are provided with a broad liberal arts program of study relevant to the elementary classroom (see Goal 1-B).

Michigan also fails to require that secondary special education teacher candidates are highly qualified in at least two subject areas, and it does not customize a HOUSSE route for new secondary special education teachers to help them achieve highly qualified status in all subjects they teach.

Supporting Research

Michigan Administrative Code R340.1782, R390.1122

RECOMMENDATION

- **End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.**

It is virtually impossible and certainly impractical for Michigan to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach, especially considering state and federal expectations that special education students should meet the same high standards as other students. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

- **Provide a broad liberal arts program of study to elementary special education candidates, and require that they pass the same content test as general education teachers.**

Michigan should ensure that special education teacher candidates who will teach elementary grades possess knowledge of the subject matter at hand. Not only should the state require core-subject coursework relevant to the elementary classroom, but it should also require that these candidates pass the same subject-matter test required of all elementary teachers. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

- **Ensure that secondary special education teacher candidates graduate with highly qualified status in at least two subjects, and customize a HOUSSE route so that they can achieve highly qualified status in all subjects they plan to teach.**

To make secondary special education teacher candidates more flexible and better able to serve schools and students, Michigan should use a combination of coursework and testing to ensure that they graduate with highly qualified status in two core academic areas. A customized HOUSSE route can also help new secondary special education teacher candidates to become highly qualified in multiple subjects by offering efficient means by which they could gain broad overviews of specific areas of content knowledge, such as content-driven university courses. Such a route is specifically permitted in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA).

MICHIGAN RESPONSE TO ANALYSIS

Michigan was helpful in providing NCTQ with facts that enhanced this analysis. The state added that preparation programs for teachers of students with learning disabilities must include the following: common manifestations of learning disabilities across the age span, including problems with academic performance in literacy, math and content areas across the K-12 spectrum; and assessing, teaching and modifying instruction and curricula across the K-12 continuum.

Michigan also asserted that it has HOUSSE options specifically for special education teachers, and it does differentiate between secondary and elementary when it comes to HQ status.

Supporting Research

Michigan Administrative Code R340.1788 (b), (c)

LAST WORD

The state's description of what preparation programs must include highlights why the K-12 license is problematic. Programs cannot realistically address—and teacher candidates realistically master—all the requisite pedagogy and content across the complete K-12 continuum.

In addition, although Michigan provides a multi-subject HOUSSE for its special education teachers, it is not specifically geared to the needs of new special education teachers who face unique pressures, as they must be competent in both the subject areas they teach and in the strategies for teaching children with a variety of special needs. IDEA specifically permits the use of HOUSSE for new secondary special education teachers.

Figure 32

Do states distinguish between elementary and secondary special education teachers?

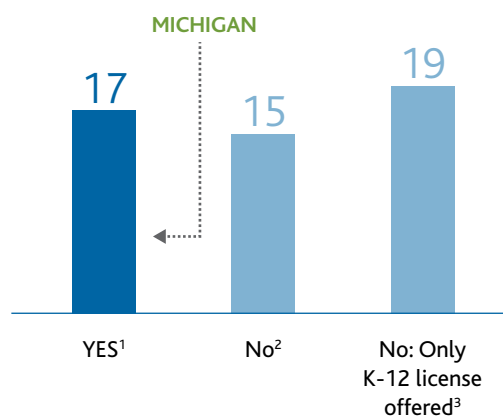
	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	☒	☐	☐
Alaska	☐	☒	☐
Arizona	☐	☐	☒
Arkansas	☒	☐	☐
California	☐	☐	☒
Colorado	☐	☐	☒
Connecticut	☐	☐	☒
Delaware	☐	☐	☒
District of Columbia	☐	☐	☒
Florida	☐	☐	☒
Georgia	☐	☒	☐
Hawaii	☐	☒	☐
Idaho	☐	☐	☒
Illinois	☐	☐	☒
Indiana	☐	☒	☐
Iowa	☒	☐	☐
Kansas	☐	☒	☐
Kentucky	☐	☐	☒
Louisiana	☒	☐	☐
Maine	☒	☐	☐
Maryland	☒	☐	☐
Massachusetts	☒	☐	☐
MICHIGAN	☐	☒	☐
Minnesota	☐	☒	☐
Mississippi	☐	☒	☐
Missouri	☐	☒	☐
Montana	☐	☐	☒
Nebraska	☐	☒	☐
Nevada	☐	☐	☒
New Hampshire	☐	☒	☐
New Jersey	☒	☐	☐
New Mexico	☐	☐	☒
New York	☒	☐	☐
North Carolina	☐	☐	☒
North Dakota	☐	☒	☐
Ohio	☐	☐	☒
Oklahoma	☐	☐	☒
Oregon	☒	☐	☐
Pennsylvania ¹	☒	☐	☐
Rhode Island	☒	☐	☐
South Carolina	☐	☐	☒
South Dakota	☐	☒	☐
Tennessee	☐	☒	☐
Texas	☒	☐	☐
Utah	☐	☐	☒
Vermont	☒	☐	☐
Virginia	☐	☐	☒
Washington	☐	☒	☐
West Virginia	☒	☐	☐
Wisconsin	☒	☐	☐
Wyoming	☐	☒	☐
	16	16	19

★ EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot highlight any state's policy in this area. Preparation of special education teachers remains a topic in critical need of states' attention. However, it is worth noting that three states—**Louisiana**, **Pennsylvania** and **Texas**—will no longer issue K-12 special education certifications. Only grade-level specific options will be available to new teachers.

Figure 33

Do states require subject-matter testing for elementary special education licenses?



1. **Strong Practice:** Alabama, Arkansas, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Nebraska, New Jersey, New York, North Dakota, Oregon⁴, Pennsylvania⁵, Rhode Island, Texas, West Virginia, Wisconsin

2. Alaska, Georgia, Hawaii, Indiana, Maine, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, South Dakota, Tennessee, Vermont, Washington, Wyoming

3. Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Kentucky, Montana, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, Utah, Virginia

4. Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail the tests twice to still be considered for a license.

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

Figure 32

1. Beginning January 1, 2013

Area 1: Delivering Well-Prepared Teachers

Goal J – Assessing Professional Knowledge

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

Goal Components

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

1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 34

How States are Faring in Assessing Professional Knowledge



Progress on this Goal Since 2009:

↑ : 1 ↔ : 49 ↓ : 1



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Michigan does not currently require new teachers to pass a pedagogy test in order to attain licensure.

Michigan is part of the Teacher Performance Assessment (TPA) Consortium and began a pilot program in Spring 2011.

Supporting Research

<http://www.michigan.gov/mde>

RECOMMENDATION

■ **Require that all new teachers pass a pedagogy test.**

Michigan should verify that all new teachers meet professional standards through a test of professional knowledge.

■ **Ensure that performance assessments provide a meaningful measure of new teachers' knowledge and skills.**

While Michigan is commended for considering the use of a performance-based assessment, the state should proceed with caution until additional data are available on the Teacher Performance Assessment. Additional research is needed to determine how the TPA compares to other teacher tests as well as whether the test's scores are predictive of student achievement. The track record on similar assessments is mixed at best. The two states that currently require the Praxis III performance-based assessment report pass rates of about 99 percent. Given that it takes significant resources to administer a performance-based assessment, a test that nearly every teacher passes is of questionable value.

MICHIGAN RESPONSE TO ANALYSIS

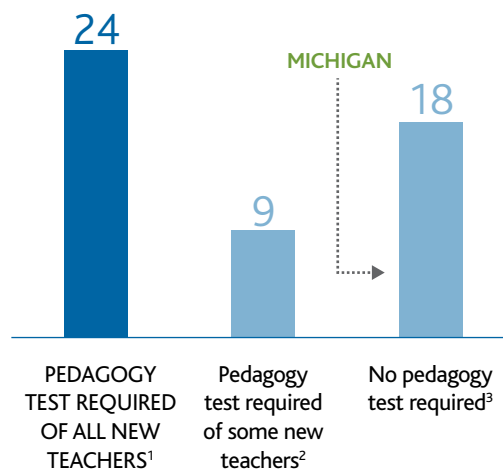
Michigan recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Twenty-three states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it additionally commends the nine states (**Arizona, California, Florida, Illinois, Minnesota, New Mexico, New York, Oklahoma, Texas**) that utilize their own assessments to measure pedagogical knowledge and skills.

Figure 35

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



1. **Strong Practice:** Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia

2. Connecticut, Idaho, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, Utah⁴, Wyoming

3. Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

4. Not required until teacher advances from a Level One to a Level Two license.

Area 1: Delivering Well-Prepared Teachers

Goal K – Student Teaching

The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

Goal Components

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

1. The state should require that student teachers only be placed with cooperating teachers for whom there is evidence of their effectiveness as measured by consistent gains in student learning.
2. The state should require that teacher candidates spend at least 10 weeks student teaching.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 36

How States are Faring in Student Teaching



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Michigan requires that candidates complete at least 12 weeks of student teaching, for a minimum of six semester credit hours.

The state does not articulate any requirements for cooperating teachers.

Supporting Research

SOAHR Administrative Code, Teacher Certification Code, R 390.1123

"Standards, Requirements and Procedures for the Initial Review of Teacher Preparation Institutions"

Standard 1.H

www.michigan.gov/mde/0,1607,7-140-6530_5683_6368---,00.html

RECOMMENDATION

- **Require teacher candidates to spend at least 10 weeks student teaching on a full-time basis.**

Michigan should require that student teaching be a full-time commitment, as requiring coursework and student teaching simultaneously does a disservice to both. Alignment with a school calendar for at least 10 weeks ensures both adequate classroom experience and exposure to a variety of ancillary professional activities.

- **Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.**

In addition to the ability to mentor an adult, cooperating teachers should also be carefully screened for their capacity to further student achievement. Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than the student teacher or school district staff.

- **Explicitly require that student teaching be completed locally, thus prohibiting candidates from completing this requirement abroad.**

Unless preparation programs can establish true satellite campuses to closely supervise student teaching arrangements, placement in foreign or otherwise novel locales should be supplementary to a standard student teaching arrangement. Outsourcing the arrangements for student teaching makes it impossible to ensure the selection of the best cooperating teacher and adequate supervision of the student teacher and may prevent training of the teacher on relevant state instructional frameworks.

MICHIGAN RESPONSE TO ANALYSIS

Michigan was helpful in providing NCTQ with the facts necessary for this analysis.

Figure 37

Do states require the elements of a high-quality student teaching experience?

	COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS	STUDENT TEACHING LASTS AT LEAST 10 WEEKS
Alabama	☐	☒
Alaska	☐	☐
Arizona	☐	☐
Arkansas	☐	☒
California	☐	☐
Colorado	☐	☐
Connecticut	☐	☒
Delaware	☐	☐
District of Columbia	☐	☐
Florida	☒	☒
Georgia	☐	☐
Hawaii	☐	☒
Idaho	☐	☐
Illinois	☐	☐
Indiana	☐	☐
Iowa	☐	☒
Kansas	☐	☒
Kentucky	☐	☒
Louisiana	☐	☐
Maine	☐	☐
Maryland	☐	☐
Massachusetts	☐	☐
MICHIGAN	☐	☒
Minnesota	☐	☒
Mississippi	☐	☒
Missouri	☐	☐
Montana	☐	☐
Nebraska	☐	☒
Nevada	☐	☐
New Hampshire	☐	☒
New Jersey	☐	☒
New Mexico	☐	☐
New York	☐	☐
North Carolina	☐	☒
North Dakota	☐	☒
Ohio	☐	☒
Oklahoma	☐	☒
Oregon	☐	☒
Pennsylvania	☐	☒
Rhode Island	☐	☒
South Carolina	☐	☒
South Dakota	☐	☒
Tennessee	☒	☒
Texas	☐	☒
Utah	☐	☐
Vermont	☐	☒
Virginia	☐	☐
Washington	☐	☒
West Virginia	☐	☒ ¹
Wisconsin	☐	☒
Wyoming	☐	☐
	2	29

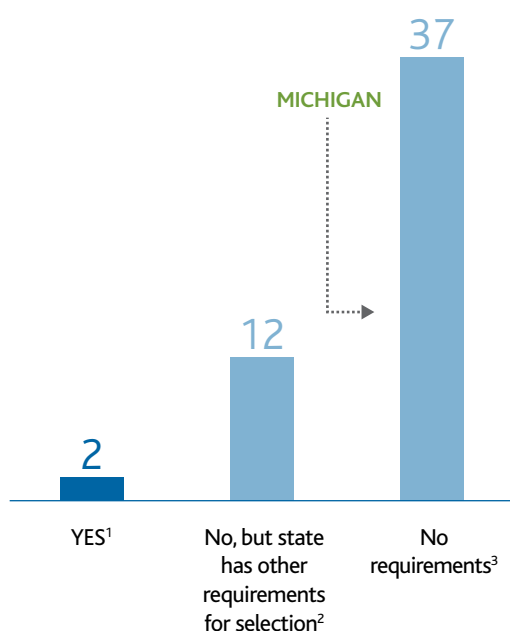
★ EXAMPLES OF BEST PRACTICE

Although no state has been singled out for “best practice” honors, **Florida** and **Tennessee** require teacher candidates to complete at least 10 weeks of full-time student teaching, and they have taken steps toward ensuring that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

1. Candidates can student teach for less than 12 weeks if determined to be proficient.

Figure 38

Is the selection of the cooperating teacher based on some measure of effectiveness?



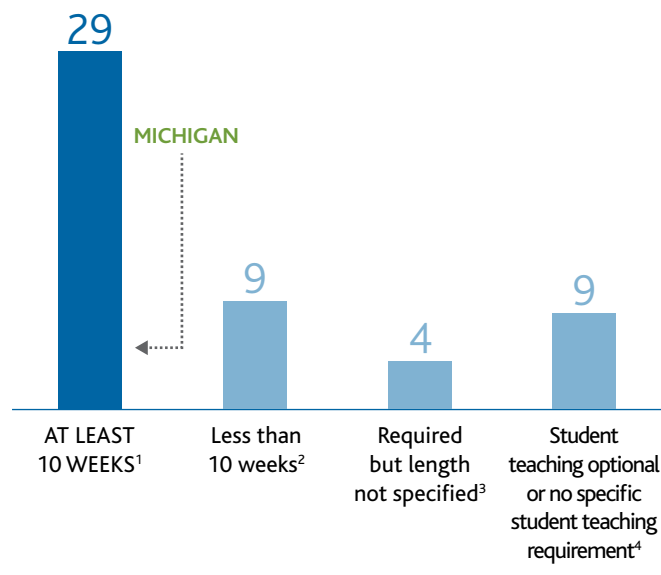
1. **Strong Practice:** Florida, Tennessee

2. Alabama, Connecticut, Indiana, Iowa, Kentucky, Nebraska, New Hampshire, New Jersey, North Dakota, Pennsylvania, Washington, Wisconsin

3. Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

Figure 39

Is the summative student teaching experience of sufficient length?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Florida, Hawaii, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia⁵, Wisconsin

2. Idaho, Indiana, Louisiana, Massachusetts, Missouri, Nevada, New York, Virginia, Wyoming

3. Illinois, Maine, New Mexico, Utah

4. Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Maryland, Montana

5. Candidates can student teach for less than 12 weeks if determined to be proficient.

Area 1: Delivering Well-Prepared Teachers

Goal L – Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

Goal Components

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

1. The state should collect value-added data that connects student achievement gains to teacher preparation programs.
2. The state should collect other meaningful data that reflects program performance, including some or all of the following:
 - a. Average raw scores of teacher candidates on licensing tests, including basic skills, subject matter and professional knowledge tests;
 - b. Number of times, on average, it takes teacher candidates to pass licensing tests;
 - c. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
 - d. Evaluation results from the first and/or second year of teaching;
 - e. Five-year retention rates of graduates in the teaching profession.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 40

How States are Faring in Teacher Preparation Program Accountability



Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Partly Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Michigan's approval process for its traditional and alternate route teacher preparation programs could do more to hold programs accountable for the quality of the teachers they produce.

Michigan utilizes Teacher Preparation Performance Scores for its traditional programs, which, according to the state, will someday include a "teaching success rate." Defined as the number of new teachers from the program who have been evaluated as at least satisfactory, divided by the total number of teachers who were placed during that focus year and for whom a rating was received, this longer-term factor is expected to be added later, and will be implemented over time. Although the state's new teacher evaluation system requires that student growth be a significant factor (see Goal 3-B), it is unclear at this time how the teaching success rate will specifically consider academic achievement gains of students taught by the programs' graduates, averaged over the first three years of teaching.

The state relies on other objective, meaningful data to measure the performance of traditional teacher preparation programs. Current components of Michigan's Teacher Preparation Performance Score are test pass rates (30 points), program review (10 points), program completion (10 points), survey of candidates and supervisors (10 points), and institutional responsiveness to state need (10 points).

The state also appears to apply transparent, measurable criteria for conferring program approval. A program that scores 52-55 points is deemed "at-risk"; one that scores below 52 points is "low performing." Low-performing programs have two years to improve before penalties are imposed.

Commendably, Michigan makes its findings available by posting the data and program grades on its website.

For its alternate route, Michigan requires programs to report how many teachers were certified under each program and how long participating teachers served in the classroom and to compare the evaluations of participating teachers and teachers with traditional certification. A report is published on the state's website, but the published data relate primarily to enrollment and do not seem to have been updated since 2009.

Supporting Research

Approved Performance Criteria

http://www.michigan.gov/documents/mde/Performance_Scores_Approved_10_07_217100_7.pdf

Public Act 212 of 2008 Section 503

http://www.michigan.gov/documents/mde/CMU-WSU_ARC_Report_2009_270920_7.pdf

Title II State Reports

<https://title2.ed.gov>

RECOMMENDATION

- **Collect data that connect student achievement gains to teacher preparation programs.**

To ensure that programs are producing effective classroom teachers, Michigan should consider academic achievement gains of students taught by the programs' graduates, averaged over the first three years of teaching.

- **Gather other meaningful data that reflect program performance.**

Although Michigan relies on some objective, meaningful data to measure the performance of teacher preparation programs, the state should expand its current requirements for traditional teacher preparation programs to apply to alternate route programs and include additional metrics, such as five-year retention rates of graduates in the teaching profession.

- **Establish the minimum standard of performance for each category of data for all teacher preparation programs.**

Michigan is commended for setting standards for performance for its traditional teacher preparation programs. The state should apply such standards to its alternate route programs, which should also be held accountable for meeting established standards and face articulated consequences for failing to do so, including loss of program approval after appropriate due process.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 41

Do states hold teacher preparation programs accountable?

	TRADITIONAL PREPARATION			ALTERNATIVE PREPARATION		
	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	☒	☒	☒	☒	☐	☒ ¹
Alaska	☐	☐	☐	☐	☐	☐
Arizona	☒	☐	☐	☒	☐	☐
Arkansas	☐	☐	☐	☐	☐	☐
California	☐	☐	☐	☐	☐	☐
Colorado	☒	☐	☒	☒	☐	☒
Connecticut	☐	☐	☐	☐	☐	☐
Delaware	☐	☐	☐	☒	☐	☒ ²
District of Columbia	☐	☐	☐	☐	☐	☐
Florida	☒	☒	☒	☒	☒	☒ ¹
Georgia	☒	☐	☒	☒	☐	☒
Hawaii	☐	☐	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	☐	☐
Illinois	☒	☐	☐	☒	☐	☐
Indiana	☐	☐	☐	☐	☐	☐
Iowa	☒	☐	☐	☒	☐	☐
Kansas	☐	☐	☐	☐	☐	☐
Kentucky	☒	☐	☒	☒	☐	☒ ¹
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	☐	☐	☐	☐	☐	☐
	25	5	14	17	2	10

1. Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.

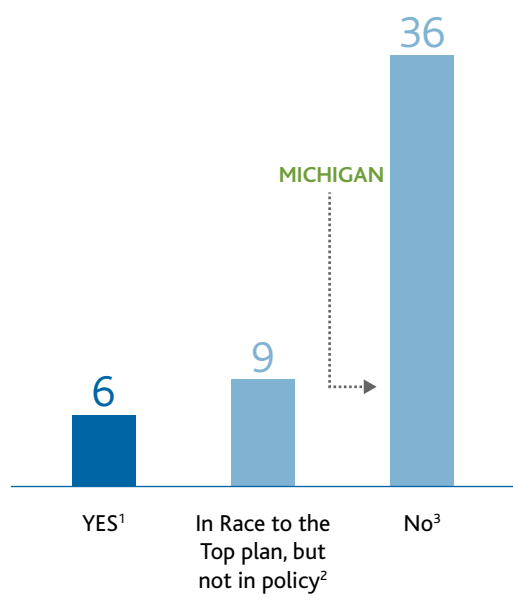
2. The posted data do not allow the public to review and compare program performance because data are not disaggregated by program provider.

★ EXAMPLES OF BEST PRACTICE

Florida connects student achievement gains to teacher preparation programs. The state also relies on other objective, meaningful data to measure the performance of teacher preparation programs, and it applies transparent, measurable criteria for conferring program approval. Florida also posts an annual report on its website.

Figure 42

Do states use student achievement data to hold teacher preparation programs accountable?



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

Figure 43

Which states collect meaningful data?

AVERAGE RAW SCORES ON LICENSING TESTS

Alabama, Louisiana, **MICHIGAN**, New Jersey, Tennessee, West Virginia

SATISFACTION RATINGS FROM SCHOOLS

Alabama, Arizona, Florida, Iowa, Kentucky, Maryland¹, **MICHIGAN**, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Virginia, Washington¹, West Virginia

EVALUATION RESULTS FOR PROGRAM GRADUATES

Alabama, Arizona, Delaware¹, Florida, Illinois, Iowa, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont

STUDENT LEARNING GAINS

Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

TEACHER RETENTION RATES

Arizona, Colorado, Delaware¹, Missouri, New Jersey

1. For alternate route only

Figure 44

What is the relationship between state program approval and national accreditation?

	STATE HAS ITS OWN APPROVAL STANDARDS	National accreditation is required for state approval	National accreditation can be substituted for state approval	While not technically required, the approval process is indistinguishable from accreditation	While not technically required, there is some overlap
Alabama	■	□	□	□	□
Alaska	□	■	□	□	□
Arizona ¹	□	□	□	■	□
Arkansas	□	■	□	□	□
California	■	□	□	□	□
Colorado	■	□	□	□	□
Connecticut	□	□	□	■	□
Delaware	□	■	□	□	□
District of Columbia	□	■	□	□	□
Florida	■	□	□	□	□
Georgia	□	□	■	□	□
Hawaii ¹	□	■	□	□	□
Idaho	□	□	□	■	□
Illinois ¹	□	□	□	■	□
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 ¹	□	□	□	■	□
Oklahoma	□	■	□	□	□
Oregon	■	□	□	□	□
Pennsylvania	■	□	□	□	□
Rhode Island	■	□	□	□	□
South Carolina	□	□	□	□	■
South Dakota	■	□	□	□	□
Tennessee	■	□	□	□	□
Texas ¹	□	□	□	■	□
Utah	□	□	□	■	□
Vermont	■	□	□	□	□
Virginia	□	□	■	□	□
Washington	■	□	□	□	□
West Virginia	■	□	□	□	□
Wisconsin	■	□	□	□	□
Wyoming	□	□	□	■	□
	23	10	4	8	6

1. According to information posted on NCATE's website.

Area 2: Expanding the Pool of Teachers

Goal A – Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

Goal Components

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

1. With some accommodation for work experience, alternate route programs should screen candidates for academic ability, such as requiring a minimum 2.75 overall college GPA.
2. All alternate route candidates, including elementary candidates and those having a major in their intended subject area, should be required to pass the state's subject-matter licensing test.
3. Alternate route candidates lacking a major in the intended subject area should be able to demonstrate subject-matter knowledge by passing a test of sufficient rigor.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 45

How States are Faring in Alternate Route Eligibility



Progress on this Goal Since 2009:

↑ : 12 ↔ : 32 ↓ : 7



ANALYSIS

The admission requirements for Michigan's alternate routes exceed those of traditional preparation programs and are flexible regarding the needs of nontraditional candidates.

Michigan sets minimum admission requirements for all alternate route programs in the state. Alternate route candidates must have a minimum 3.0 GPA for admission. Applicants must also pass a basic skills and subject-matter test. There are no coursework requirements.

Supporting Research

Michigan HB 5596 amending PA 451.1531i

RECOMMENDATION

■ Consider accommodations for meeting the minimum GPA requirements.

Michigan is commended for the significant changes the state has made to its alternate route admission requirements. Michigan should consider whether some accommodation to its minimum GPA requirement might be appropriate for career changers with relevant work experience. Alternatively, the state could require one of the standardized tests of academic proficiency commonly used in higher education for graduate admissions, such as the GRE.

■ Eliminate basic skills test requirement.

While Michigan is commended for requiring all applicants to demonstrate content knowledge on a subject-matter test, the state's requirement that alternate route candidates pass a basic skills test is impractical and ineffectual. Basic skills tests measure minimum competency—essentially those skills that a person should have acquired in middle school—and are inappropriate for candidates who have already earned a bachelor's degree. The state should eliminate the basic skills test requirement or, at a minimum, accept the equivalent in SAT, ACT or GRE scores.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

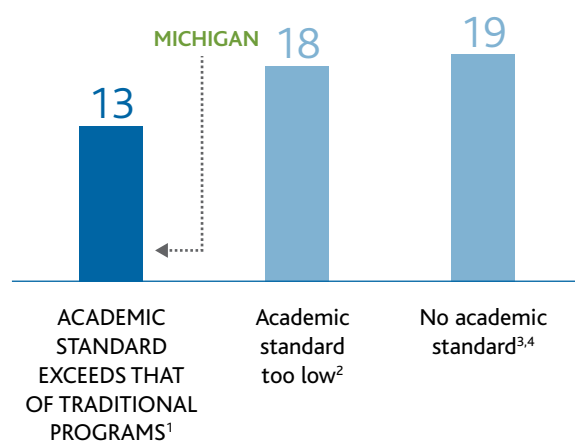
Figure 46

Are states' alternate routes selective yet flexible in admissions?

	ACADEMIC STANDARD FOR ADMISSION EXCEEDS TRADITIONAL PROGRAMS	SUBJECT-MATTER TEST REQUIRED	NO MAJOR REQUIRED OR TEST CAN BE USED IN LIEU
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 ¹	☐	☐	☐
Ohio	☐	☒	☒
Oklahoma	☐	☒	☒
Oregon	☐	☐	☒
Pennsylvania	☒	☒	☐
Rhode Island	☒	☐	☒
South Carolina	☐	☒	☐
South Dakota	☐	☒	☐
Tennessee	☒	☐	☒
Texas	☐	☐	☒
Utah	☐	☐	☐
Vermont	☐	☐	☐
Virginia	☐	☒	☒
Washington	☐	☒	☒
West Virginia	☐	☒	☐
Wisconsin	☐	☐	☐
Wyoming	☐	☐	☐
	13	24	27

Figure 47

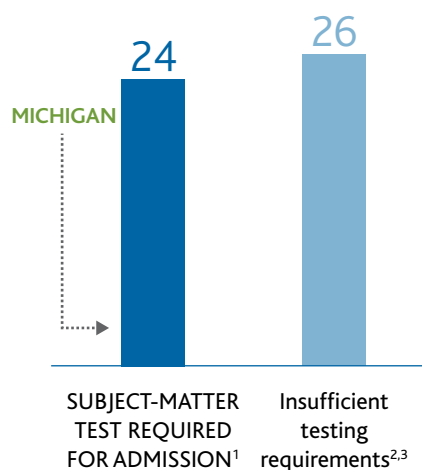
Do states require alternate routes to be selective?



1. **Strong Practice:** Connecticut, District of Columbia, Illinois, Indiana, Iowa, Maryland, Michigan, Minnesota, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee
2. Alabama, Alaska, Arkansas, Florida, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Texas, West Virginia, Wyoming
3. Arizona, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Maine, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, Oregon, Utah, Vermont, Virginia, Washington, Wisconsin
4. North Dakota does not have an alternate route to certification.

Figure 48

Do states ensure that alternate route teachers have subject-matter knowledge?



1. **Strong Practice:** Alabama, Arizona, Arkansas, Connecticut⁴, District of Columbia, Florida, Illinois⁴, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Virginia, Washington, West Virginia
2. State does not require test at all, exempts some candidates or does not require passage until program completion. Alaska, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Maryland, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Wisconsin, Wyoming
3. North Dakota does not have an alternate route to certification.
4. Required prior to entering the classroom.

Figure 46

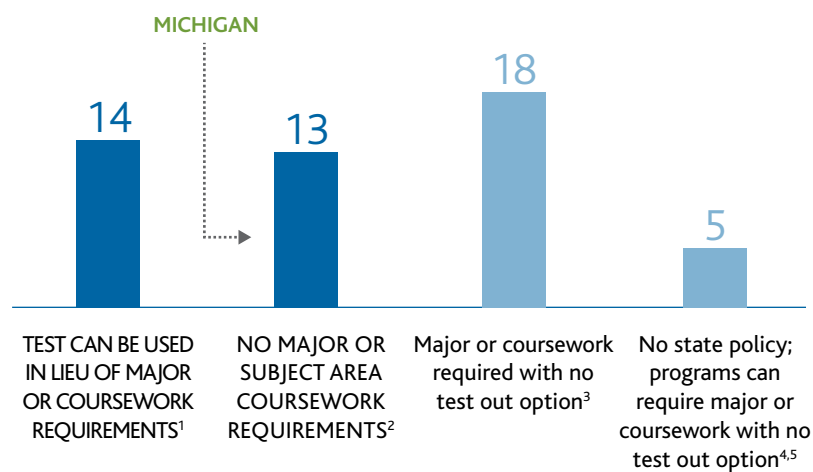
1. North Dakota does not have an alternate route to certification.

★ EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as conditions of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither state requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates.

Figure 49

Do states accommodate the nontraditional background of alternate route candidates?



1. **Strong Practice:** Alabama, California, Colorado, Connecticut⁶, Florida, Georgia, Maine, Maryland, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Arizona, Arkansas, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Ohio, Virginia, Washington

3. Alaska, Delaware, Indiana, Kansas, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming

4. Hawaii, Idaho, Nevada, New Mexico, Wisconsin

5. North Dakota does not have an alternate route to certification.

6. Test out option available to candidates in shortage areas only.

Area 2: Expanding the Pool of Teachers

Goal B – Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

Goal Components

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

1. The state should ensure that the amount of coursework it either requires or allows is manageable for a novice teacher. Anything exceeding 12 credit hours of coursework in the first year may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than six credit hours in the summer, three in the fall and three in the spring.
2. The state should ensure that alternate route programs offer accelerated study not to exceed six (three credit) courses for secondary teachers and eight (three credit) courses for elementary teachers (exclusive of any credit for practice teaching or mentoring) over the duration of the program. Programs should be limited to two years, at which time the new teacher should be eligible for a standard certificate.
3. All coursework requirements should target the immediate needs of the new teacher (e.g., seminars with other grade-level teachers, training in a particular curriculum, reading instruction and classroom management techniques).
4. The state should ensure that candidates have an opportunity to practice teach in a summer training program. Alternatively, the state can require an intensive mentoring experience, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced. The state should support only induction strategies that can be effective even in a poorly managed school: intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 50

How States are Faring in Alternate Route Preparation



Progress on this Goal Since 2009:

↑ : 8 ↔ : 42 ↓ : 1



State Meets a Small Part of Goal



Progress Since 2009

ANALYSIS

Michigan does not ensure that its alternate route candidates will receive streamlined preparation that meets the immediate needs of new teachers.

The state requires that alternate route programs provide candidates with an intensive training program of at least an equivalent of 12 college credit hours. Training must include coursework in child development or psychology, family and community relationships, diverse learners and instructional strategies.

Alternate route programs must provide new teachers with a form of field-based experience in the classroom, although the state has not outlined specific guidelines for this requirement. The state does require that the district support the new teacher with intensive observation and coaching.

Upon program completion, and three successful years of teaching, individuals may apply for a standard teaching certificate.

Supporting Research

Michigan HB 5596 amending PA 451.1531i

RECOMMENDATION

■ **Ensure that new teachers are not burdened by excessive requirements.**

Alternate route programs should not be permitted to overburden the new teacher by requiring multiple courses to be taken simultaneously during the school year. Michigan should also ensure that the program can be completed within two years. Setting minimum requirements, without established maximums, does not ensure that the new teacher will be able to complete the program in an appropriate amount of time without being overburdened by coursework.

■ **Ensure that new teachers are supported in the first year of teaching.**

Michigan should provide more detailed mentoring and field-experience guidelines to ensure that new teachers will receive the support they need to facilitate their success in the classroom. Effective induction strategies include practice teaching prior to teaching in the classroom, intensive mentoring with full classroom support in the first few weeks or months of school, a reduced teaching load and release time to allow new teachers to observe experienced teachers during each school day.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of NCTQ's analysis but noted that new standards and program requirements are set to be approved in the near future.

Figure 51

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

	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING OPPORTUNITY	INTENSIVE SUPPORT
Alabama	■	□	■	□	□
Alaska	□	■	■	■	■
Arizona	□	□	■	■	□
Arkansas	■	■	■	□	■
California	□	□	■	□	□
Colorado	■	□	■	□	□
Connecticut	■	■	■	■	■
Delaware	■	■	■	■	■
District of Columbia	□	□	□	■	■
Florida ¹	■	■	■	■	■
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 ²	□	□	□	□	□
Ohio	□	□	□	■	□
Oklahoma	□	□	□	□	□
Oregon	□	□	□	□	□
Pennsylvania	□	□	□	□	□
Rhode Island	■	■	□	■	□
South Carolina	■	□	□	□	□
South Dakota	□	□	■	□	□
Tennessee	□	□	■	□	□
Texas	□	□	■	□	□
Utah	□	□	■	□	□
Vermont	□	□	□	■	□
Virginia	■	■	■	■	□
Washington	□	□	■	□	□
West Virginia	□	□	■	□	■
Wisconsin	□	□	□	□	□
Wyoming	□	□	■	□	□
	13	12	29	18	13

★ EXAMPLES OF BEST PRACTICE

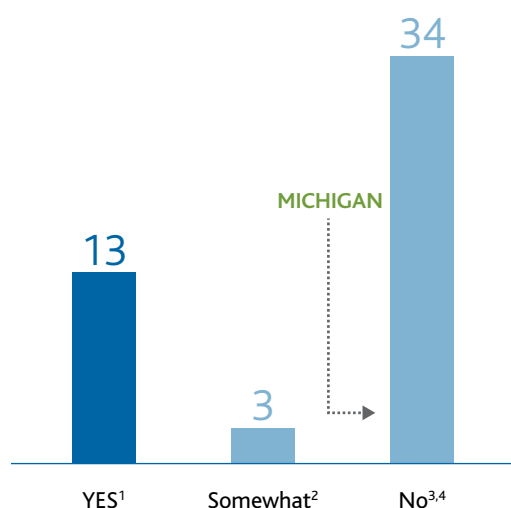
Connecticut ensures that its alternate route provides streamlined preparation that meets the immediate needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring. Other notable states include **Arkansas, Delaware, Georgia** and **New Jersey**. These states provide streamlined, relevant coursework with intensive mentoring.

1. Florida requires practice teaching or intensive mentoring.

2. North Dakota does not have an alternate route to certification.

Figure 52

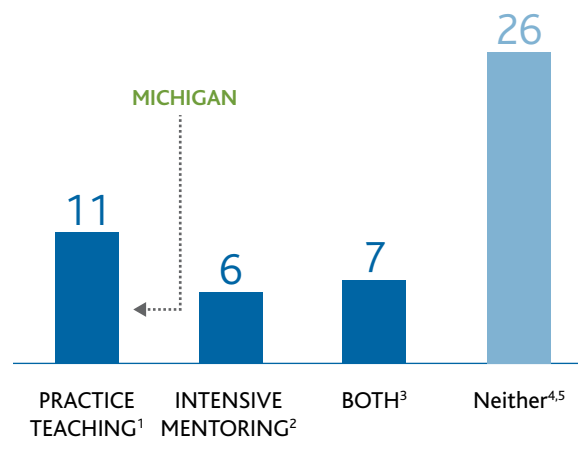
Do states curb excessive coursework requirements?



1. **Strong Practice:** Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Maryland, Mississippi, New Jersey, Rhode Island, South Carolina, Virginia
2. Indiana, Nevada, Wyoming
3. Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin
4. North Dakota does not have an alternate route to certification.

Figure 53

Do states require practice teaching or intensive mentoring?



1. **Strong Practice:** Arizona, Indiana, Iowa, Louisiana, Michigan, Nebraska, New Mexico, Ohio, Rhode Island, Vermont, Virginia
2. **Strong Practice:** Arkansas, Georgia, Kentucky, New Jersey, New York, West Virginia
3. **Strong Practice:** Alaska, Connecticut, Delaware, District of Columbia, Florida⁶, Maryland, Massachusetts
4. Alabama, California, Colorado, Hawaii, Idaho, Illinois, Kansas, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming
5. North Dakota does not have an alternate route to certification.
6. Candidates are required to have one or the other, not both.

Area 2: Expanding the Pool of Teachers

Goal C – Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

Goal Components

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

1. The state should not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades or geographic areas.
2. The state should allow districts and nonprofit organizations other than institutions of higher education to operate alternate route programs.
3. The state should ensure that its alternate route has no requirements that would be difficult to meet for a provider that is not an institution of higher education (e.g., an approval process based on institutional accreditation).

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 54

How States are Faring in Alternate Route Usage and Providers



Progress on this Goal Since 2009:

↑ : 12 ↔ : 39 ↓ : 0



State Meets Goal



Progress Since 2009

ANALYSIS

Michigan does not limit the usage or providers of its alternate routes.

The state is commended for passing legislation that does not impose restrictions on the usage of its alternate routes with regard to subject, grade or geographic teaching areas.

State regulations neither limit nor promote a diversity of providers.

Supporting Research

Michigan HB 5596 amending PA 451.1531i

RECOMMENDATION

■ Encourage diversity of alternate route providers.

Michigan should specifically authorize alternate route programs run by local school districts and nonprofits, as well as institutions of higher education. A good diversity of providers helps all programs, both university- and non-university-based, to improve. Michigan's new legislation seems to recognize credit hour equivalents in fulfilling coursework. The state should refrain from articulating specific requirements in terms of credit hours, as this effectively precludes non-higher education providers.

MICHIGAN RESPONSE TO ANALYSIS

Michigan was helpful in providing NCTQ with the facts necessary for this analysis.

Figure 55

Are states' alternate routes free from limitations?

	BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS	DIVERSITY OF PROVIDERS
Alabama ¹	☐	☐
Alaska	☐	☐
Arizona	☒	☒
Arkansas	☒	☒
California	☒	☒
Colorado	☒	☒
Connecticut	☒	☒
Delaware	☒	☒
District of Columbia	☒	☒
Florida	☒	☒
Georgia	☒	☒
Hawaii	☐	☐
Idaho	☐	☐
Illinois	☒	☒
Indiana	☒	☐
Iowa	☐	☐
Kansas	☐	☐
Kentucky	☒	☒
Louisiana	☒	☒
Maine	☐	☐
Maryland	☒	☒
Massachusetts	☒	☒
MICHIGAN	☒	☒
Minnesota	☒	☐
Mississippi	☐	☐
Missouri	☐	☐
Montana	☒	☐
Nebraska	☐	☐
Nevada	☒	☒
New Hampshire	☒	☒
New Jersey	☒	☐
New Mexico	☒	☐
New York	☒	☒
North Carolina	☒	☒
North Dakota ²	☐	☐
Ohio	☒	☒
Oklahoma	☐	☒
Oregon	☐	☐
Pennsylvania	☒	☒
Rhode Island	☒	☒
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	☒	☒
Texas	☒	☒
Utah	☒	☐
Vermont	☐	☐
Virginia	☒	☒
Washington	☒	☒
West Virginia	☐	☒
Wisconsin	☐	☒
Wyoming	☐	☐
	32	29

★ EXAMPLES OF BEST PRACTICE

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

Figure 56

Can alternate route teachers teach any subject or grade anywhere in the state?

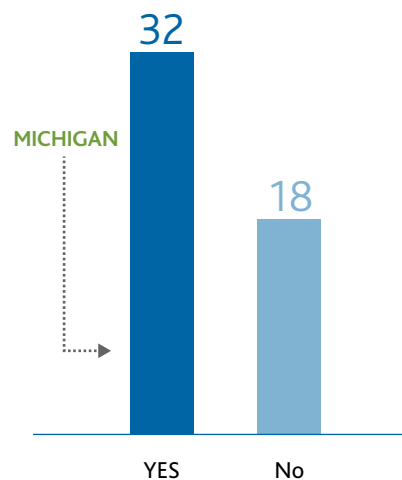
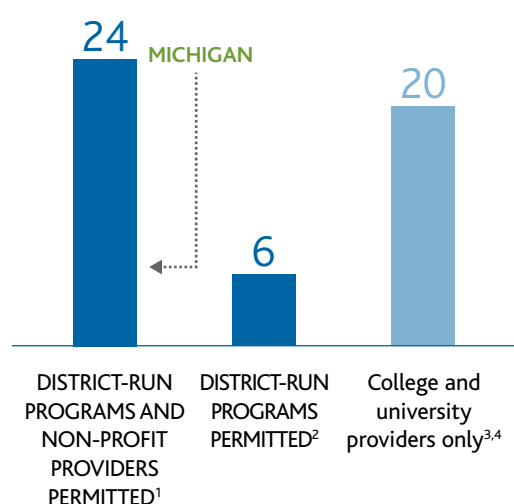


Figure 55 and 56

1. Alabama offers routes without restrictions for candidates with master's degrees. The route for candidates with bachelor's degrees is limited to certain subjects.
2. North Dakota does not have an alternate route to certification.

Figure 57

Do states permit providers other than colleges or universities?



1. **Strong Practice:** Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nevada, New Hampshire, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, Wisconsin
2. **Strong Practice:** California, Colorado, Georgia, North Carolina, Vermont⁵, West Virginia
3. Alabama, Alaska, Hawaii, Idaho⁶, Indiana, Iowa, Kansas, Maine, Minnesota, Mississippi⁶, Missouri⁶, Montana, Nebraska, New Jersey⁷, New Mexico, Oregon, South Carolina⁶, South Dakota, Utah⁶, Wyoming
4. North Dakota does not have an alternate route to certification.
5. Districts can run Peer Review programs only.
6. ABCTE is also an approved provider.
7. Permits school districts to provide programs without university partnerships in some circumstances.

Figure 58

1. North Dakota does not have an alternate route to certification.

Figure 58

Do states provide real alternative pathways to certification?

	GENUINE OR NEARLY GENUINE ALTERNATE ROUTE	Alternate route that needs significant improvements	Offered route is disingenuous
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 Dakota¹	☐	☐	☐
Ohio	☐	☒	☐
Oklahoma	☐	☒	☐
Oregon	☐	☐	☒
Pennsylvania	☐	☒	☐
Rhode Island	☒	☐	☐
South Carolina	☐	☒	☐
South Dakota	☐	☒	☐
Tennessee	☐	☒	☐
Texas	☐	☒	☐
Utah	☐	☐	☒
Vermont	☐	☐	☒
Virginia	☒	☐	☐
Washington	☐	☒	☐
West Virginia	☐	☒	☐
Wisconsin	☐	☐	☒
Wyoming	☐	☐	☒
	7	25	18

Figure 59

What are the characteristics of states' alternate routes?

	PREREQUISITE OF STRONG ACADEMIC PERFORMANCE	VERIFICATION OF SUBJECT MATTER KNOWLEDGE	AVAILABILITY OF TEST OUT OPTIONS	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING AND/OR INTENSIVE MENTORING	BROAD USAGE	DIVERSITY OF PROVIDERS
Alabama	☐	☒	☒	☒	☐	☒	☐	☐	☐
Alaska	☐	☐	☐	☐	☒	☒	☒	☐	☐
Arizona	☐	☒	☒	☐	☐	☒	☒	☒	☒
Arkansas	☐	☒	☒	☒	☒	☒	☒	☒	☒
California	☐	☐	☒	☐	☐	☒	☐	☒	☒
Colorado	☐	☐	☒	☒	☐	☒	☐	☒	☒
Connecticut	☒	☒	☒	☒	☒	☒	☒	☒	☒
Delaware	☐	☐	☐	☒	☒	☒	☒	☒	☒
District of Columbia	☒	☒	☒	☐	☐	☐	☒	☒	☒
Florida	☐	☒	☒	☒	☒	☒	☒	☒	☒
Georgia	☐	☐	☒	☒	☒	☒	☒	☒	☒
Hawaii	☐	☐	☐	☐	☐	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	☐	☐	☐	☐	☐
Illinois	☒	☒	☒	☐	☐	☐	☐	☒	☒
Indiana	☒	☐	☐	☐	☐	☐	☒	☒	☐
Iowa	☒	☐	☒	☐	☐	☒	☒	☐	☐
Kansas	☐	☒	☐	☐	☐	☒	☐	☐	☐
Kentucky	☐	☒	☐	☐	☐	☒	☒	☒	☒
Louisiana	☐	☒	☒	☐	☐	☒	☒	☒	☒
Maine	☐	☐	☒	☐	☐	☐	☐	☐	☐
Maryland	☒	☐	☒	☒	☒	☒	☒	☒	☒
Massachusetts	☐	☒	☒	☐	☒	☐	☒	☒	☒
MICHIGAN	☒	☒	☒	☐	☐	☐	☒	☒	☒
Minnesota	☒	☒	☒	☐	☐	☒	☐	☒	☐
Mississippi	☐	☒	☒	☒	☒	☒	☐	☐	☐
Missouri	☐	☐	☐	☐	☐	☒	☐	☐	☐
Montana	☐	☐	☐	☐	☐	☐	☐	☒	☐
Nebraska	☐	☐	☐	☐	☐	☐	☒	☐	☐
Nevada	☐	☐	☐	☐	☐	☒	☐	☒	☒
New Hampshire	☐	☐	☐	☐	☐	☐	☐	☒	☒
New Jersey	☒	☒	☐	☒	☒	☒	☒	☒	☐
New Mexico	☐	☐	☐	☐	☐	☐	☒	☒	☐
New York	☒	☒	☐	☐	☐	☒	☒	☒	☒
North Carolina	☐	☐	☒	☐	☐	☐	☐	☒	☒
North Dakota	☐	☐	☐	☐	☐	☐	☐	☐	☐
Ohio	☐	☒	☒	☐	☐	☐	☒	☒	☒
Oklahoma	☐	☒	☒	☐	☐	☐	☐	☐	☒
Oregon	☐	☐	☒	☐	☐	☐	☐	☐	☐
Pennsylvania	☒	☒	☐	☐	☐	☐	☐	☒	☒
Rhode Island	☒	☐	☒	☒	☒	☐	☒	☒	☒
South Carolina	☐	☒	☐	☒	☐	☐	☐	☐	☐
South Dakota	☐	☒	☐	☐	☐	☒	☐	☐	☐
Tennessee	☒	☐	☒	☐	☐	☒	☐	☒	☒
Texas	☐	☐	☒	☐	☐	☒	☐	☒	☒
Utah	☐	☐	☐	☐	☐	☒	☐	☒	☐
Vermont	☐	☐	☐	☐	☐	☐	☒	☐	☐
Virginia	☐	☒	☒	☒	☒	☒	☒	☒	☒
Washington	☐	☒	☒	☐	☐	☒	☐	☒	☒
West Virginia	☐	☒	☐	☐	☐	☒	☒	☐	☒
Wisconsin	☐	☐	☐	☐	☐	☐	☐	☐	☒
Wyoming	☐	☐	☐	☐	☐	☒	☐	☐	☐
	13	24	27	13	12	29	24	32	29

Area 2: Expanding the Pool of Teachers

Goal D – Part-Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

Goal Components

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

1. Either through a discrete license or by waiving most licensure requirements, the state should authorize individuals with content expertise to teach as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license should be limited to those addressing public safety (e.g., background screening) and those of immediate use to the novice instructor (e.g., classroom management training).

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 60

How States are Faring in Part Time Teaching Licenses



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Michigan does not offer a license with minimal requirements that would allow content experts to teach part time.

RECOMMENDATION

■ **Offer a license that allows content experts to serve as part-time instructors.**

Michigan should permit individuals with deep subject-area knowledge to teach a limited number of courses without fulfilling a complete set of certification requirements. The state should verify content knowledge through a rigorous test and conduct background checks as appropriate, while waiving all other licensure requirements. Such a license would increase districts' flexibility to staff certain subjects, including many STEM areas, that are frequently hard to staff or may not have high enough enrollment to necessitate a full-time position.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of NCTQ's analysis. The state added that Resident Expert certification/authorization has been included in administrative rules, which are pending approval.

LAST WORD

NCTQ looks forward to reviewing the state's progress in future editions of the *Yearbook*.

Figure 61

Do states offer a license with minimal requirements that allows content experts to teach part-time?

	YES	No
Alabama	☐	☒
Alaska	☐	☒
Arizona	☐	☒
Arkansas	☒	☐
California	☒ ¹	☐
Colorado	☐	☒
Connecticut	☐	☒
Delaware	☐	☒
District of Columbia	☐	☒
Florida	☒	☐
Georgia	☒	☐
Hawaii	☐	☒
Idaho	☐	☒
Illinois	☐	☒
Indiana	☐	☒
Iowa	☐	☒
Kansas	☒ ²	☐
Kentucky	☒	☐
Louisiana	☒ ¹	☐
Maine	☐	☒
Maryland	☐	☒
Massachusetts	☐	☒
MICHIGAN	☐	☒
Minnesota	☐	☒
Mississippi	☒ ²	☐
Missouri	☐	☒
Montana	☐	☒
Nebraska	☐	☒
Nevada	☐	☒
New Hampshire	☐	☒
New Jersey	☐	☒
New Mexico	☐	☒
New York	☒ ²	☐
North Carolina	☐	☒
North Dakota	☐	☒
Ohio	☒ ¹	☐
Oklahoma	☒	☐
Oregon	☐	☒
Pennsylvania	☐	☒
Rhode Island	☐	☒
South Carolina	☒	☐
South Dakota	☐	☒
Tennessee	☒	☐
Texas	☒	☐
Utah	☒	☐
Vermont	☐	☒
Virginia	☐	☒
Washington	☒ ²	☐
West Virginia	☐	☒
Wisconsin	☐	☒
Wyoming	☐	☒
	16	35

★ EXAMPLES OF BEST PRACTICE

Arkansas offers a license with minimal requirements that allows content experts to teach part time. Individuals seeking this license must pass a subject-matter test and are also required to complete specially-designed pedagogy training that is not overly burdensome.

1. License has restrictions.

2. It appears that the state has a license that may be used for this purpose; guidelines are vague.

Area 2: Expanding the Pool of Teachers

Goal E – Licensure Reciprocity

The state should help to make licenses fully portable among states, with appropriate safeguards.

Goal Components

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

1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of good standing in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet the incoming state's testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program that it accords teachers prepared in a traditional preparation program.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 62

How States are Faring in Licensure Reciprocity



Progress on this Goal Since 2009:

↑ : 2 ↔ : 49 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Michigan does not support licensure reciprocity for certified teachers from other states.

Regrettably, Michigan grants a waiver for its licensing tests to any out-of-state teacher with three years of experience who also satisfies the reading and higher education coursework requirements.

Teachers with valid out-of-state certificates are eligible for Michigan's professional certificate. In addition to three years of teaching experience, applicants who completed a teacher preparation program outside the state of Michigan must meet the state's reading requirement with six semester credit hours of reading methods for an elementary level certificate, or three such hours for a secondary level certificate. They must also have completed 18 semester credit hours in an approved master's program after issuance of the initial license or hold an approved out-of-state master's or higher degree.

Also, transcripts are required for all out-of-state teachers. It is not clear whether the state analyzes transcripts to determine whether a teacher was prepared through a traditional or alternate route, or whether additional coursework will be required.

Michigan is also a participant in the NASDTEC Interstate Agreement; however, the latest iteration of this agreement no longer purports to be a reciprocity agreement among states and thus is no longer included in this analysis.

Supporting Research

Michigan Revised School Code 380.1531

Application for Out-of-State Teachers

www.michigan.gov/documents/provprofapp_132156_7.pdf

RECOMMENDATION

- **To uphold standards, require that teachers coming from other states meet testing requirements.**

Michigan takes considerable risk by granting a waiver for its licensing tests to any out-of-state teacher who has three years of teaching experience and satisfies the reading and higher education coursework requirements. The state should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards.

- **Offer a standard license to certified out-of-state teachers, absent unnecessary requirements.**

While Michigan's reading requirement is reasonable, it should take steps to ensure that the coursework focuses on the science of reading instruction (see Goal 1-C) and that it inserts flexibility into its policy by allowing a test-out option. Michigan should reconsider its higher education coursework requirement, as it is unlikely to positively affect a teacher's effectiveness, and such a requirement may deter effective teachers from applying for licensure in the state.

■ **Accord the same license to out-of-state alternate route teachers as would be accorded to traditionally prepared teachers.**

Michigan should consider discontinuing its requirement for the submission of transcripts. Transcript analysis is likely to result in additional coursework requirements, even for traditionally prepared teachers; alternate route teachers, on the other hand, may have to begin anew, repeating some, most or all of a teacher preparation program in Michigan. Regardless of whether a teacher was prepared through a traditional or alternate route, all certified out-of-state teachers should receive equal treatment.

MICHIGAN RESPONSE TO ANALYSIS

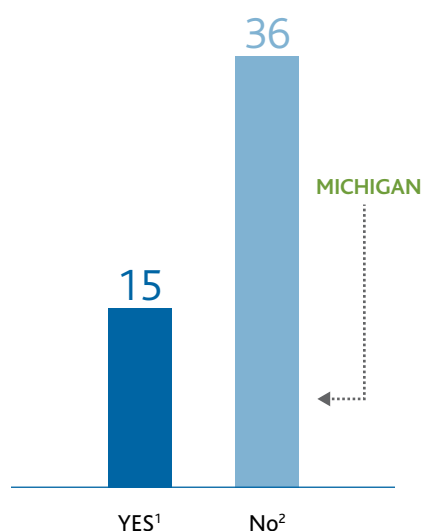
Michigan was helpful in providing NCTQ with facts that enhanced this analysis.

★ EXAMPLES OF BEST PRACTICE

Alabama and **Texas** appropriately support licensure reciprocity by only requiring certified teachers from other states to meet each state's own testing requirements and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

Figure 63

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



1. **Strong Practice:** Alabama, Alaska, Idaho, Illinois, Massachusetts, Minnesota, New York³, North Dakota, Ohio, Pennsylvania³, South Dakota, Texas, Utah, Washington³, Wisconsin

2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana⁴, Nebraska⁴, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming

3. Exception for teachers with National Board Certification.

4. No subject-matter testing for any teacher certification.

Figure 64

1. For traditionally prepared teachers only.

2. Transcript review required for those with less than 3 years experience.

Figure 64

What do states require of teachers transferring from other states?

	LICENSE RECIPROCITY WITH NO STRINGS ATTACHED	Transcript analysis	Recency requirements
Alabama	■	□	□
Alaska	□	■	■
Arizona	□	■	□
Arkansas	□	■	□
California	□	■	□
Colorado	□	■	□
Connecticut	□	■	■
Delaware	■	□	□
District of Columbia	□	■	□
Florida	□	■	□
Georgia	□	□	■
Hawaii	□	■	□
Idaho	□	■	□
Illinois	□	■	□
Indiana	□	■	□
Iowa	□	■	■
Kansas	□	■	■
Kentucky	□	■	□
Louisiana	□	■	■
Maine	□	■	■
Maryland	□	■	□
Massachusetts	□	■	■
MICHIGAN	□	■	□
Minnesota	□	■	□
Mississippi	□	■	□
Missouri	□	■	□
Montana	□	■	□
Nebraska	□	■	■
Nevada	□	■	□
New Hampshire	□	■	□
New Jersey	□	■	□
New Mexico	□	■	□
New York	■ ¹	□	□
North Carolina	■	□	□
North Dakota	□	■	□
Ohio	□	■	□
Oklahoma	□	■	□
Oregon	□	■	□
Pennsylvania	□	■	□
Rhode Island	■ ¹	□	□
South Carolina	□	■	■
South Dakota	□	■	■
Tennessee	□	■	□
Texas	■	□	□
Utah	□	■	□
Vermont	□	■	□
Virginia	□	■	□
Washington	■ ²	□	□
West Virginia	■	□	□
Wisconsin	□	■	■
Wyoming	■ ¹	□	□
	9	41	12

Figure 65

Do states treat out-of-state teachers the same whether they were prepared in a traditional or an alternate route program?

	STATE TREATS TEACHERS EQUALLY	State specifies different requirements for alternate route teachers	State has policies with the potential to create obstacles for alternate route teachers
Alabama	☒	☐	☐
Alaska	☐	☐	☒
Arizona	☐	☐	☒
Arkansas	☐	☐	☒
California	☐	☒	☐
Colorado	☐	☐	☒
Connecticut	☐	☐	☒
Delaware	☒	☐	☐
District of Columbia	☐	☐	☒
Florida	☐	☐	☒
Georgia	☒	☐	☐
Hawaii	☐	☐	☒
Idaho	☐	☐	☒
Illinois	☐	☐	☒
Indiana	☐	☐	☒
Iowa	☐	☐	☒
Kansas	☐	☒	☐
Kentucky	☐	☐	☒
Louisiana	☐	☐	☒
Maine	☐	☐	☒
Maryland	☐	☐	☒
Massachusetts	☐	☐	☒
MICHIGAN	☐	☐	☒
Minnesota	☐	☐	☒
Mississippi	☐	☐	☒
Missouri	☐	☐	☒
Montana	☐	☐	☒
Nebraska	☐	☐	☒
Nevada	☐	☐	☒
New Hampshire	☐	☐	☒
New Jersey	☐	☐	☒
New Mexico	☐	☐	☒
New York	☐	☒	☐
North Carolina	☒	☐	☐
North Dakota	☐	☐	☒
Ohio	☐	☐	☒
Oklahoma	☐	☐	☒
Oregon	☐	☐	☒
Pennsylvania	☐	☐	☒
Rhode Island	☐	☒	☐
South Carolina	☐	☐	☒
South Dakota	☐	☐	☒
Tennessee	☐	☐	☒
Texas	☒	☐	☐
Utah	☐	☐	☒
Vermont	☐	☐	☒
Virginia	☐	☐	☒
Washington	☐	☒	☐
West Virginia	☒	☐	☐
Wisconsin	☐	☐	☒
Wyoming	☐	☒	☐
	6	6	39

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

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

Goal Components

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

1. The state should establish a longitudinal data system with at least the following key components:
 - a. A unique statewide student identifier number that connects student data across key databases across years;
 - b. A unique teacher identifier system that can match individual teacher records with individual student records; and
 - c. 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.
3. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 66

How States are Faring in the Development of Data Systems



Progress on this Goal Since 2009:

↑ : 17 ↔ : 33 ↓ : 1



State Partly Meets Goal



Progress Since 2009

ANALYSIS

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

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

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

Supporting Research

Data Quality Campaign

www.dataqualitycampaign.org

RECOMMENDATION

■ Develop capacity of state data system.

Michigan should ensure that its state data system is able to match individual teacher records with individual student records.

■ Develop a clear definition of "teacher of record."

A definition of teacher of record is necessary in order to use the student-teacher data link for teacher evaluation and related purposes. Michigan defines the teacher of record as the certificated teacher who provides instruction, gives tests and quizzes, and evaluates student performance. However, to ensure that data provided through the state data system are actionable and reliable, Michigan should articulate a more distinct definition of teacher of record and require its consistent use throughout the state.

MICHIGAN RESPONSE TO ANALYSIS

Michigan asserted that its Teacher Student Data Link Collection (TSDL) in the state's student data system will report links between students and the teacher(s) who provide instruction to them. These data are necessary to meet the requirements of the American Recovery and Reinvestment Act (ARRA) and the America Competes Act as part of the State Fiscal Stabilization Fund.

Michigan noted that this is a full-year collection, and reported data reflect the student's performance in classes taken throughout the current academic year and the status of his or her academic report at the end of the school year. Collection will be open mid-May through August 31.

The state also pointed out that in the April 2011 State School Aid Update, funds for the teacher student data link were included in the April 2011 payment. The amount of the reimbursement is \$5.38 per pupil. The pupil count used is the current year blend of both general education and special education pupils. Additional State Aid Status Reports are posted online.

Supporting Research

http://www.michigan.gov/cepi/0,1607,7-113-986_50502_57560---,00.html

Figure 67

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

	UNIQUE STUDENT IDENTIFIER	UNIQUE TEACHER IDENTIFIER SYSTEM THAT CAN MATCH TEST RECORDS TO STUDENT RECORDS	TEST RECORDS MATCH OVER TIME
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	■	■	■
	50	35	50

★ EXAMPLES OF BEST PRACTICE

Although NCTQ has not singled out one state's policies for "best practice" honors, it commends the 35 states that have a data system with the capacity to provide evidence of teacher effectiveness.

Key

▣ indicates that the state assigns teacher identification numbers, but it cannot match individual teacher records with individual student records.

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

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

Goal Components

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

1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.
2. 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 classroom-based artifacts such as tests, quizzes and student work.
4. The state should require that evaluation instruments differentiate among various levels of teacher performance. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 68

How States are Faring in Evaluating Teacher Effectiveness



Progress on this Goal Since 2009:

↑ : 26 ↔ : 25 ↓ : 0



State Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Commendably, Michigan requires that objective evidence of student learning be the preponderant criterion of its teacher evaluations.

The state's newly passed legislation now requires that, beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50 percent of any teacher evaluation must be based on student growth and assessment data.

Classroom observations are required. Further, the following multiple rating categories must be utilized: highly effective, effective, minimally effective and ineffective.

Supporting Research

H.B. 4627

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 69

Do states consider classroom effectiveness as part of teacher evaluations?

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS THE PREPONDERANT CRITERION	Teacher evaluations are to be significantly informed by student achievement/growth	Teacher evaluations must include objective evidence of student learning	Student achievement data not required
Alabama	☐	☐	☐	☒
Alaska	☐	☐	☐	☒
Arizona	☐	☒	☐	☐
Arkansas	☐	☐	☒	☐
California	☐	☐	☐	☒
Colorado	☒	☐	☐	☐
Connecticut	☐	☐	☒	☐
Delaware	☒	☐	☐	☐
District of Columbia ¹	☐	☐	☐	☒
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	☐	☐	☒	☐
	12	5	7	27

★ EXAMPLES OF BEST PRACTICE

NCTQ has not singled out any one state for "best practice" honors. Many states have made significant strides in the area of teacher evaluation by requiring that objective evidence of student learning be the preponderant criterion. Because there are many different approaches that result in student learning being the preponderant criterion, all 10 states that meet this goal are commended for their efforts.

Figure 70

Using state data in teacher evaluations

States with Requirements for Student Achievement Data but Lacking Data System Capacity

Arizona, Colorado, Connecticut, **MICHIGAN**, Nevada

States with Data System Capacity but No Student Achievement Requirements

Alabama, Hawaii, Iowa, Kansas, Kentucky, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Dakota, Pennsylvania, South Carolina, Washington, West Virginia, Wisconsin

Figure 69

1. District of Columbia Public Schools requires that student learning be the preponderant criterion of its teacher evaluations.

Figure 71

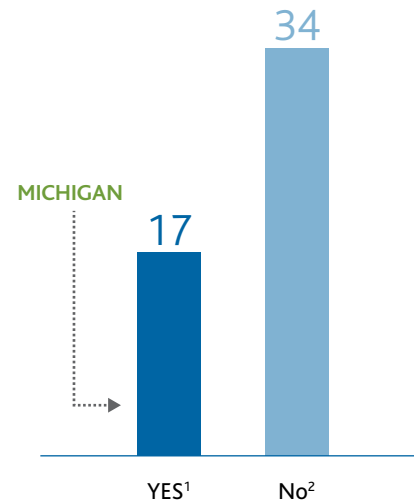
Sources of objective evidence of student learning

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 72

Do states require more than two categories for teacher evaluation ratings?



1. **Strong Practice:** Arkansas, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Maryland, Massachusetts, Michigan, Nevada, New York, Ohio, Oklahoma, Rhode Island, Tennessee, Washington

2. Alabama, Alaska, Arizona, California, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Figure 73

Do states direct how teachers should be evaluated?

	Single statewide teacher evaluation system	State-designed teacher evaluation with district opt-in	District-designed system consistent with state framework/criteria	District-designed system with minimal input from state	No state policy
Alabama	☒	☐	☐	☐	☐
Alaska	☐	☐	☐	☒	☐
Arizona	☐	☐	☒	☐	☐
Arkansas	☒	☐	☐	☐	☐
California	☐	☐	☒	☐	☐
Colorado	☐	☒	☐	☐	☐
Connecticut	☐	☐	☒	☐	☐
Delaware	☒	☐	☐	☐	☐
District of Columbia	☐	☐	☐	☐	☒
Florida	☐	☐	☒ ¹	☐	☐
Georgia	☒	☐	☐	☐	☐
Hawaii	☒	☐	☐	☐	☐
Idaho	☐	☐	☒ ¹	☐	☐
Illinois	☐	☒	☐	☐	☐
Indiana	☐	☒	☐	☐	☐
Iowa	☐	☐	☒	☐	☐
Kansas	☐	☐	☐	☒	☐
Kentucky	☐	☐	☒ ¹	☐	☐
Louisiana	☒	☐	☐	☐	☐
Maine	☐	☒	☐	☐	☐
Maryland	☐	☐	☒ ¹	☐	☐
Massachusetts	☐	☐	☒	☐	☐
MICHIGAN	☐	☒ ²	☐	☐	☐
Minnesota	☐	☐	☒	☐	☐
Mississippi	☒	☐	☐	☐	☐
Missouri	☐	☐	☒	☐	☐
Montana	☐	☐	☐	☐	☒
Nebraska	☐	☐	☒ ¹	☐	☐
Nevada	☐	☐	☒	☐	☐
New Hampshire	☐	☐	☐	☒	☐
New Jersey	☐	☐	☒	☐	☐
New Mexico	☒	☐	☐	☐	☐
New York	☐	☐	☒	☐	☐
North Carolina	☐	☐	☒	☐	☐
North Dakota	☐	☐	☐	☒	☐
Ohio	☐	☐	☒	☐	☐
Oklahoma	☐	☒	☐	☐	☐
Oregon	☐	☐	☒	☐	☐
Pennsylvania	☒	☐	☐	☐	☐
Rhode Island	☐	☒ ²	☐	☐	☐
South Carolina	☐	☒ ²	☐	☐	☐
South Dakota	☐	☐	☐	☐	☒
Tennessee	☐	☒ ²	☐	☐	☐
Texas	☐	☒ ²	☐	☐	☐
Utah	☐	☐	☒	☐	☐
Vermont	☐	☐	☐	☒	☐
Virginia	☐	☐	☒	☐	☐
Washington	☐	☐	☒	☐	☐
West Virginia	☐	☐	☒	☐	☐
Wisconsin	☐	☐	☒	☐	☐
Wyoming	☐	☐	☒	☐	☐
	9	10	24	5	3

1. State approval required.

2. The state model is presumptive; districts need state approval to opt out.

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

Goal Components

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

1. The state should require that all teachers receive a formal evaluation rating each year.
2. While all teachers should have multiple observations that contribute to their formal evaluation rating, the state should ensure that new teachers are observed and receive feedback early in the school year.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 74

How States are Faring in Frequency of Evaluations



Progress on this Goal Since 2009:

↑ : 13 ↔ : 37 ↓ : 1



State Partly Meets Goal



Progress Since 2009

ANALYSIS

As of September 1, 2011, all teachers in Michigan must be evaluated annually. However, the state's new evaluation regulation stipulates that teachers who are rated highly effective on three consecutive evaluations may be evaluated biennially instead of annually.

Michigan also articulates that, as part of any teacher evaluation, multiple observations must be conducted. However, the state allows teachers who have received ratings of effective or highly effective on their two most recent year-end evaluations to forego multiple observations.

Further, the state does not include guidance on when these observations should occur for new teachers.

Supporting Research

H.B. 4627

RECOMMENDATION

■ **Require annual formal evaluations for all teachers.**

All teachers in Michigan should be evaluated annually, even those who receive high ratings on previous evaluations. Rather than treated as mere formalities, these teacher evaluations should serve as important tools for rewarding good teachers, helping average teachers improve and holding weak teachers accountable for poor performance. While the state may eventually determine that teachers receiving a highly effective rating are such exceptionally high performers that an annual evaluation is not warranted, such policy is, at best, premature.

■ **Ensure that new teachers are observed and receive feedback early in the school year.**

Because it is critical that schools and districts closely monitor the performance of new teachers, Michigan should ensure that its new teachers get the support they need early and that supervisors know from near the beginning of the school year which new teachers may be at risk for ineffective performance. As evaluation instruments become more data driven, states should hold off on a formal evaluation rating until applicable student data are available later in the year.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 75

Do states require districts to evaluate all teachers each year?

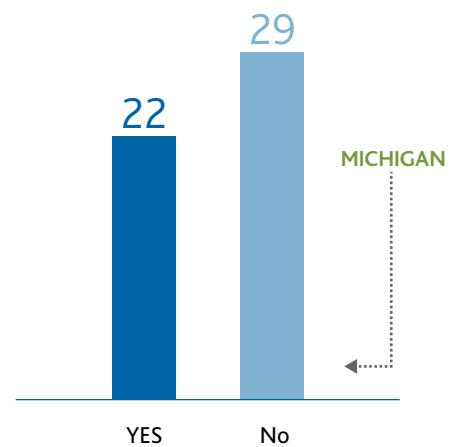
	ANNUAL EVALUATION OF ALL VETERAN TEACHERS	ANNUAL EVALUATION OF ALL NEW TEACHERS
Alabama	■	■
Alaska	□	■
Arizona	■	■
Arkansas	□	■
California	□	■
Colorado	■	■
Connecticut	■	■
Delaware ¹	■	■
District of Columbia ²	□	□
Florida	■	■
Georgia	■	■
Hawaii	□	■
Idaho	■	■
Illinois	□	■
Indiana	■	■
Iowa	□	□
Kansas	□	■
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	■	■
	22	43

★ EXAMPLES OF BEST PRACTICE

Although not awarding “best practice” honors for frequency of evaluations, NCTQ commends all nine states that meet this goal not only by requiring annual evaluations for all teachers, but also for ensuring that new teachers are observed and receive feedback during the first half of the school year.

Figure 76

Do states require districts to evaluate all teachers each year?

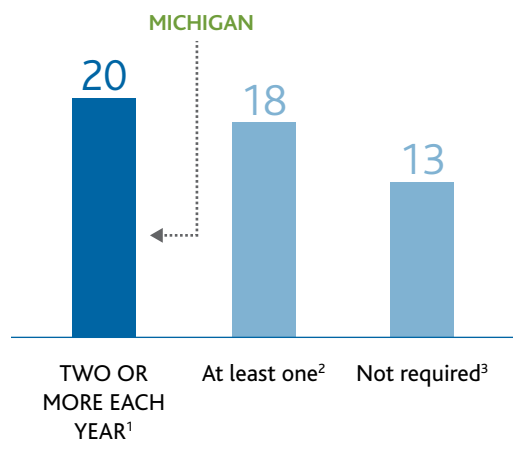


Figures 75 and 76

1. Although highly effective teachers are only required to receive a summative evaluation once every two years, the student improvement component is evaluated annually.
2. All District of Columbia Public Schools teachers are evaluated at least annually.

Figure 77

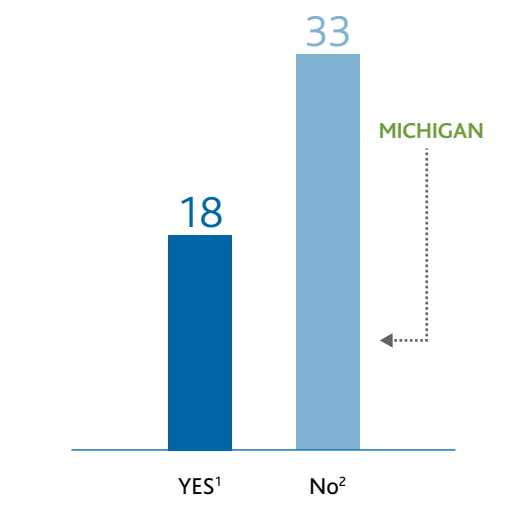
Do states require classroom observations?



1. **Strong Practice:** Alabama, Alaska⁴, Arkansas, Colorado⁴, Delaware, Florida⁴, Georgia, Kentucky⁴, Maryland, Michigan, Missouri⁴, Nevada⁴, New York, North Carolina, Ohio, Oregon⁴, Rhode Island, Tennessee, Washington, West Virginia⁴
2. Arizona, California, Connecticut, Hawaii, Idaho, Illinois, Indiana, Louisiana, Massachusetts, Mississippi, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Wisconsin
3. District of Columbia, Iowa, Kansas, Maine, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wyoming
4. For new teachers.

Figure 78

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



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

Area 3: Identifying Effective Teachers

Goal D – Tenure

The state should require that tenure decisions are based on evidence of teacher effectiveness.

Goal Components

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

1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The 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.
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.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 79

How States are Faring on Tenure



Progress on this Goal Since 2009:

↑ : 15 ↔ : 36 ↓ : 0



Best Practice State



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Commendably, Michigan has discontinued its policy of automatic tenure. The state now bases the leap in professional standing from probationary to nonprobationary status on evidence of classroom effectiveness.

Michigan's recently passed tenure legislation has increased the probationary period for new teachers to five years. The state also now articulates that a teacher has not successfully completed this probationary period unless he or she has been rated as effective or highly effective on the three most recent annual performance evaluations.

Further, teachers who are rated ineffective on three consecutive annual evaluations are dismissed.

Because Michigan's teacher evaluation ratings will be centered primarily on evidence of student learning as of the 2015-2016 school year (see Goal 3-B), basing tenure decisions on these evaluation ratings ensures that classroom effectiveness will be appropriately considered.

Supporting Research

H.B. 4625, 4627

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 80

How long before a teacher earns tenure?

	No policy	1 year	2 years	3 years	4 YEARS	5 YEARS	STATE ONLY AWARDS ANNUAL CONTRACTS
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	☐	☐	☐	☒	☐	☐	☐
	1	1	5	32	4	5	3

1. Teachers may also earn career status with an average rating of at least effective for a four-year period and a rating of at least effective for the last two years.

2. Teachers who receive two years of ineffective evaluations are dismissed.

Figure 81

How are tenure decisions made?

	EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION	Some evidence of student learning is considered	Virtually automatically
Alabama	☐	☐	☒
Alaska	☐	☐	☒
Arizona	☐	☐	☒
Arkansas	☐	☐	☒
California	☐	☐	☒
Colorado	☒	☐	☐
Connecticut	☐	☐	☒
Delaware	☒	☐	☐
District of Columbia	☐	☐	☒ ¹
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	☒ ²	☐	☐
Oregon	☐	☐	☒
Pennsylvania	☐	☐	☒
Rhode Island	☒	☐	☐
South Carolina	☐	☐	☒
South Dakota	☐	☐	☒
Tennessee	☒	☐	☐
Texas	☐	☐	☒
Utah	☐	☐	☒
Vermont	☐	☐	☒
Virginia	☐	☐	☒
Washington	☐	☐	☒
West Virginia	☐	☐	☒
Wisconsin	☐	☐	☒
Wyoming	☐	☐	☒
	8	4	39



EXAMPLES OF BEST PRACTICE

Michigan has increased its probationary period to five years and requires that evidence of effectiveness be the primary criterion in awarding tenure.

Figure 82

How are tenure decisions made?

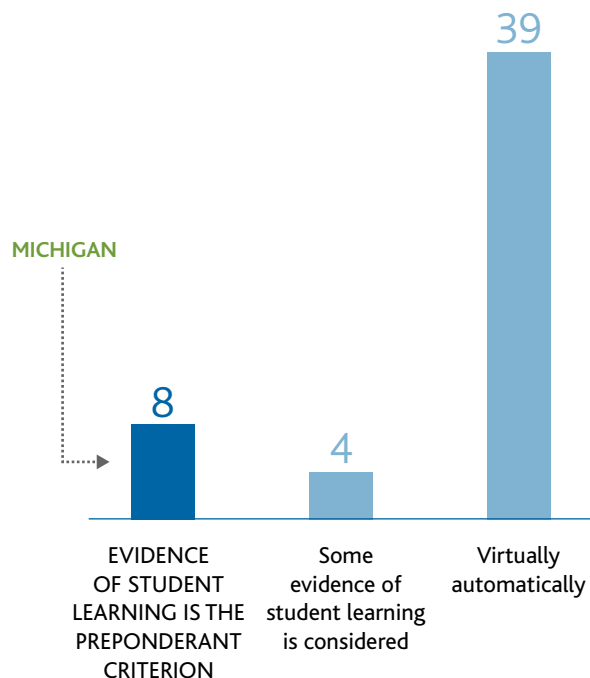


Figure 81

1. No state-level policy; however, the contract between DCPS and the teachers' union represents significant advancement in the area of teacher tenure.
2. The state has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

Goal Components

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

1. The state should base advancement from a probationary to a nonprobationary license on evidence of teacher effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require teachers to have an advanced degree as a condition of professional licensure.
4. Evidence of effectiveness should be a factor in the renewal of a professional license.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 83

How States are Faring on Licensure Advancement



Progress on this Goal Since 2009:

↑ : 4 ↔ : 45 ↓ : 2



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Michigan's requirements for licensure advancement and renewal are not based on evidence of teacher effectiveness.

To advance from a Provisional Certificate (valid for up to six years) to a Professional Education Certificate, teachers are required to complete 18 semester hours in a planned course of study after the issuance of the Provisional Certificate or completion of a master's degree or National Board certification, complete Michigan's reading requirement (six semester hours of teaching reading for elementary teachers or three semester hours for secondary teachers) and have three years of successful teaching experience. Michigan does not include evidence of effectiveness as a factor in the renewal of a professional license. Teachers must renew their licenses every five years by completing six semester hours or 18 State-Board certification education units, or a combination of the two.

Supporting Research

http://www.michigan.gov/documents/faq_21180_7.pdf

RECOMMENDATION**■ Require evidence of effectiveness as a part of teacher licensing policy.**

Michigan should require evidence of teacher effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher-level license.

■ Discontinue licensure requirements with no direct connection to classroom effectiveness.

While targeted requirements—such as the state's requirement for training in teaching reading—may potentially expand teacher knowledge and improve teacher practice, Michigan's general, non-specific coursework requirements for license advancement and renewal merely call for teachers to complete a certain amount of seat time. These requirements do not correlate with teacher effectiveness.

■ End policies that tie teacher advancement to master's degrees.

Michigan should modify any policies that encourage or require teachers to obtain a master's degree for license advancement. 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.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis. The state added that by the fall of 2012, pending state administrative rule approval, there will be a three-tiered teacher certification and licensure system that will make available a provisional, professional and advanced professional license. This is a comprehensive system where teacher and leader certifications and advancements will be informed by evaluation results.

Supporting Research

http://www.michigan.gov/documents/mde/MI-RTTT-Final-Plan-Summary_306839_7.pdf

LAST WORD

NCTQ looks forward to reviewing the state's progress in future editions of the *Yearbook*. However, although the language in the proposed rules would allow for the revocation of licenses for teachers who receive unsatisfactory evaluation ratings, it appears that the superintendent does not intend to enforce this language.

Supporting Research

<http://www.freep.com/article/20111026/NEWS06/111026057/State-superintendent-assures-teachers-he-won-t-take-licenses-poor-annual-evaluations>

Figure 84

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

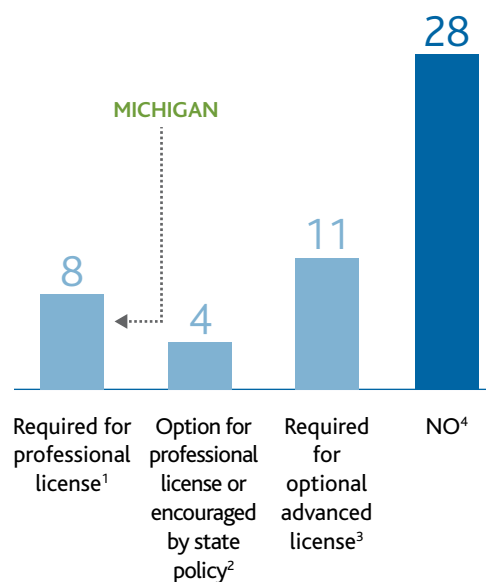
	OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED	Some objective evidence of effectiveness is considered	Consideration given to teacher performance, but performance is not tied to classroom effectiveness	Performance not considered
Alabama	☐	☐	☐	☒
Alaska	☐	☐	☒	☐
Arizona	☐	☐	☐	☒
Arkansas	☐	☐	☒	☐
California	☐	☐	☒	☐
Colorado	☐	☐	☐	☒
Connecticut	☐	☐	☐	☒
Delaware	☒	☐	☐	☐
District of Columbia	☐	☐	☐	☒
Florida	☐	☐	☐	☒
Georgia	☐	☐	☒	☐
Hawaii	☐	☐	☐	☒
Idaho	☐	☐	☐	☒
Illinois ¹	☐	☒	☐	☐
Indiana	☐	☐	☒	☐
Iowa	☐	☐	☒	☐
Kansas	☐	☐	☒	☐
Kentucky	☐	☐	☒	☐
Louisiana	☒	☐	☐	☐
Maine	☐	☐	☐	☒
Maryland ²	☐	☒	☐	☐
Massachusetts	☐	☐	☐	☒
MICHIGAN	☐	☐	☐	☒
Minnesota	☐	☐	☐	☒
Mississippi	☐	☐	☐	☒
Missouri	☐	☐	☐	☒
Montana	☐	☐	☐	☒
Nebraska	☐	☐	☐	☒
Nevada	☐	☐	☐	☒
New Hampshire	☐	☐	☐	☒
New Jersey	☐	☐	☐	☒
New Mexico	☐	☒	☐	☐
New York	☐	☐	☐	☒
North Carolina	☐	☐	☒	☐
North Dakota	☐	☐	☐	☒
Ohio	☐	☐	☐	☒
Oklahoma	☐	☐	☐	☒
Oregon	☐	☐	☐	☒
Pennsylvania	☐	☐	☐	☒
Rhode Island	☒	☐	☐	☐
South Carolina	☐	☐	☐	☒
South Dakota	☐	☐	☐	☒
Tennessee	☐	☐	☐	☒
Texas	☐	☐	☐	☒
Utah	☐	☐	☒	☐
Vermont	☐	☐	☐	☒
Virginia	☐	☐	☐	☒
Washington	☐	☐	☒	☐
West Virginia	☐	☐	☐	☒
Wisconsin	☐	☐	☐	☒
Wyoming	☐	☐	☐	☒
	3	3	11	34

★ EXAMPLES OF BEST PRACTICE

Rhode Island is integrating certification, certification renewal and educator evaluation. Teachers who receive poor evaluations for five consecutive years are not eligible to renew their certification. In addition, teachers who consistently receive 'highly effective' ratings will be eligible for a special license designation.

Figure 85

Do states require teachers to earn advanced degrees before conferring professional licensure?



1. Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree

2. Illinois, Massachusetts, Missouri, Tennessee

3. Alabama, Hawaii, Indiana, Iowa, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia

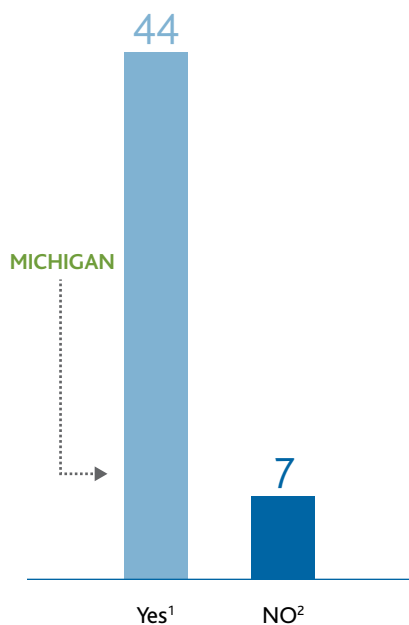
4. **Strong Practice:** Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Kansas, Louisiana, Maine, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Washington, Wisconsin, Wyoming

Figure 84

- Illinois allows revocation of licenses based on ineffectiveness.
- Maryland uses some objective evidence through their evaluation system for renewal, but advancement to professional license is still based on earning an advanced degree.

Figure 86

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

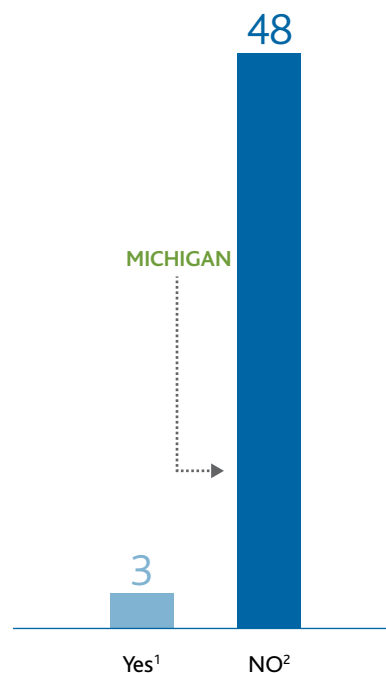


1. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

2. **Strong Practice:** California, Georgia, Hawaii, Louisiana, New Jersey, New Mexico, Rhode Island

Figure 87

Do states award lifetime professional licenses?



1. New Jersey, Pennsylvania, West Virginia

2. **Strong Practice:** 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 Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

Goal Components

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

The state should make the following data publicly available:

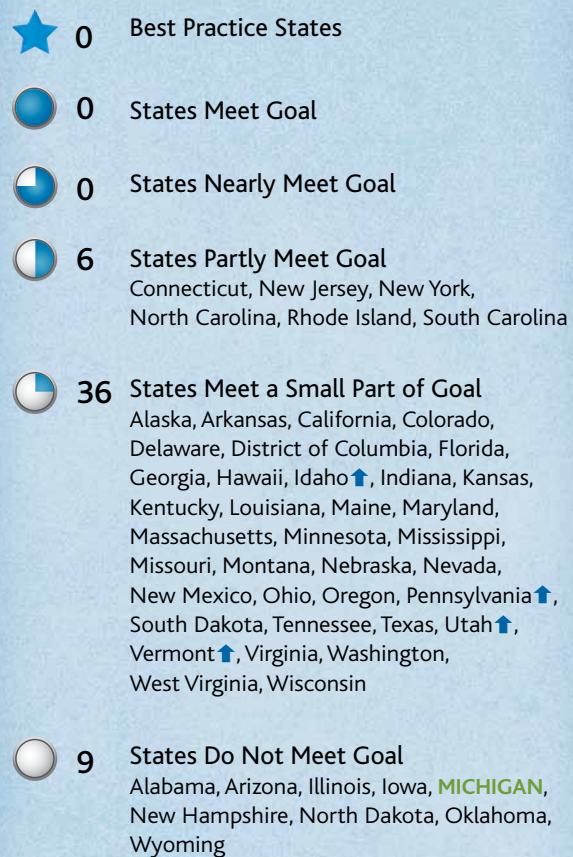
1. An "Academic Quality" index for each school that includes factors research has found to be associated with teacher effectiveness, such as:
 - a. percentage of new teachers;
 - b. percentage of teachers failing basic skills licensure tests at least once;
 - c. percentage of teachers on emergency credentials;
 - d. average selectivity of teachers' undergraduate institutions; and
 - e. teachers' average ACT or SAT scores;
2. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area;
3. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school;
4. The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 88

How States are Faring on Equitable Distribution



Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0

**ANALYSIS**

Providing comprehensive reporting may be the state's most important role for ensuring the equitable distribution of teachers among schools. Michigan does not report school-level data that can help support the equitable distribution of teacher talent.

Michigan does not collect or publicly report the data recommended by NCTQ. The state does not provide a school-level teacher quality index that demonstrates the academic backgrounds of a school's teachers and the ratio of new to veteran teachers. Michigan also does not report on teacher absenteeism or turnover rates.

Michigan does report on the percentage of highly qualified teachers. However, these data are only reported at the district and not at the school level. The state is commended for comparing the percentage of highly qualified teachers at high- and low-poverty schools statewide but this has not been updated since 2008.

Supporting Research

Michigan NCLB State Report Card 2008-2009

http://www.michigan.gov/documents/mde/State_Report_Card_2008-09_317650_7.pdf

2008 Highly Qualified Teacher Report

http://www.michigan.gov/documents/mde/OPPS_NCLB_Update_2009_286125_7.pdf

RECOMMENDATION

■ **Use a teacher quality index to report publicly about each school.**

A teacher quality index, such as the one developed by the Illinois Education Research Council, with data including teachers' average SAT or ACT scores, the percentage of teachers failing basic skills licensure tests at least once, the selectivity of teachers' undergraduate colleges and the percentage of new teachers, can shine a light on how equitably teachers are distributed both across and within districts. Michigan should ensure that individual school report cards include such data in a manner that translates these factors into something easily understood by the public, such as a color-coded matrix indicating a school's high or low score.

■ **Publish other data that facilitate comparisons across schools.**

Michigan should collect and report other school level data that reflect the stability of a school's faculty, including the rates of teacher absenteeism and turnover.

■ **Provide comparative data based on school demographics.**

Providing comparative data for schools with similar poverty and minority populations would yield an even more comprehensive picture of gaps in the equitable distribution of teachers.

■ **Report data at the school level.**

Michigan should ensure that it is reporting all currently collected data at the school-level, rather than aggregated by district.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 89

Do states publicly report school-level data about teachers?

	AN INDEX FOR EACH SCHOOL THAT INCLUDES FACTORS ASSOCIATED WITH TEACHER QUALITY	PERCENTAGE OF TEACHERS ON EMERGENCY CREDENTIALS ¹	PERCENTAGE OF NEW TEACHERS ¹	PERCENTAGE OF HIGHLY QUALIFIED TEACHERS	ANNUAL TURNOVER RATE	TEACHER ABSENTEEISM RATE
Alabama	☐	☐	☐	☐	☐	☐
Alaska	☐	☐	☐	☒	☐	☐
Arizona	☐	☐	☐	☐	☐	☐
Arkansas	☐	☒	☐	☒	☐	☐
California	☐	☒	☐	☒	☐	☐
Colorado	☐	☐	☒	☒	☐	☐
Connecticut	☐	☐	☒	☒	☒	☒
Delaware	☐	☐	☒	☒	☐	☐
District of Columbia	☐	☐	☐	☒	☐	☐
Florida	☐	☐	☒	☒	☐	☐
Georgia	☐	☒	☐	☒	☐	☐
Hawaii	☐	☐	☐	☒	☐	☐
Idaho	☐	☒	☐	☒	☐	☐
Illinois	☐	☐	☐	☐	☐	☐
Indiana	☐	☐	☒	☐	☐	☐
Iowa	☐	☐	☐	☐	☐	☐
Kansas	☐	☒	☐	☒	☐	☐
Kentucky	☐	☒	☐	☒	☐	☐
Louisiana	☐	☒	☐	☒	☐	☐
Maine	☐	☐	☐	☒	☐	☐
Maryland	☐	☐	☐	☒	☐	☐
Massachusetts	☐	☐	☐	☒	☐	☐
MICHIGAN	☐	☐	☐	☐	☐	☐
Minnesota	☐	☐	☒	☒	☐	☐
Mississippi	☐	☒	☐	☒	☐	☐
Missouri	☐	☐	☐	☒	☐	☐
Montana	☐	☒	☐	☒	☐	☐
Nebraska	☐	☐	☐	☒	☐	☐
Nevada	☐	☐	☐	☒	☐	☒
New Hampshire	☐	☐	☐	☐	☐	☐
New Jersey	☐	☒	☐	☒	☒	☒
New Mexico	☐	☐	☐	☒	☐	☐
New York	☐	☐	☒	☒	☒	☐
North Carolina	☐	☒	☒	☒	☒	☐
North Dakota	☐	☐	☐	☐	☐	☐
Ohio	☐	☐	☐	☒	☐	☒
Oklahoma	☐	☐	☐	☐	☐	☐
Oregon	☐	☒	☐	☒	☐	☐
Pennsylvania	☐	☐	☐	☒	☐	☐
Rhode Island	☐	☒	☒	☒	☒	☐
South Carolina	☐	☒	☐	☒	☒	☒
South Dakota	☐	☐	☐	☒	☐	☐
Tennessee	☐	☐	☐	☒	☐	☐
Texas	☐	☒	☐	☒	☐	☐
Utah	☐	☐	☐	☒	☐	☐
Vermont	☐	☒	☐	☒	☐	☐
Virginia	☐	☐	☐	☒	☐	☐
Washington	☐	☒	☐	☒	☐	☐
West Virginia	☐	☐	☐	☒	☐	☐
Wisconsin	☐	☒	☒	☒	☐	☐
Wyoming	☐	☐	☐	☐	☐	☐
	0	18	10	41	6	5

★ EXAMPLES OF BEST PRACTICE

No state has an outstanding record when it comes to public reporting of teacher data that can help to ameliorate inequities in teacher quality. However, **Connecticut, New Jersey, New York, North Carolina, Rhode Island** and **South Carolina** report more school-level data than other states.

1. Ideally, percentage of new teachers and percentage of teachers on emergency credentials would be incorporated into a teacher quality index.

Area 4: Retaining Effective Teachers

Goal A – 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 ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, and their performance as mentors should be evaluated.
3. Induction programs should include only strategies that can be successfully implemented, even in a poorly managed school. Such strategies include intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 90

How States are Faring on Induction



Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

Michigan requires that all new teachers receive mentoring. The state mandates mentors for all beginning teachers throughout the first three years of their employment. New teachers are also required to participate in at least 15 days of professional development as well as regional seminars conducted by master teachers and other mentors.

In addition, the Michigan Department of Education has developed "Advocating Strong Standards-based Induction Support for Teachers" (ASSIST) website to provide guidelines for developing mentor programs. Key steps include: selection criteria and process for mentor teachers, mentor and new teacher matches, training and support and mentor program evaluation.

Supporting Research

Michigan Revised School Code Act 45 of 1976

Michigan ASSIST Beginning Teachers

<http://assist.educ.msu.edu/ASSIST/asssthomeset/suppose.htm>

Key Steps for Successful Mentor Program

http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703---,00.htm

RECOMMENDATION

■ Expand guidelines to include other key areas.

While still leaving districts flexibility, Michigan should articulate minimum guidelines for a high-quality induction experience. For example, the state should set a timeline in which mentors are assigned to all new teachers throughout the state, soon after the commencing of teaching, to offer support during those critical first weeks of school. Mentors should be required to be trained in a content area or grade level similar to that of new teachers, and the state should also offer specifics on release time or reducing teaching responsibilities. To attract the most qualified participants to the mentor program, guaranteed compensation is a wise inclusion.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 91

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

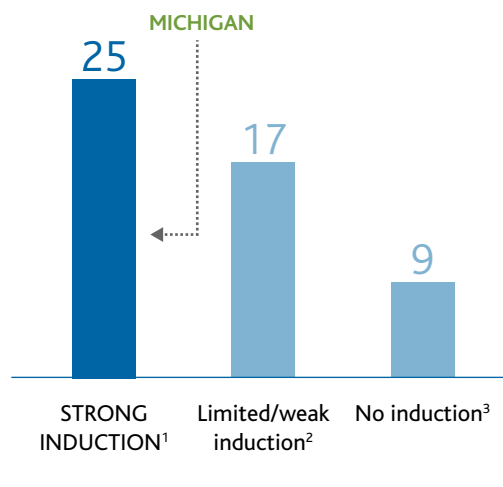
	MENTORING FOR ALL NEW TEACHERS	MENTORING OF SUFFICIENT FREQUENCY AND DURATION	MENTORING PROVIDED AT THE BEGINNING OF THE SCHOOL YEAR	CAREFUL SELECTION OF MENTORS	MENTORS MUST BE TRAINED	MENTORS/PROGRAM MUST BE EVALUATED	MENTOR IS COMPENSATED	USE OF A VARIETY OF EFFECTIVE INDUCTION STRATEGIES
Alabama	☒	☒	☒	☒	☒	☒	☒	☒
Alaska	☐	☐	☐	☐	☐	☐	☐	☐
Arizona	☐	☐	☐	☐	☐	☐	☐	☐
Arkansas	☒	☒	☒	☒	☒	☐	☒	☒
California	☒	☐	☒	☒	☒	☒	☐	☐
Colorado	☒	☐	☐	☒	☒	☐	☒	☒
Connecticut	☒	☒	☐	☐	☒	☐	☐	☒
Delaware	☒	☐	☐	☐	☒	☐	☒	☒
District of Columbia	☐	☐	☐	☐	☐	☐	☐	☐
Florida	☐	☐	☐	☐	☐	☐	☐	☐
Georgia	☐	☐	☐	☐	☐	☐	☐	☐
Hawaii	☐	☐	☐	☐	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	☐	☐	☐	☐
Illinois	☐	☐	☐	☐	☐	☐	☐	☐
Indiana	☐	☐	☐	☐	☐	☐	☐	☐
Iowa	☒	☐	☐	☒	☒	☐	☒	☐
Kansas	☒	☐	☐	☒	☒	☒	☒	☐
Kentucky	☒	☒	☐	☒	☒	☐	☒	☒
Louisiana	☐	☐	☐	☐	☐	☐	☐	☐
Maine	☒	☒	☐	☒	☒	☒	☒	☒
Maryland	☒	☒	☐	☐	☒	☒	☒	☒
Massachusetts	☒	☒	☒	☒	☒	☒	☒	☒
MICHIGAN	☒	☐	☐	☐	☒	☐	☐	☐
Minnesota	☐	☐	☐	☐	☐	☐	☐	☐
Mississippi	☒	☒	☐	☐	☒	☐	☒	☒
Missouri	☒	☒	☐	☒	☐	☐	☐	☐
Montana	☐	☐	☐	☐	☐	☐	☐	☐
Nebraska	☒	☒	☐	☐	☒	☒	☒	☐
Nevada	☐	☐	☐	☐	☐	☐	☐	☐
New Hampshire	☐	☐	☐	☐	☐	☐	☐	☐
New Jersey	☒	☒	☒	☒	☒	☒	☒	☒
New Mexico	☒	☐	☐	☐	☒	☒	☐	☐
New York	☒	☒	☐	☒	☐	☐	☒	☒
North Carolina	☒	☒	☒	☒	☒	☒	☒	☒
North Dakota	☐	☐	☐	☐	☒	☐	☒	☐
Ohio	☒	☐	☐	☐	☒	☐	☐	☐
Oklahoma	☒	☒	☒	☒	☒	☐	☒	☐
Oregon	☐	☐	☐	☐	☒	☐	☒	☐
Pennsylvania	☒	☐	☐	☐	☐	☐	☐	☐
Rhode Island	☒	☒	☐	☐	☒	☒	☒	☒
South Carolina	☒	☒	☒	☒	☒	☒	☒	☒
South Dakota	☐	☐	☐	☐	☐	☐	☐	☐
Tennessee	☒	☒	☐	☐	☐	☐	☐	☐
Texas	☐	☐	☐	☐	☐	☐	☐	☐
Utah	☒	☐	☐	☒	☒	☐	☐	☐
Vermont	☐	☐	☐	☐	☐	☐	☐	☐
Virginia	☒	☐	☐	☐	☒	☐	☐	☐
Washington	☐	☐	☐	☐	☐	☐	☐	☒
West Virginia	☒	☒	☒	☒	☒	☐	☒	☒
Wisconsin	☒	☐	☐	☐	☒	☐	☐	☐
Wyoming	☐	☐	☐	☐	☐	☐	☐	☐
	30	18	9	17	28	12	21	17

★ EXAMPLES OF BEST PRACTICE

South Carolina requires that all new teachers, prior to the start of the school year, be assigned mentors for at least one year. Districts carefully select mentors based on experience and similar certifications and grade levels, and mentors undergo additional training. Adequate release time is mandated by the state so that mentors and new teachers may observe each other in the classroom, collaborate on effective teaching techniques and develop professional growth plans. Mentor evaluations are mandatory and stipends are recommended.

Figure 92

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



1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Oklahoma, Rhode Island, South Carolina, Utah, Virginia, West Virginia

2. Alaska, Arizona, Florida, Idaho, Illinois, Minnesota, Montana, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin

3. District of Columbia, Georgia, Hawaii, Indiana, Louisiana, Nevada, New Hampshire, Vermont, Wyoming

Area 4: Retaining Effective Teachers

Goal B – Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

Goal Components

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

1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should direct districts to align professional development activities with findings from teachers' evaluations.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 93

How States are Faring on Professional Development



Progress on this Goal Since 2009:

New Goal



State Meets Goal



Progress Since 2009

ANALYSIS

Michigan requires that annual performance evaluations provide teachers with "timely and constructive feedback." In addition, the state requires that evaluations be used to inform relevant coaching, instructional support and professional development.

Supporting Research

MS 380.1249; 2011 PA 102

MICHIGAN RESPONSE TO ANALYSIS

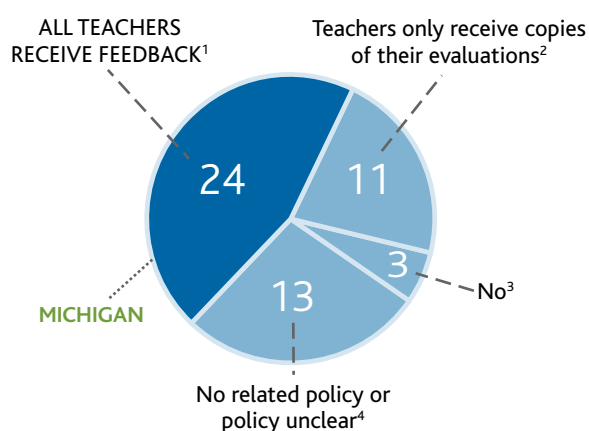
Michigan recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Ten states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, **Louisiana** is commended for clearly articulating that the feedback provided to a teacher in a post-observation conference must include a discussion of a teacher's strengths and weaknesses.

Figure 94

Do teachers receive feedback on their evaluations?



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Washington, West Virginia, Wyoming

2. Alaska, Arizona, California, Colorado, Florida, Indiana, Kansas, Maryland, Nevada, Ohio, Oklahoma

3. Minnesota, Pennsylvania, Utah

4. Alabama, District of Columbia, Idaho, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wisconsin

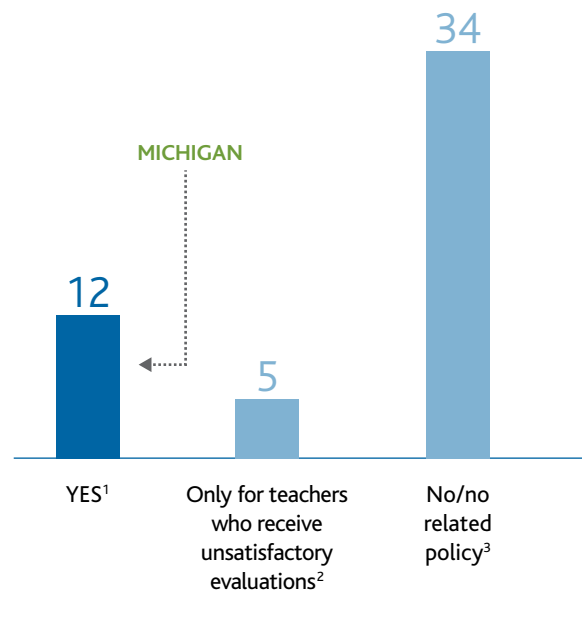
Figure 95

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

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT
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	☒	☒
	24	12

Figure 96

Do states require that teacher evaluations inform professional development?



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Florida, Louisiana, Michigan, Minnesota, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming

2. Colorado, Georgia, Illinois, Indiana, Texas

3. Alabama, Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Mississippi⁴, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

4. Mississippi requires professional development based on evaluation results only for teachers in need of improvement in school identified as at-risk.

Area 4: Retaining Effective Teachers

Goal C – Pay Scales

The state should give local districts authority over pay scales.

Goal Components

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

1. While the state may find it appropriate to articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets minimum pay at each level.
2. The state should discourage districts from tying additional compensation to advanced degrees. The state should eliminate salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees.
3. The state should 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.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 97

How States are Faring in Pay Scales



Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



ANALYSIS

Michigan does not address salary requirements, seemingly giving local districts the authority for pay scale and eliminating barriers such as state salary schedules and other regulations that control how districts pay teachers.

RECOMMENDATION

- **Discourage districts from tying compensation to advanced degrees.**

While still leaving districts the flexibility to establish their own pay scale, Michigan should articulate policies that definitively discourage districts from tying compensation to advanced degrees, in light of the extensive research showing that such degrees do not have an impact on teacher effectiveness.

- **Discourage salary schedules that imply that teachers with the most experience are the most effective.**

Similarly, Michigan should articulate policies that discourage districts from determining the highest steps on the pay scale solely by seniority.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Florida and **Indiana** allow local districts to develop their own salary schedules while preventing districts from focusing on elements not associated with teacher effectiveness. In Florida, local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest annual salary adjustment available. Indiana requires local salary scales to be based on a combination of factors and limits the years of teacher experience and content-area degrees to account for no more than one-third of this calculation.

Figure 98

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

	Sets minimum salary schedule	Sets minimum salary	DISTRICTS SET SALARY SCHEDULE
Alabama	☒	☐	☐
Alaska	☐	☐	☒
Arizona	☐	☐	☒
Arkansas	☒	☐	☐
California	☐	☒	☐
Colorado ¹	☐	☐	☒
Connecticut	☐	☐	☒
Delaware	☒	☐	☐
District of Columbia	☐	☐	☒
Florida	☐	☐	☒
Georgia	☒	☐	☐
Hawaii	☒	☐	☐
Idaho	☐	☐	☒
Illinois	☐	☒	☐
Indiana	☐	☐	☒
Iowa	☐	☒	☐
Kansas	☐	☐	☒
Kentucky	☒	☐	☐
Louisiana	☒	☐	☐
Maine	☐	☒	☐
Maryland	☐	☐	☒
Massachusetts	☐	☒	☐
MICHIGAN	☐	☐	☒
Minnesota	☐	☐	☒
Mississippi	☒	☐	☐
Missouri	☐	☒	☐
Montana	☐	☐	☒
Nebraska	☐	☐	☒
Nevada	☐	☐	☒
New Hampshire	☐	☐	☒
New Jersey	☐	☒	☐
New Mexico	☐	☒	☐
New York	☐	☐	☒
North Carolina	☒	☐	☐
North Dakota	☐	☐	☒
Ohio	☒	☐	☐
Oklahoma	☒	☐	☐
Oregon	☐	☐	☒
Pennsylvania	☐	☐	☒
Rhode Island ²	☐	☐	☒
South Carolina	☒	☐	☐
South Dakota	☐	☐	☒
Tennessee	☒	☐	☐
Texas	☒	☐	☐
Utah	☐	☐	☒
Vermont	☐	☐	☒
Virginia	☐	☐	☒
Washington	☒	☐	☐
West Virginia	☒	☐	☐
Wisconsin	☐	☐	☒
Wyoming	☐	☐	☒
	16	8	27

1. Colorado gives districts the option of a salary schedule, a performance pay policy or a combination of both.

2. Rhode Island requires that local district salary schedules are based on years of service, experience and training.

Figure 99

Do states discourage districts from basing teacher pay on advanced degrees?

	REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES	Leaves pay to district discretion	Requires compensation for advanced degrees
Alabama	☐	☐	☒
Alaska	☐	☒	☐
Arizona	☐	☒	☐
Arkansas	☐	☐	☒
California	☐	☒	☐
Colorado	☐	☒	☐
Connecticut	☐	☒	☐
Delaware	☐	☐	☒
District of Columbia	☐	☒	☐
Florida	☒	☐	☐
Georgia	☐	☐	☒
Hawaii	☐	☐	☒
Idaho	☒	☐	☐
Illinois	☐	☐	☒
Indiana	☒	☐	☐
Iowa	☐	☒	☐
Kansas	☐	☒	☐
Kentucky	☐	☐	☒
Louisiana	☐	☐	☒
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	☐	☒ ¹	☐
South Carolina	☐	☐	☒
South Dakota	☐	☒	☐
Tennessee	☐	☐	☒
Texas	☐	☒ ²	☐
Utah	☐	☒	☐
Vermont	☐	☒	☐
Virginia	☐	☒	☐
Washington	☐	☐	☒
West Virginia	☐	☐	☒
Wisconsin	☐	☒	☐
Wyoming	☐	☒	☐
	3	32	16

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

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

Area 4: Retaining Effective Teachers

Goal D – Compensation for Prior Work Experience

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

Goal Components

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

1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 100

How States are Faring in Compensation for Prior Work Experience



Progress on this Goal Since 2009:

↑ : 0 ↔ : 51 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Michigan 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.

RECOMMENDATION

■ **Encourage local districts to compensate new teachers with relevant prior work experience.**

While still leaving districts with the flexibility to determine their own pay scales, Michigan should encourage districts to incorporate mechanisms such as starting these teachers at a higher salary than other new teachers. Such policies would be attractive to career changers with related work experience, such as in the STEM subjects

MICHIGAN RESPONSE TO ANALYSIS

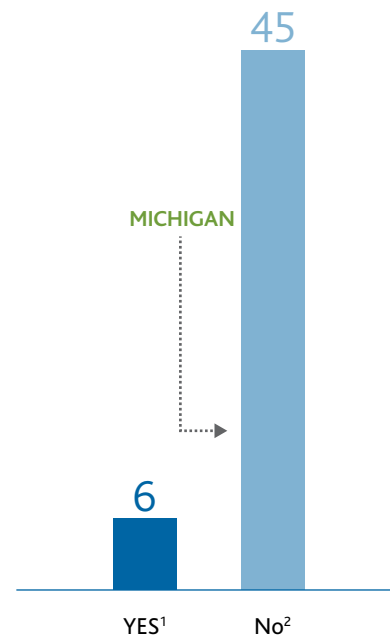
Michigan recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

North Carolina compensates new teachers with relevant prior-work experience by awarding them one year of experience credit for every year of full-time work after earning a bachelor's degree that is related to their area of licensure and work assignment. One year of credit is awarded for every two years of work experience completed prior to earning a bachelor's degree.

Figure 101

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



1. **Strong Practice:** California, Delaware, Georgia, North Carolina, Texas, Washington

2. 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, West Virginia, Wisconsin, Wyoming

Area 4: Retaining Effective Teachers

Goal E – Differential Pay

The state should support differential pay for effective teaching in shortage and high-need areas.

Goal Components

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

1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 102

How States are Faring on Differential Pay



Progress on this Goal Since 2009:

↑ : 2 ↔ : 45 ↓ : 4



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Michigan neither supports differential pay by which a teacher can earn additional compensation by teaching certain subjects nor offers incentives to teach in high-needs schools. However, the state has no regulatory language that would directly block districts from providing differential pay.

RECOMMENDATION

- **Support differential pay initiatives for effective teachers in both subject shortage areas and high-needs schools.**

Michigan should encourage districts to link compensation to district needs. Such policies can help districts achieve a more equitable distribution of teachers.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 103

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

	HIGH NEED SCHOOLS		SHORTAGE SUBJECT AREAS		No support
	DIFFERENTIAL PAY	Loan Forgiveness	DIFFERENTIAL PAY	Loan Forgiveness	
Alabama	☐	☐	☐	☐	☒
Alaska	☐	☐	☐	☐	☒
Arizona	☐	☐	☐	☐	☒
Arkansas	☒	☐	☒	☐	☐
California	☒	☐	☒	☐	☐
Colorado	☒	☒	☐	☐	☐
Connecticut ¹	☐	☐	☐	☐	☐
Delaware	☐	☐	☐	☐	☒
District of Columbia	☐	☐	☐	☐	☒
Florida	☒	☐	☒	☐	☐
Georgia	☒	☐	☒	☐	☐
Hawaii	☒	☐	☐	☐	☐
Idaho	☐	☐	☒	☐	☐
Illinois	☐	☒	☐	☐	☐
Indiana	☐	☐	☐	☐	☒
Iowa	☐	☐	☐	☐	☒
Kansas	☐	☐	☐	☐	☒
Kentucky	☒	☐	☒	☐	☐
Louisiana	☒	☐	☒	☐	☐
Maine	☐	☐	☐	☐	☒
Maryland ²	☒	☐	☐	☐	☐
Massachusetts	☒	☐	☒	☐	☐
MICHIGAN	☐	☐	☐	☐	☒
Minnesota	☐	☐	☐	☐	☒
Mississippi	☐	☒	☐	☒	☐
Missouri	☐	☐	☐	☐	☒
Montana	☐	☒	☐	☒	☐
Nebraska	☐	☒	☐	☒	☐
Nevada	☒	☐	☒	☐	☐
New Hampshire	☐	☐	☐	☐	☒
New Jersey	☐	☐	☐	☐	☒
New Mexico	☐	☐	☐	☐	☒
New York	☒	☐	☒	☐	☐
North Carolina	☒	☐	☐	☐	☐
North Dakota	☐	☐	☐	☐	☒
Ohio	☒	☐	☒	☐	☐
Oklahoma	☒	☐	☒	☒	☐
Oregon	☐	☒	☐	☒	☐
Pennsylvania	☐	☐	☒	☒	☐
Rhode Island	☐	☐	☐	☒	☐
South Carolina	☐	☒	☐	☒	☐
South Dakota ³	☐	☐	☐	☐	☐
Tennessee	☒	☐	☒	☐	☐
Texas	☒	☐	☒	☐	☐
Utah	☐	☐	☒	☐	☐
Vermont	☐	☐	☐	☒	☐
Virginia	☒	☐	☒ ⁴	☒	☐
Washington	☒	☐	☐	☒	☐
West Virginia	☐	☐	☐	☐	☒
Wisconsin	☒	☐	☐	☐	☐
Wyoming	☒	☐	☐	☐	☐
	21	7	17	11	17

1. Connecticut offers mortgage assistance and incentives to retired teachers working in shortage subject areas.

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

3. South Dakota offers signing bonuses and scholarships to fill shortages in high-need schools.

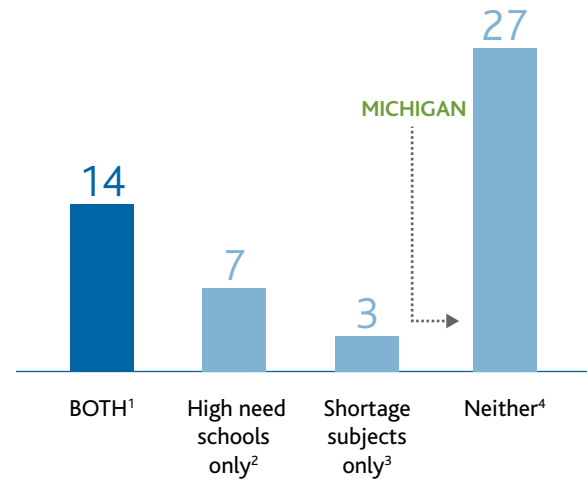
4. Shortage subject area differential pay is limited to the Middle School Teacher Corps program.

★ EXAMPLES OF BEST PRACTICE

Georgia supports differential pay by which teachers can earn additional compensation by teaching certain subjects. The state is especially commended for its new compensation strategy for math and science teachers, which moves teachers along the salary schedule rather than just providing a bonus or stipend. The state also supports differential pay initiatives to link compensation more closely with district needs and to achieve a more equitable distribution of teachers. Georgia's efforts to provide incentives for National Board Certification teachers to work in high-need schools are also noteworthy.

Figure 104

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



1. **Strong Practice:** Arkansas, California, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia

2. Colorado, Hawaii, Maryland, North Carolina, Washington, Wisconsin, Wyoming

3. Idaho, Pennsylvania, Utah

4. Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia

Area 4: Retaining Effective Teachers

Goal F – Performance Pay

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

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.
2. The state should allow districts flexibility to define the criteria for performance pay provided that such criteria connect to evidence of student achievement.
3. Any performance pay plan should allow for the participation of all teachers, not just those in tested subjects and grades.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 105

How States are Faring on Performance Pay



Progress on this Goal Since 2009:

↑ : 11 ↔ : 37 ↓ : 3



State Meets Goal



Progress Since 2009

ANALYSIS

Michigan supports performance pay. As of September 1, 2011, school districts are required to “implement and maintain a method of compensation for its teachers...that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation.” The teacher evaluation for job performance must at least in part be based on student growth data measured by assessments as well as other objective criteria.

Supporting Research

Michigan Revised School Code Act 451 of 1976 Section 380.1249; 380.1250

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

An increasing number of states are supporting performance pay initiatives. **Florida** and **Indiana** are particularly noteworthy for their efforts to build performance into the salary schedule. Rather than award bonuses, teachers' salaries will be based in part on their performance in the classroom.

Figure 106

Do states support performance pay?

	PERFORMANCE FACTORED INTO SALARY FOR ALL TEACHERS	PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS	Performance pay permitted / encouraged by the state	State-sponsored performance pay initiatives offered in select districts	Does not support performance pay
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 ¹	☐	☒	☐	☐	☐
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	☐	☐	☐	☐	☒
	3	4	12	5	27

1. Nebraska's initiative does not go into effect until 2016.

Area 4: Retaining Effective Teachers

Goal G – 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 fully portable pension system as their primary pension plan by means of a defined contribution plan or a defined benefit plan that is formatted similar to a cash balance plan.
2. Participants in the state's pension system should be vested no later than the third year of employment.
3. Defined benefit plans should offer teachers the option of a lump-sum rollover to a personal retirement account upon termination of employment that includes, at minimum, the teacher's 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.
4. Defined benefit plans should allow teachers 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 or paternity leave.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 107

How States are Faring on Pension Flexibility



Progress on this Goal Since 2009:

↑ : 2 ↔ : 39 ↓ : 10



State Meets a Small Part of Goal



Progress Since 2009

ANALYSIS

Michigan only offers a type of hybrid pension plan, known as pension plus, to teachers hired as of July 1, 2010, as their mandatory pension plan. A hybrid plan has elements of both defined benefit and defined contribution plans. Even though Michigan's plan is a hybrid, it is not fully portable, does not fully vest until year 10, and only provides minimal employer contribution for teachers who withdraw their accounts. It also limits flexibility by restricting the ability to purchase years of service.

Michigan teachers and employers contribute to both a defined benefit component and a defined contribution component. Contributions to the defined benefit component are mandatory, while contributions to the defined contribution component are optional. Teachers are automatically enrolled to contribute 2 percent of their salary to the defined contribution component with employers contributing a 50 percent match up to 1 percent of salary.

Teachers may choose to increase or decrease their contribution levels. While the state is commended for offering a defined contribution component, it is optional and only contains a minimal employer contribution.

Teachers in Michigan also participate in Social Security, so they must contribute to the state's hybrid plan in addition to Social Security. Although retirement savings in addition to Social Security are good and necessary for most individuals, the state's policy results in mandated contributions to two inflexible plans, rather than permitting teachers options for their state-provided savings plans.

Vesting in the defined contribution component entitles teachers to permanent rights to their own contributions and any available employer contributions. Michigan teachers vest immediately in their own contributions to the defined contribution plan and after four years of service for the employer contributions.

Vesting in the defined benefit component guarantees a teacher's eligibility to receive lifetime monthly benefit payments at retirement age. Nonvested teachers do not have a right to later retirement benefits; they may only withdraw the portion of their funds allowed by the plan. Michigan's vesting at 10 years of service is very late and limits the options of teachers who leave the system prior to this point.

Many teachers in Michigan will leave the system before they reach 10 years of service. Teachers in Michigan who choose to withdraw their contributions upon leaving only receive their own contributions and accrued interest. This means that those who withdraw their funds accrue no benefits beyond what they might have earned had they simply put their contributions in basic savings accounts. Further, 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 from the defined contribution component.

Michigan limits teachers' flexibility to purchase years of service. 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. Michigan's plan does not allow teachers to purchase time for previous teaching experience or for time while on approved leaves of absence. This provision is a severe disadvantage to teachers who move to Michigan with teaching experience and those teachers who need to take more than one year of leave, such as for maternity or paternity leave.

Supporting Research

Pension Plus for members of the Michigan School Employees Retirement System
<http://www.mipensionplus.org/>

RECOMMENDATION

■ Offer teachers a pension plan that is fully portable, flexible and fair.

Michigan should offer teachers for their mandatory pension plan the option of either a defined contribution plan or a fully portable defined benefit plan, such as a cash balance plan. A well-structured defined benefit plan could be a suitable option among multiple plans. However, as the sole option, defined benefit plans severely disadvantage mobile teachers and those who enter the profession later in life. Because teachers in Michigan participate in Social Security, they are required to contribute to two mainly defined benefit-style plans. Although technically a hybrid plan, Michigan's pension plan is a very restrictive defined benefit plan with a small, optional portable defined benefit component.

■ Increase the portability of its defined benefit plan.

If Michigan maintains its defined benefit plan with a hybrid component, it should allow teachers that leave the system to withdraw employer contributions from the defined benefit component. The state should also allow teachers to purchase their full amount of previous teaching experience upon the first day of employment, allow for the purchase of at least one year for each approved personal leave and decrease the vesting requirement to year three. A lack of portability is a disincentive to an increasingly mobile teaching force.

■ Offer a greater employer contribution to the supplemental retirement savings plan.

While Michigan at least offers teachers the option of a defined contribution component, this option would be more meaningful if the state required employers also to contribute and if there were multiple investment options.

MICHIGAN RESPONSE TO ANALYSIS

Michigan stated that "NCTQ's report indicates that the teachers do not fully vest in the hybrid plan until year 10, and as such, the plan is not portable enough. Teachers are immediately vested in their own contributions to the defined contribution (DC) component; 50%, 75%, and 100% vested in employer contributions in the DC plan, respectively; and they vest in the defined benefit (DB) component after 10 years. The DB plan is portable for unvested members. Members contribute up to 6.4 percent of their pay toward the plan, and if they leave employment without vesting, they have the ability to get a refund of these contributions or roll them over into another qualified retirement plan. Members who do not vest, accordingly, can walk away from the plan with a sizeable retirement nest egg."

The state also maintained that while NCTQ's indication that the DC component is optional is technically true, employees are automatically enrolled in a 2 percent contribution, allowing them to receive the full employer match. Currently, the opt-out rate experienced by the plan is less than 2 percent.

Michigan also disagreed with the assertion that teachers don't have options for their "state-provided" savings plans. The DC component offers teachers the ability to contribute to a 457 plan. The 457 plan is not offered through many school employers directly and is not required to be coordinated with 403(b) limits, and it affords school employees an additional \$16,500 worth of pre-tax contributions.

Finally, Michigan reiterated that school employees do have the ability to contribute additional monies into the 457. Rather than use their own funds to purchase service, teachers can use these funds to make additional contributions to the 457 plan, and if it makes them more comfortable to have additional guaranteed income, use these funds to purchase an annuity upon retirement.

LAST WORD

NCTQ maintains that a pension plan that does not fully vest until year 10 is not fully portable. Prior to 10 years of service, a teacher can at most withdraw an employer contribution of 1 percent.

While Michigan is commended for automatically enrolling its teachers in the optional defined contribution component, it is still technically optional and at the automatic rate of a combined 3 percent contribution, it is still only a minimal part of the full pension plan compared with a total of over 16 percent of salary contributed to the defined benefit system. The defined benefit component is mandatory and thus does not allow teachers options for their pension plan. After their mandatory contributions to the defined benefit component and Social Security, many teachers may not be able to contribute meaningfully to a 457 plan. And contributing extra funds will not move them closer to vesting in the defined benefit component, which is why purchasing time is important.

Accrued Liability: The value of a pension plan's promised benefits calculated by an actuary (actuarial valuation), taking into account a set of investment and benefit assumptions to a certain date.

Actuarial Valuation: In a pension plan, this is the total amount needed to meet promised benefits. A set of mathematical procedures is used to calculate the value of benefits to be paid, the funds available and the annual contribution required.

Amortization Period: The gradual elimination of a liability, such as a mortgage, in regular payments over a specified period of time.

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 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.

Normal Cost: The amount necessary to fund retirement benefits for one plan year for an individual or a whole pension plan.

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 or 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.

Sources: Barron's Dictionary of Finance and Investment Terms, Seventh Edition; California State Teachers' Retirement System <http://www.calstrs.com/Members/Defined%20Benefit%20Program/glossary.aspx>; Economic Research Institute, <http://www.eridlc.com/resources/index.cfm?fuseaction=resource.glossary>

Figure 109

What type of pension systems do states offer teachers?

	Defined benefit plan only	Defined benefit plan with defined contribution supplemental plan	Hybrid plan ¹	CHOICE OF DEFINED BENEFIT OR DEFINED CONTRIBUTION PLAN	DEFINED CONTRIBUTION PLAN ONLY
Alabama	☐	☒	☐	☐	☐
Alaska	☐	☐	☐	☐	☒
Arizona	☐	☒	☐	☐	☐
Arkansas	☒	☐	☐	☐	☐
California ²	☐	☒	☐	☐	☐
Colorado	☐	☒	☐	☐	☐
Connecticut	☒	☐	☐	☐	☐
Delaware	☒	☐	☐	☐	☐
District of Columbia	☒	☐	☐	☐	☐
Florida	☐	☐	☐	☒	☐
Georgia	☒	☐	☐	☐	☐
Hawaii	☐	☒	☐	☐	☐
Idaho	☐	☒	☐	☐	☐
Illinois	☒	☐	☐	☐	☐
Indiana ³	☐	☐	☒	☐	☐
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 ⁴	☐	☐	☐	☒	☐
Oklahoma	☐	☒	☐	☐	☐
Oregon ⁵	☐	☐	☒	☐	☐
Pennsylvania	☒	☐	☐	☐	☐
Rhode Island	☒	☐	☐	☐	☐
South Carolina ⁶	☐	☐	☐	☒	☐
South Dakota	☐	☒	☐	☐	☐
Tennessee	☒	☐	☐	☐	☐
Texas	☒	☐	☐	☐	☐
Utah ⁷	☐	☐	☐	☒	☐
Vermont	☒	☐	☐	☐	☐
Virginia	☐	☒	☐	☐	☐
Washington ⁸	☐	☐	☒	☐	☐
West Virginia	☒	☐	☐	☐	☐
Wisconsin	☐	☒	☐	☐	☐
Wyoming	☐	☒	☐	☐	☐
	25	17	4	4	1

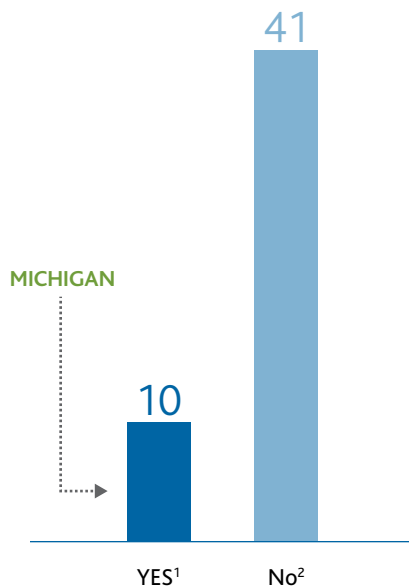
★ EXAMPLES OF BEST PRACTICE

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 85 percent of their employer contributions after three years of service. In addition, **Florida, Ohio, South Carolina** and **Utah** are noteworthy for offering teachers a choice between a defined benefit or hybrid plan and a defined contribution plan.

1. A hybrid plan has components of both a defined benefit plan and a defined contribution plan.
2. California offers a small cash balance component but ended most of the funding to this portion as of January 1, 2011.
3. Indiana also offers a supplemental defined contribution plan.
4. Ohio also offers the option of a hybrid plan and offers a supplemental defined contribution plan.
5. Oregon also offers a supplemental defined contribution plan.
6. South Carolina also offers a supplemental defined contribution plan.
7. Utah offers a choice between a defined contribution or a hybrid plan.
8. Washington offers a choice between a defined benefit or a hybrid plan.

Figure 110

Do states offer teachers an option other than a nonportable defined benefit plan?



1. **Strong Practice:** Alaska, Florida, Indiana, Michigan, Ohio, Oregon, South Carolina, South Dakota, Utah, Washington
2. Alabama, Arizona, Arkansas, California, Colorado³, Connecticut, Delaware, District of Columbia, Georgia, Hawaii³, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming
3. Although not fully portable, the state's defined benefit plan has some notable portability provisions.

Figure 111

1. For teachers who join the system on or after January 1, 2012.
2. Florida's defined benefit plan does not vest until year eight; teachers vest in the state's defined contribution plan after one year.
3. For teachers who join the system on or after July 1, 2012.
4. Ohio's defined benefit plan does not vest until year five; teachers vest in the state's defined contribution plan after one year.
5. Oregon offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after five years.
6. South Carolina's defined benefit plan does not vest until year five; teachers vest immediately in the state's defined contribution plan.
7. 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.

Figure 111

How many years before teachers vest?

	3 YEARS OR LESS	4 to 5 years	6 to 9 years	10 years
Alabama	☐	☐	☐	☒
Alaska	☐	☒	☐	☐
Arizona	☒	☐	☐	☐
Arkansas	☐	☒	☐	☐
California	☐	☒	☐	☐
Colorado	☐	☒	☐	☐
Connecticut	☐	☐	☐	☒
Delaware ¹	☐	☐	☐	☒
District of Columbia	☐	☒	☐	☐
Florida ²	☐	☐	☒	☐
Georgia	☐	☐	☐	☒
Hawaii ³	☐	☐	☐	☒
Idaho	☐	☒	☐	☐
Illinois	☐	☐	☐	☒
Indiana	☐	☐	☐	☒
Iowa ³	☐	☐	☒	☐
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 ⁴	☐	☒	☐	☐
Oklahoma	☐	☒	☐	☐
Oregon ⁵	☐	☒	☐	☐
Pennsylvania	☐	☐	☐	☒
Rhode Island	☐	☐	☐	☒
South Carolina ⁶	☐	☒	☐	☐
South Dakota	☒	☐	☐	☐
Tennessee	☐	☒	☐	☐
Texas	☐	☒	☐	☐
Utah	☐	☒	☐	☐
Vermont	☐	☒	☐	☐
Virginia	☐	☒	☐	☐
Washington ⁷	☐	☒	☐	☐
West Virginia	☐	☒	☐	☐
Wisconsin	☐	☒	☐	☐
Wyoming	☐	☒	☐	☐
	3	29	3	16

Figure 112

What funds do states permit teachers to withdraw from their defined benefit plans if they leave after five years?¹

	Less than their own contribution	Only their own contribution	Their own contribution plus interest	Their own contribution and part of the employer contribution plus interest	THEIR OWN CONTRIBUTION AND FULL EMPLOYER CONTRIBUTION PLUS INTEREST
Alabama	☐	☐	☒	☐	☐
Alaska ²	☐	☐	☐	☐	☐
Arizona	☐	☐	☒	☐	☐
Arkansas	☐	☐	☒	☐	☐
California ³	☐	☐	☒	☐	☐
Colorado	☐	☐	☐	☒	☐
Connecticut	☒	☐	☐	☐	☐
Delaware	☐	☐	☒	☐	☐
District of Columbia	☐	☒	☐	☐	☐
Florida	☐	☒	☐	☐	☐
Georgia	☐	☐	☒	☐	☐
Hawaii	☐	☐	☐	☒	☐
Idaho	☐	☐	☒	☐	☐
Illinois	☒	☐	☐	☐	☐
Indiana	☐	☐	☒	☐	☐
Iowa ⁴	☐	☐	☒	☐	☐
Kansas	☐	☐	☒	☐	☐
Kentucky	☒	☐	☐	☐	☐
Louisiana	☐	☒	☐	☐	☐
Maine	☐	☐	☒	☐	☐
Maryland	☐	☐	☒	☐	☐
Massachusetts	☐	☐	☒	☐	☐
MICHIGAN ⁵	☐	☐	☐	☒	☐
Minnesota	☐	☐	☒	☐	☐
Mississippi	☐	☐	☒	☐	☐
Missouri	☐	☐	☒	☐	☐
Montana	☐	☐	☒	☐	☐
Nebraska	☐	☐	☒	☐	☐
Nevada ⁶	☐	☐	☒	☐	☐
New Hampshire	☐	☐	☒	☐	☐
New Jersey	☐	☐	☒	☐	☐
New Mexico	☐	☐	☒	☐	☐
New York	☐	☐	☒	☐	☐
North Carolina	☐	☐	☒	☐	☐
North Dakota	☐	☐	☒	☐	☐
Ohio ⁷	☐	☐	☐	☒	☐
Oklahoma	☐	☐	☒	☐	☐
Oregon ⁸	☐	☐	☐	☐	☒
Pennsylvania	☐	☐	☒	☐	☐
Rhode Island	☐	☒	☐	☐	☐
South Carolina ⁹	☐	☐	☒	☐	☐
South Dakota	☐	☐	☐	☒	☐
Tennessee	☐	☐	☒	☐	☐
Texas	☐	☐	☒	☐	☐
Utah ¹⁰	☐	☐	☐	☒	☐
Vermont	☐	☒	☐	☐	☐
Virginia	☐	☐	☒	☐	☐
Washington ¹¹	☐	☐	☒	☐	☐
West Virginia	☐	☐	☒	☐	☐
Wisconsin	☒	☐	☐	☐	☐
Wyoming	☐	☐	☒	☐	☐
	4	5	34	6	1

1. States' withdrawal policies may vary depending on a teacher's years of service. Year five is used as a common point of comparison.

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. California has a defined benefit plan with a small cash balance component, which allows exiting teachers to withdraw their contributions and any employer contributions plus earnings from their cash balance component, regardless of their actions regarding their defined benefit account.

4. Once vested, Iowa teachers may withdraw an employer match equal to one-thirtieth of their years of service. Effective July 1, 2012 teachers vest at seven years of service, so a teacher leaving at year five would not be entitled to any employer contribution.

5. Michigan only offers a hybrid plan. Exiting teachers may withdraw their own contributions and accrued earnings immediately and the employer contributions to the defined contribution component once vested at year four. Michigan teachers may withdraw their own contributions and accrued interest from the defined benefit component but may not withdraw the employer contribution.

6. Most teachers in Nevada fund the system by salary reductions or forgoing pay raises and thus do not have direct contributions to withdraw. The small minority that are in a contributory system may withdraw their contributions plus interest.

7. 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 and the present value of the benefits offered in the defined benefit component.

8. 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.

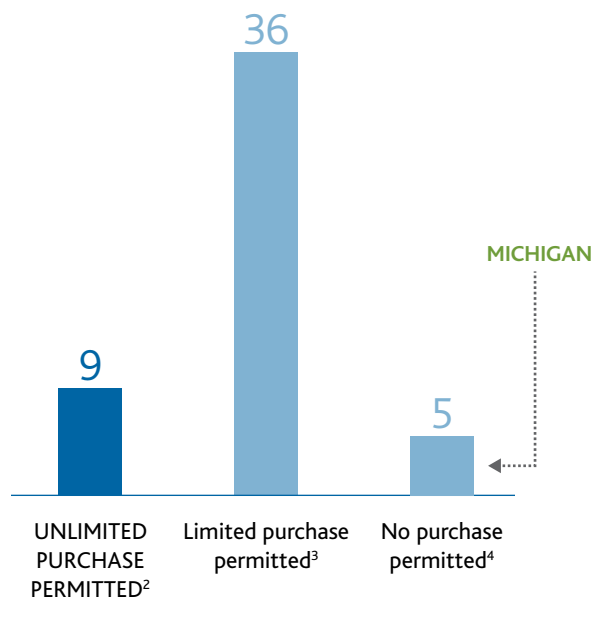
9. South Carolina also has a defined contribution plan, which allows exiting teachers to withdraw 100 percent of their contributions and employer contributions, plus earnings.

10. Utah offers a hybrid pension plan, which only has employee contributions when the costs exceed the guaranteed employer contribution. When costs are less than the employer contribution, the excess is contributed to the employee account and refundable after vesting.

11. Washington also has a hybrid 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.

Figure 113

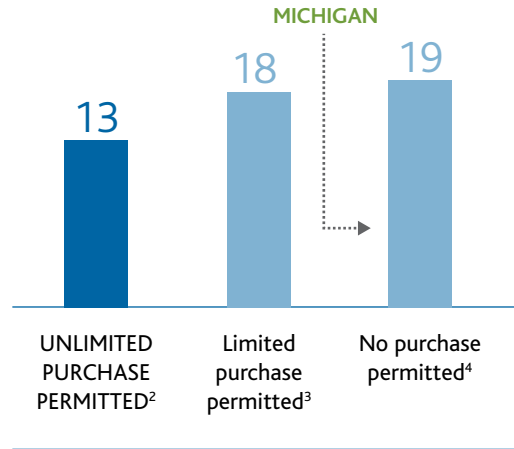
Do states permit teachers to purchase time for previous teaching experience?¹



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.
2. **Strong Practice:** California, Iowa, Kansas, Louisiana, New Hampshire, North Dakota, South Carolina, South Dakota, Utah
3. Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
4. Hawaii, Michigan, Minnesota, New York, Oregon

Figure 114

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



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.
2. **Strong Practice:** Alabama, California, Delaware, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Carolina, South Dakota
3. Arizona, Connecticut, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Massachusetts, Montana, New Jersey, North Carolina, Oklahoma, Rhode Island, Vermont, Virginia, Washington, Wyoming
4. Arkansas, Colorado, Georgia, Hawaii, Kansas, Maine, Michigan, Mississippi, Nevada, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Texas, Utah, West Virginia, Wisconsin

Area 4: Retaining Effective Teachers

Goal H – Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

Goal Components

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

1. The state should ensure that its pension system is financially sustainable, without excessive unfunded liabilities or an inappropriately long amortization period.
2. Mandatory employer and employee contribution rates should not be unreasonably high, as they reduce teachers' paychecks and commit district resources that could otherwise be spent on salaries or incentives.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 115

How States are Faring on Pension Sustainability



Progress on this Goal Since 2009:

↑ : 2 ↔ : 20 ↓ : 29



State Meets a Small Part of Goal



Progress Since 2009

ANALYSIS

As of September 30, 2009, the most recent date for which an actuarial valuation is available, Michigan's defined benefit pension system for teachers is 78.9 percent funded and has a 27-year amortization period. This means that if the plan earns its assumed rate of return and maintains current contribution rates, it would take the state 27 years to pay off its unfunded liabilities. While its amortization period meets regulatory benchmarks, Michigan's funding level is just below the conventionally recommended minimum funding level of 80 percent. The state's system is just short of being financially sustainable according to actuarial benchmarks.

However, Michigan commits excessive resources toward its teachers' defined benefit retirement system. The current employer contribution rate to the defined benefit plan of 10.1 percent is too high, in light of the fact that local districts must also contribute 6.2 percent to Social Security. Participating employers are required to contribute at an actuarially determined rate. While this rate allows the state to pay off liabilities within 27 years, it does so at great cost, precluding Michigan from spending those funds on other, more immediate means to retain talented teachers. The mandatory employee contribution rate to the defined benefit plan of 3 percent on income up to \$5,000, 3.6 percent on the next \$10,000 of income, and 6.4 percent on all compensation above \$15,000 is reasonable.

Michigan closed its defined benefit system to new members as of June 30, 2010. All teachers hired on or after July 1, 2010 are entered into the new hybrid system with a defined benefit component (which has the same benefit multiplier as the closed defined benefit system) and a small defined contribution component. Funding levels and employer contribution rates to the defined benefit component are not yet reported. Unfortunately, teachers now must commit excessive resources to the defined benefit component.

The mandatory employee rate to the defined benefit component of "about" 9.4 percent is too high, in light of the fact that teachers must also contribute 6.2 percent to Social Security. Additionally, this may leave teachers with very little flexible income to contribute to the optional defined contribution component. Employees are automatically enrolled to contribute 2 percent of salary; however, they may elect to increase or decrease this amount. Employers contribute a 50 percent match up to a total of 1 percent.

Supporting Research

Michigan School Employees Retirement System, Comprehensive Annual Financial Report for the Fiscal Year Ended September 30, 2010

http://www.michigan.gov/documents/orsschools/MPERS_2010_Published_1-10-11_342739_7.pdf

Pension Plus for members of the Michigan School Employees Retirement System

<http://www.mipensionplus.org/>

RECOMMENDATION

■ **Ensure that the pension system is financially sustainable.**

While the state is commended for closing its financially unsustainable defined benefit system, the remaining members and unfunded liability still place a burden on local districts. The state would be better off if its system was over 95 percent funded. However, Michigan should consider ways to improve its funding level without raising the contributions of school districts. In fact, the state should work to decrease employer contributions. Committing excessive resources to pension benefits can negatively affect teacher recruitment and retention. In addition, Michigan should ensure that its new system is financially sustainable without demanding excessive contributions from its teachers.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 116

Do state pension systems meet standard benchmarks for financial health?

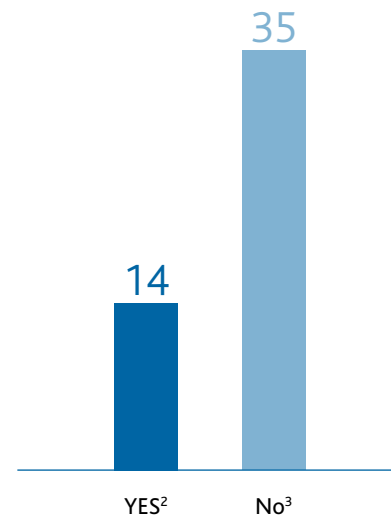
	AT LEAST 80 PERCENT FUNDED	MAXIMUM 30 YEAR AMORTIZATION PERIOD
Alabama	☐	☐
Alaska	☒	☒
Arizona	☐	☒
Arkansas	☐	☐
California	☐	☐
Colorado	☐	☐
Connecticut	☐	☒
Delaware	☒	☒
District of Columbia	☒	☒
Florida	☒	☒
Georgia	☒	☒
Hawaii	☐	☐
Idaho	☐	☒
Illinois	☐	☐
Indiana	☐	☐
Iowa	☐	☐
Kansas	☐	☐
Kentucky	☐	☐ ¹
Louisiana	☐	☒
Maine	☐	☒
Maryland	☐	☐ ¹
Massachusetts	☐	☒
MICHIGAN ²	☐	☐
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 ³	☐	☐
Vermont	☐	☒
Virginia	☒	☐
Washington	☒	☒
West Virginia	☐	☒
Wisconsin	☒	☒
Wyoming	☒	☐
	16	26

★ EXAMPLES OF BEST PRACTICE

South Dakota, Tennessee and Wisconsin provide financially sustainable pension systems without committing excessive resources. The systems in these states are fully funded without requiring excessive contributions from teachers or school districts.

Figure 117

Are state pension systems financially sustainable?¹



1. Cannot be determined for **MICHIGAN** or Utah, which recently opened new systems.

2. **Strong Practice:** Alaska, Delaware, District of Columbia, Florida, Georgia, Indiana⁴, Nebraska, New York, North Carolina, Oregon, South Dakota, Tennessee, Washington, Wisconsin

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, West Virginia, Wyoming

4. Based on Indiana's current plan only.

Figure 116

1. The amortization period is set to be under 30 years; however, the amortization period is not determined because the state is not meeting its annual required contribution.
2. Michigan opened a new system in July 2010.
3. Utah opened a new system in July 2011.

Figure 118

Real Rate of Return

The pension system funding levels reported here are based on each state's individual actuarial valuation, which use a series of varying assumptions. One of these assumptions concerns rate of return, which greatly affects a system's funding level. If investment returns fall short of assumptions, the fund will have a deficit; if returns are greater than expected, the fund will have a surplus. Higher assumed rates involve more risk, while rates closer to inflation (typically in the 3-5 percent range) are safer.

Most state pension funds assume a rate between 7.5 percent and 8.25 percent. A state using a 7.5 percent rate will report a lower funding level than if it had used 8.25 percent, even though its liabilities remain the same. Many states report that they do meet or exceed an eight percent rate of return over the life of the plan.

However, some economists argue that states' assumed rates of return are too high, and should instead be closer to four percent. They caution that the risk associated with states' higher rates is borne by taxpayers, with the result that tax rates rise to fund pension deficits. A rate closer to four percent would make the vast majority of the nation's pension systems less than 50 percent funded. In light of the current market situation, the debate over the rate of return is particularly timely. With no current consensus by experts or policymakers, NCTQ used states' self-reported numbers rather than recalculate all funding levels based on a standard rate of return. Considering how many states' systems NCTQ found in questionable financial health without using the lower rates some economists prefer, it is clear this is an issue that demands policymakers' attention.

Figure 119

How well funded are state pension systems?

	Funding Level
Alaska ¹	N/A
District of Columbia	118.3%
Washington	116%
New York	103.2%
Wisconsin	99.8%
South Dakota	96.3%
Delaware	96%
North Carolina	95.9%
Indiana ²	94.7%
Tennessee	90.6%
Wyoming	87.5%
Georgia	87.2%
Florida	86.6%
Utah	85.7%
Oregon	83.2%
Texas	82.9%
Nebraska	82.4%
Iowa	80.8%
Virginia	80.2%
Arizona	79%
Idaho	78.9%
MICHIGAN	78.9%
Minnesota	78.5%
California	78%
Missouri	77.7%
Pennsylvania	75.1%
Alabama	74.7%
Arkansas	73.8%
Nevada	71.2%
North Dakota	69.8%
South Carolina	67.8%
Vermont	66.5%
Maine	65.9%
New Mexico	65.7%
Maryland	65.4%
Montana	65.4%
Colorado	64.8%
Mississippi	64.2%
Massachusetts	63%
Connecticut	61.4%
Hawaii	61.4%
Kentucky	61%
Ohio	59.1%
New Hampshire	58.5%
New Jersey	57.6%
Oklahoma	56.7%
Kansas	56%
Louisiana	54.4%
Illinois	48.4%
Rhode Island	48.4%
West Virginia	46.5%

Figure 119

1. Alaska has only a defined contribution pension system.

2. Indiana's current plan is 94.7 percent funded. However, when the current plan is combined with its closed plan, the funding level drops to 44.3 percent.

Figure 120

What is a reasonable rate for pension contributions?

- 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://www.schwab.com/public/schwab/resource_center/expert_insight/retirement_strategies/planning/how_much_should_you_save_for_retirement_play_the_percentages.html
<https://personal.vanguard.com/us/insights/retirement/saving/set-retirement-goals>

Figure 121

1. The employer contribution rate includes the contributions of both school districts and state governments, where appropriate.
2. The contribution rate is set to increase in future years. Some school districts in Georgia do not contribute to Social Security.
3. The contribution rate is set to increase in future years.
4. Michigan opened a new system in July 2010 and employer contributions are not yet reported.
5. New Jersey reports its contributions as a flat dollar amount, and a percentage could not be calculated.
6. The contribution rate is set to increase in future years. Most, but not all, school districts in Rhode Island contribute to Social Security.
7. The contribution rate is set to decrease in 2012.

Figure 121

What are the current employer¹ contribution rates to state pension systems?

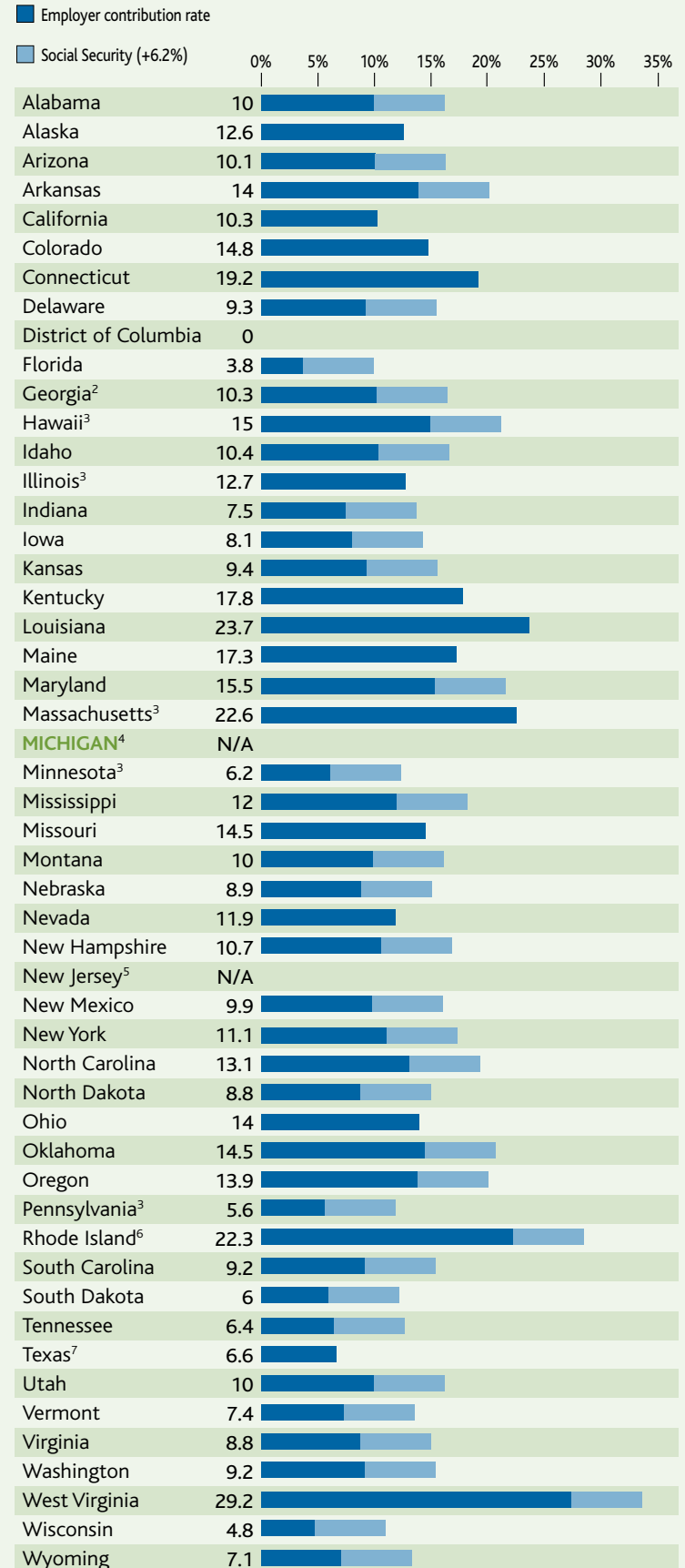
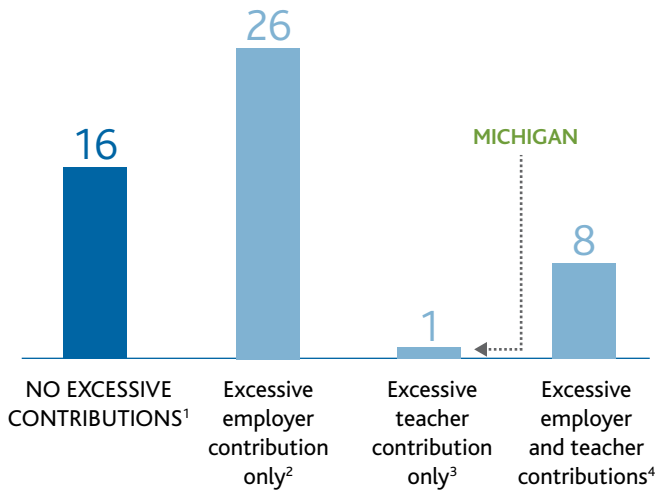


Figure 122

Do states require excessive contributions to their pension systems?



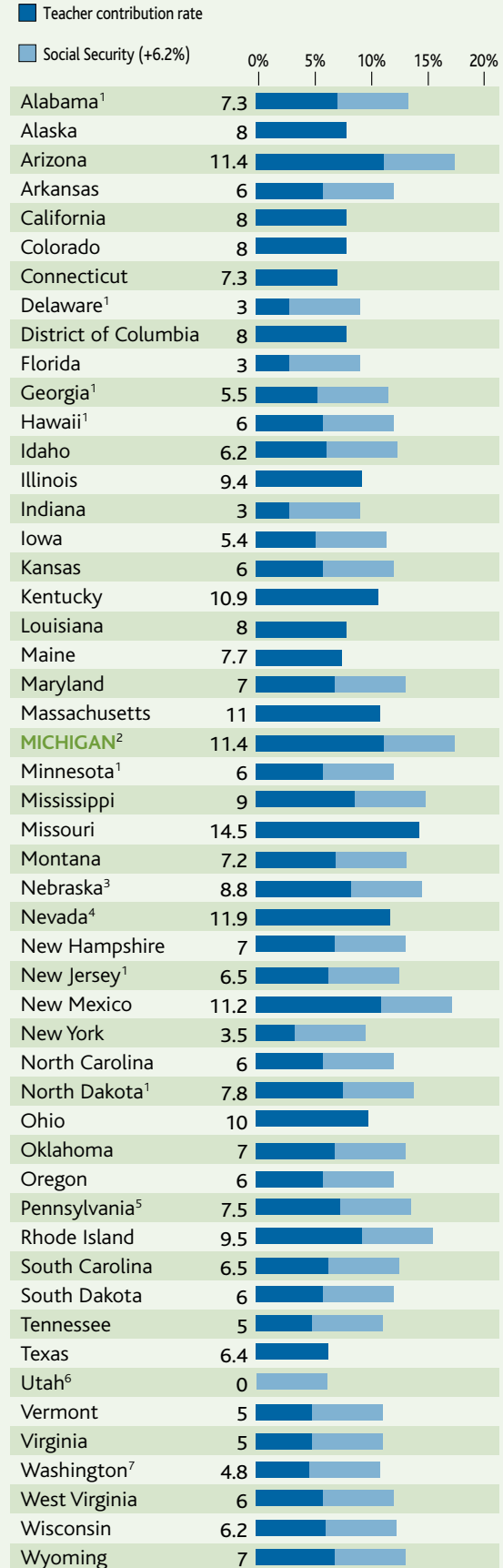
1. **Strong Practice:** Alaska, California, Colorado, District of Columbia, Florida, Illinois, Indiana, Minnesota, Nevada, New Jersey⁵, South Dakota, Tennessee, Texas, Vermont, Wisconsin, Wyoming
2. Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Montana, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Utah, Virginia, Washington, West Virginia
3. Michigan⁶
4. Arizona, Hawaii, Mississippi, Missouri, Nebraska, New Mexico, Pennsylvania, Rhode Island
5. While not excessive, the employer and state contribution are quite low. The most recent total employer contribution was only 5.4 percent of the actuarially-determined annual required contribution.
6. Employer contribution rates to Michigan's new system have not yet been reported.

Figure 123

1. The contribution rate is set to increase in future years.
2. Teachers contribute 9.4 percent to the defined benefit component and are automatically enrolled to contribute 2 percent to the defined contribution component; teachers may change the latter rate.
3. The contribution rate is set to increase in 2012 and decrease in 2014.
4. Teachers share in the employer contribution through salary reductions or foregoing equivalent pay raises.
5. For teachers hired after July 1, 2011, the contribution ranges from 7.5-12.3 based on a variety of factors.
6. Teachers in the hybrid plan must make a mandatory contribution if the employer contribution does not cover system costs.
7. For the defined benefit plan; the rate varies for the defined contribution plan from a minimum of 5 percent.

Figure 123

How much do state pension systems require teachers to contribute?



Area 4: Delivering Well-Prepared Teachers

Goal I – Pension Neutrality

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

Goal Components

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

1. 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.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 124

How States are Faring on Pension Neutrality



Progress on this Goal Since 2009:

↑ : 10 ↔ : 40 ↓ : 1



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

The defined benefit component of Michigan's pension system is based on a benefit formula that is not fully neutral, meaning that each year of work does not accrue pension wealth in a uniform way until teachers reach normal retirement age, such as that associated with Social Security. The defined contribution component is neutral because there is no formula to calculate benefits. Teachers are entitled to their account balance which accrues fairly for each year of work.

Teachers' retirement wealth is determined by their monthly payments and the length of time they expect to receive those payments. Monthly payments are usually calculated as final average salary multiplied by years of service multiplied by a set multiplier (such as 1.5). Higher salary, more years of service or a greater multiplier increases monthly payments and results in greater pension wealth. Earlier retirement eligibility with unreduced benefits also increases pension wealth, because more payments will be received.

To qualify as neutral, a pension formula must utilize a constant benefit multiplier and an eligibility timetable based solely on age, rather than years of service. Basing eligibility for retirement on years of service creates unnecessary and often unfair peaks in pension wealth, while allowing unreduced retirement at a young age creates incentives to retire early. Plans that change their multipliers for various years of service do not value each year of teaching equally. Therefore, plans with a constant multiplier and that base retirement on an age in line with Social Security are likely to create the most uniform accrual of wealth.

Michigan's pension plan is commended for utilizing a constant benefit multiplier of 1.5 percent and for basing retirement on age rather than years of service; however, teachers may retire with unreduced benefits at age 60 with 10 years of service, which is well before Social Security's retirement age. This provision may encourage effective teachers to retire early and fails to treat equally those teachers who enter the system at a later age and give the same amount of service.

Supporting Research

Pension Plus for members of the Michigan School Employees Retirement System
<http://www.mipensionplus.org/>

RECOMMENDATION

■ Align eligibility for retirement with unreduced benefits with Social Security retirement age.

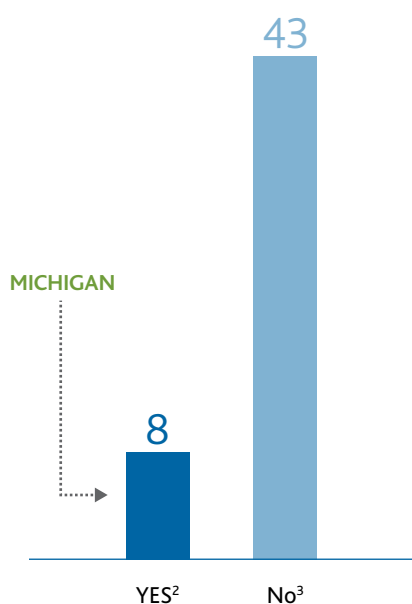
Michigan allows teachers to retire before conventional retirement age. As life expectancies continue to increase, teachers may draw out of the system for many more years than they contributed. This is not compatible with a financially sustainable system (see Goal 4-H). If retirement at an earlier age is offered to some teachers, benefits should be reduced accordingly to compensate for the longer duration they will be awarded.

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 125

Do states base retirement eligibility on age, which is fair to all teachers?¹



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

2. **Strong Practice:** Alaska, Illinois, Louisiana, Maine, Michigan, Minnesota, New Hampshire, New Jersey

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Washington, Wisconsin, Wyoming

Figure 126

- 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 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 a point of comparison because it is the minimum eligibility for unreduced Social Security benefits.
- Does not apply to Alaska's defined contribution plan.
- Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.
- California's formula has many options for retirement. A teacher with 40 years of experience at age 62 would reach California's maximum allowable multiplier of 2.4 percent.
- Age 60 is the earlier teachers hired on or after July 1, 2012 may retire. Teachers hired prior to this point may retire at age 55.
- Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach Massachusetts's maximum allowable benefit of 80 percent.

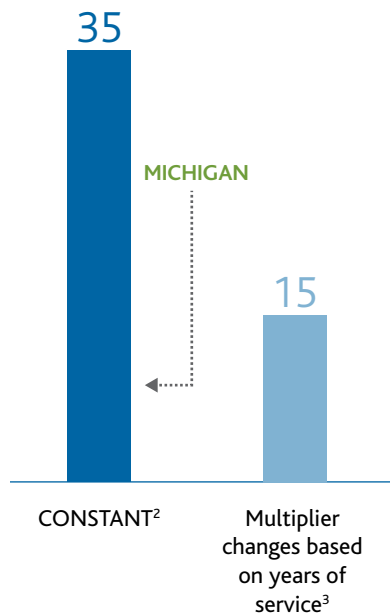
Figure 126

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 until age 65			Earliest retirement age that a teacher who started teaching at age 22 may receive unreduced benefits		
Alaska ²					
Illinois	\$0	67			
Maine	\$0	65			
Minnesota ³	\$0	66			
New Hampshire	\$0	65			
New Jersey	\$0	65			
Washington	\$0	65			
Tennessee	\$238,654	52			
MICHIGAN	\$289,187	60			
California ⁴	\$310,028	62			
Indiana	\$317,728	55			
Hawaii ⁵	\$337,385	60			
Kansas	\$337,385	60			
Oregon	\$361,536	58			
North Dakota	\$385,583	60			
Oklahoma	\$385,583	60			
Maryland	\$413,808	56			
Wisconsin	\$416,007	57			
Rhode Island	\$430,013	59			
New York	\$440,819	57			
Texas	\$443,421	60			
South Dakota	\$447,707	55			
Virginia	\$468,982	56			
Louisiana	\$481,979	60			
Florida	\$485,257	55			
Vermont	\$486,832	56			
Montana	\$518,228	47			
Connecticut	\$520,009	57			
Utah	\$520,009	57			
Iowa	\$551,428	55			
Idaho	\$551,743	56			
North Carolina	\$568,555	52			
South Carolina	\$577,142	50			
Nebraska	\$577,687	55			
West Virginia	\$577,687	55			
Delaware	\$577,927	52			
District of Columbia	\$585,737	52			
Massachusetts ⁶	\$594,296	57			
Georgia	\$624,786	52			
Mississippi	\$624,786	52			
Alabama	\$625,747	47			
Colorado	\$650,011	57			
Pennsylvania	\$650,011	57			
Wyoming	\$655,506	54			
Arizona	\$664,340	55			
Arkansas	\$681,789	50			
Ohio	\$687,265	52			
New Mexico	\$734,124	52			
Nevada	\$780,983	52			
Missouri	\$789,343	51			
Kentucky	\$791,679	49			

Figure 127

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. **Strong Practice:** Alabama, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Michigan, Minnesota, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin

3. Arizona, California, Connecticut, Florida, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New Hampshire, New York, Ohio, Rhode Island, Vermont, Wyoming

★ 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. In addition, **Illinois**, **Minnesota** and **New Jersey** offer a defined benefit plan with a formula multiplier that does not change relative to years of service and does not allow unreduced benefits for retirees below age 65. Illinois and New Jersey are further commended for ending their previous practices of allowing teachers to retire well before Social Security age without a reduction in benefits.

Figure 128

Double-Dipping: Cure the Disease, Not the Symptom

Benefit recipients in teacher pension plans have recently been under scrutiny for “double-dipping,” when individuals receive a pension and salary at the same time. This can occur when teachers reach retirement eligibility, yet wish to keep working without losing pension wealth. Teachers can retire, start receiving their monthly benefits and then return to teaching. The restrictions on a teacher’s ability to return to work vary from state to state. Policies can include waiting periods, limitations on earnings or restrictions to working in difficult-to-fill positions.

Some descriptions portray teachers working while collecting their pensions as greedy or somehow taking advantage, when in fact they are just following the system that is in place. When a teacher reaches retirement eligibility in a defined benefit system, her pension wealth peaks and, after that, wealth accrual slows or even decreases because every year a teacher delays retirement, she loses a year of pension benefits. For example, if a teacher could retire with 60 percent of her salary at age 56, then every year she teaches past that point she is, in effect, working for only 40 percent of her pay because she is not receiving her pension. This puts relatively young teachers and the districts who wish to retain them in a difficult position. Districts want to keep effective teachers in schools, but the financial reality for teachers is hard to pass up.

Retirees returning to work are also an issue for defined benefit pension system funding because contributions are not being made to the system that would be made if those positions were held by non-retirees. This adds to the funding imbalances that many states’ defined benefit systems face.

Some states have created Deferred Retirement Option Plans (DROP) in which retirees can have their benefits placed in a savings account while they return to work and, once they retire again, they can receive the lump sum in their DROP accounts and resume their monthly benefits.

Returning to work would not be a large policy issue if systems did not allow teachers to retire with unreduced benefits at such relatively young ages and if pension wealth accrual were more neutral. An effective teacher should be able to keep teaching and at the same time know that her pension wealth will not erode. More systemic fixes—like the ones outlined in the *Yearbook*—are needed. Calls to prohibit double-dipping are not addressing the real problem.

Area 5: Exiting Ineffective Teachers

Goal A – Licensure Loopholes

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

Goal Components

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

1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the required tests, the state should ensure that requirements are met within one year.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 129

How States are Faring on Closing Licensure Loopholes



Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0

**ANALYSIS**

Michigan allows full-year permits to be issued when a certified teacher is unavailable for a particular assignment. When a permit is requested for a core academic subject, the candidate must either have an academic major in the subject or pass a subject-area test. Permits are renewable for two years. Renewal requires six semester hours of additional credit toward certification if a certified teacher remains unavailable. Candidates with a major must also pass the subject-area test within three years.

In addition, out-of-state certified teachers can be issued Temporary Teacher Employment Authorizations, valid for one year and nonrenewable, allowing teachers one year to meet Michigan testing requirements. Michigan also issues permits in emergency situations, allowing candidates to teach if they hold at least a bachelor's or higher degree in the area to be taught if an otherwise qualified candidate is unavailable. The permit is valid "for a specific period of time under emergency circumstances." These permits are renewable, provided the emergency situation continues and the candidate is enrolled in a teacher preparation program, has completed at least six credit hours toward certification and is assigned a mentor.

Supporting Research

Facts About Teacher Certification

http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf

Teacher Certification Rules R390.1142 and R390.1145

http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=39001101&Dpt=ED&RngHigh=

RECOMMENDATION

- **Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.**

All students are entitled to teachers who know the subject matter they are teaching. Permitting individuals who have not yet passed state licensing tests to teach neglects the needs of students, instead extending personal consideration to adults who may not be able to meet minimal state standards. Even though Michigan requires at least some demonstration of subject-matter knowledge for its provisional permits, the state should ensure that all teachers pass all required licensure tests—an important minimum benchmark for entering the profession—before they enter the classroom.

- **Limit exceptions to one year.**

There might be limited and exceptional circumstances under which conditional or emergency licenses need to be granted. In these instances, it is reasonable for a state to give teachers up to one year to pass required licensing tests. Michigan's current policy puts students at risk by allowing teachers to teach on special permits for at least three years without passing required licensing tests.

MICHIGAN RESPONSE TO ANALYSIS

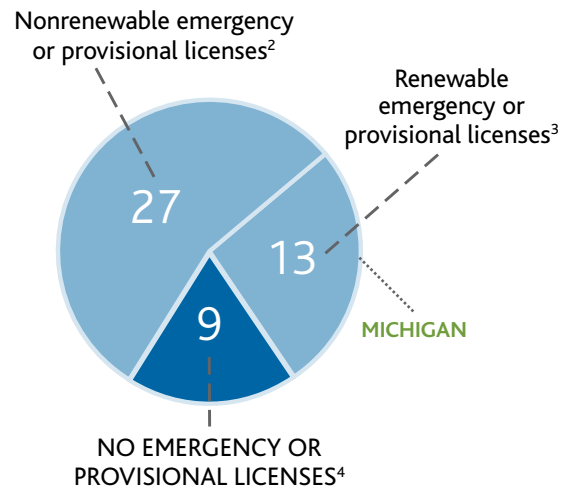
Michigan recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

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

Figure 130

Do states still award emergency licenses?¹



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

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota⁵, Ohio⁵, Oklahoma, Oregon, Rhode Island, Vermont, Washington, West Virginia, Wyoming

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

4. **Strong Practice:** Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico, South Carolina, Utah, Virginia

5. License is renewable, but only if licensure tests are passed.

Figure 131

1. Iowa only requires subject-matter testing for elementary teachers.

2. Montana does not require subject-matter testing.

3. Nebraska does not require subject-matter testing.

4. There is a potential loophole in Utah, as alternate route teachers appear able to delay passage of subject-matter tests.

5. Wyoming only requires subject-matter testing for elementary and social studies teachers.

Figure 131

How long can new teachers practice without passing licensing tests?

	NO DEFERRAL	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	☐	☒	☐	☐
Alaska	☐	☐	☐	☒
Arizona	☐	☐	☐	☒
Arkansas	☐	☒	☐	☐
California	☐	☐	☒	☐
Colorado	☒	☐	☐	☐
Connecticut	☐	☒	☐	☐
Delaware	☐	☐	☐	☒
District of Columbia	☐	☒	☐	☐
Florida	☐	☐	☐	☒
Georgia	☐	☒	☐	☐
Hawaii	☐	☐	☐	☒
Idaho	☐	☐	☐	☒
Illinois	☒	☐	☐	☐
Indiana	☐	☐	☐	☒
Iowa ¹	☐	☒	☐	☐
Kansas	☐	☐	☒	☐
Kentucky	☐	☒	☐	☐
Louisiana	☐	☐	☐	☒
Maine	☐	☐	☐	☒
Maryland	☐	☐	☒	☐
Massachusetts	☐	☒	☐	☐
MICHIGAN	☐	☐	☐	☒
Minnesota	☐	☐	☐	☒
Mississippi	☒	☐	☐	☐
Missouri	☐	☐	☐	☒
Montana ²	☐	☐	☐	☐
Nebraska ³	☐	☐	☐	☐
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 ⁴	☒	☐	☐	☐
Vermont	☐	☐	☒	☐
Virginia	☒	☐	☐	☐
Washington	☐	☐	☒	☐
West Virginia	☐	☒	☐	☐
Wisconsin	☐	☐	☐	☒
Wyoming ⁵	☐	☒	☐	☐
	9	14	8	18

Area 5: Exiting Ineffective Teachers

Goal B – Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be 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 receive a single unsatisfactory evaluation be placed on an improvement plan, whether or not they have tenure.
2. 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.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 132

How States are Faring on Consequences for Unsatisfactory Evaluations



Progress on this Goal Since 2009:

↑ : 15 ↔ : 35 ↓ : 1



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

Michigan requires local districts to put teachers on “individual development plans” if they receive an ineffective or minimally effective rating on the annual year-end performance evaluation. Teachers have 180 days to demonstrate progress toward individual development goals.

The state’s new evaluation policy requires that “if a teacher is rated as ineffective on three consecutive annual year-end evaluations, the school district, public school academy or intermediate school district shall dismiss the teacher from his or her employment.”

Supporting Research

2011 PA 101

MCL 380.1249

RECOMMENDATION

■ Make eligibility for dismissal a consequence of unsatisfactory evaluations.

Teachers who receive two consecutive unsatisfactory evaluations or have two unsatisfactory evaluations within five years should be formally eligible for dismissal, regardless of whether they have tenure. While Michigan has taken steps in the right direction, the state should adopt a policy that ensures that teachers who receive such unsatisfactory evaluations are eligible for dismissal.

MICHIGAN RESPONSE TO ANALYSIS

Michigan was helpful in providing NCTQ with facts that enhanced this analysis. The state noted that all teachers rated as ineffective receive individualized development plans and that all probationary teachers automatically have a yearly IDP. The state added that while three ineffective evaluations results in dismissal, “less than three can also result in dismissal.”

Michigan also pointed out that a teacher with one ineffective evaluation must show progress within 180 days and have a mid-year progress report as well as an end-of-year evaluation. The state concluded that “dismissal is definitely a consequence of unsatisfactory evaluations in Michigan.”

LAST WORD

NCTQ agrees that Michigan has a strong policy in place that makes dismissal a consequence of unsatisfactory evaluations. However, while the intent of the new legislation might be to stipulate that a teacher can be eligible for dismissal after less than three consecutive ineffective evaluations, the current policy is vague on this front. NCTQ encourages the state to consider clarifying this policy to ensure that two unsatisfactory evaluations make a teacher eligible for dismissal.

Figure 133

What are the consequences for teachers who receive unsatisfactory evaluations?

	IMPROVEMENT PLAN AFTER A SINGLE UNSATISFACTORY RATING	ELIGIBLE FOR DISMISSAL AFTER MULTIPLE UNSATISFACTORY RATINGS	Other consequences	No articulated consequences
Alabama	☐	☐	☐	☒
Alaska	☒	☒	☐	☐
Arizona	☐	☐	☒	☐
Arkansas	☒	☒	☐	☐
California	☒	☐	☐	☐
Colorado	☒	☒	☐	☐
Connecticut	☒	☐	☐	☐
Delaware	☒	☒	☐	☐
District of Columbia	☐	☐	☐	☒
Florida	☒	☒	☐	☐
Georgia	☒	☐	☒	☐
Hawaii	☐	☒	☐	☐
Idaho	☐	☐	☒ ¹	☐
Illinois	☒	☒	☐	☐
Indiana	☒	☒	☐	☐
Iowa	☒	☐	☐	☐
Kansas	☐	☐	☐	☒
Kentucky	☐	☐	☐	☒
Louisiana	☒	☒	☐	☐
Maine	☐	☐	☐	☒
Maryland	☐	☐	☐	☒
Massachusetts	☒	☐	☒ ²	☐
MICHIGAN	☒	☒	☐	☐
Minnesota	☒	☐	☒	☐
Mississippi	☐	☐	☐	☒ ³
Missouri	☒	☐	☐	☐
Montana	☐	☐	☐	☒
Nebraska	☐	☐	☐	☒
Nevada	☐	☐	☒ ⁴	☐
New Hampshire	☐	☐	☐	☒
New Jersey	☐	☐	☐	☒
New Mexico	☒	☒	☐	☐
New York	☒	☒	☐	☐
North Carolina	☒	☐ ⁵	☐	☐
North Dakota	☐	☐	☐	☒
Ohio	☐	☐	☒ ⁶	☐
Oklahoma	☒	☒	☐	☐
Oregon	☒	☐	☐	☐
Pennsylvania	☐	☒	☐	☐
Rhode Island	☒	☒	☐	☐
South Carolina	☒	☐	☐	☐
South Dakota	☐	☐	☐	☒
Tennessee	☐	☒	☐	☐
Texas	☒	☐	☒	☐
Utah	☒	☐	☐	☐
Vermont	☐	☐	☐	☒
Virginia	☐	☐	☐	☒
Washington	☒	☒	☐	☐
West Virginia	☒	☐	☐	☐
Wisconsin	☐	☐	☐	☒
Wyoming	☐	☐	☐	☒
	27	17	8	17

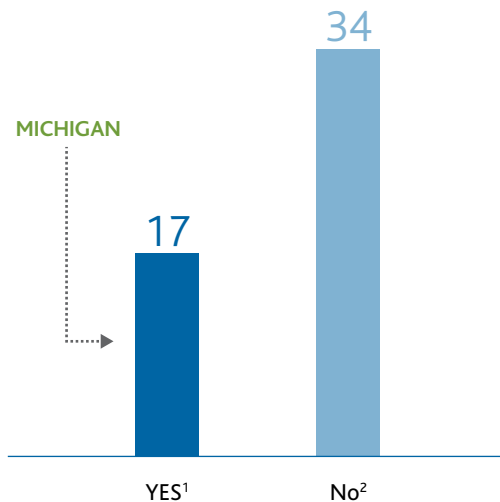
1. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.
2. While results of evaluations may be used in dismissal decisions, there are no specific criteria for a teacher's eligibility for dismissal.
3. Improvement plans are only used for teachers in identified "Schools At Risk." Those same teachers are also eligible for dismissal for multiple unsatisfactory evaluations.
4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.
5. Teachers in low performing schools can be dismissed after one negative rating.
6. Local school boards must include procedures for using evaluation results for the removal of poorly performing teachers.

★ 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. In addition, new legislation in Illinois allows districts to dismiss a teacher without going through the remediation process if that teacher has already completed a remediation plan but then receives an unsatisfactory rating within the next three years. Oklahoma's improvement plan may not exceed two months, and if performance does not improve during that time, teachers are eligible for dismissal.

Figure 134

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



1. **Strong Practice:** Alaska, Arkansas, Colorado, Delaware, Florida, Hawaii, Illinois, Indiana, Louisiana, Michigan, New Mexico, New York, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington

2. Alabama, Arizona, California, Connecticut, District of Columbia, Georgia, Idaho³, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada⁴, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

Area 5: Exiting Ineffective Teachers

Goal C – Dismissal for Poor Performance

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

Goal Components

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

1. The state should articulate that teachers may be dismissed for ineffective classroom performance.
2. A teacher who is terminated for poor performance should have an opportunity to appeal. In the interest of both the teacher and the school district, the state should ensure that this appeal occurs within a reasonable time frame.
3. There should be a clear distinction between the process and accompanying due process rights for teachers dismissed for classroom ineffectiveness and the process and accompanying due process rights for teachers dismissed or facing license revocation for felony or morality violations or dereliction of duties.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 135

How States are Faring in Dismissal for Poor Performance



Progress on this Goal Since 2009:

↑ : 16 ↔ : 35 ↓ : 0



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

New legislation in Michigan identifies classroom ineffectiveness as grounds for dismissal. "If a teacher is rated as ineffective on three consecutive annual year-end evaluations," the district shall dismiss the teacher. Nonprobationary teachers have the opportunity to request a review of the evaluation and rating within 20 days of being informed of the rating. Only two reviews can be requested every three school years.

In Michigan, tenured teachers who are terminated may appeal multiple times. After receiving written notice of dismissal, the teacher has 20 days to file the first appeal with the tenure commission; the hearing must be concluded within 75 days. The teacher may then file an additional appeal with the court of appeals within 20 days. The state does not specify a time frame for this appeal.

Supporting Research

Michigan Teacher Tenure Act 38.101; 104

HB 4625; HB 4627

RECOMMENDATION

- **Ensure that teachers terminated for poor performance have the opportunity to appeal within a reasonable time frame.**

Nonprobationary teachers who are dismissed for any grounds, including ineffectiveness, are entitled to due process. However, cases that drag on for years drain resources from school districts and create a disincentive for districts to attempt to terminate poor performers. Therefore, the state must ensure that the opportunity to appeal occurs only once and only at the district level. It is in the best interest of both the teacher and the district that a conclusion be reached within a reasonable time frame.

MICHIGAN RESPONSE TO ANALYSIS

Michigan disagreed with the characterization that a tenured teacher "may appeal multiple times." The state asserted that teachers have one appeal to the state tenure commission, which may be appealed to the courts. Michigan has streamlined the appeal process by bypassing the circuit court and making the appeal directly to the court of appeals. That appeal is "on leave granted," meaning that the court of appeals does not have to take the appeal. In fact, the state added, the court often denies leave to appeal in most tenure cases. In any case, it is one appeal with a right of review by the court, which is standard practice in any administrative appeal.

The state also asserted that probationary teachers are "at-will" employees. The courts have held that tenure in Michigan is a property right requiring due process before it can be taken away. Probationary

teachers have not acquired this property right entitling them to due process protections. In addition, the state noted that cases do not “drag on for years” as under the recent legislation there are strict time lines at the administrative level and, in the majority of cases, the court of appeals denies leave. If a tenured teacher files an appeal, the determination occurs at the state level, not the district level—although the district begins the process by filing charges against a teacher. The decision to have the state, and not the local district, make the determination was decided by both school districts and teachers to be the best and most efficient way to handle tenure appeals. (Prior to 1993, the local board held tenure hearings.)

LAST WORD

Michigan’s statute clearly allows for an appeal to the tenure commission as well as an additional appeal to the court of appeals. This second appeal could be an appeal of the commission’s decision, not an appeal for violations of due process. And while Michigan has a clear timeline for the appeals process with its tenure commission, by allowing an appeal to go to the court, the state has no assurance that a decision will be made in a timely manner.

Figure 136

Do states articulate that ineffectiveness is grounds for dismissal?

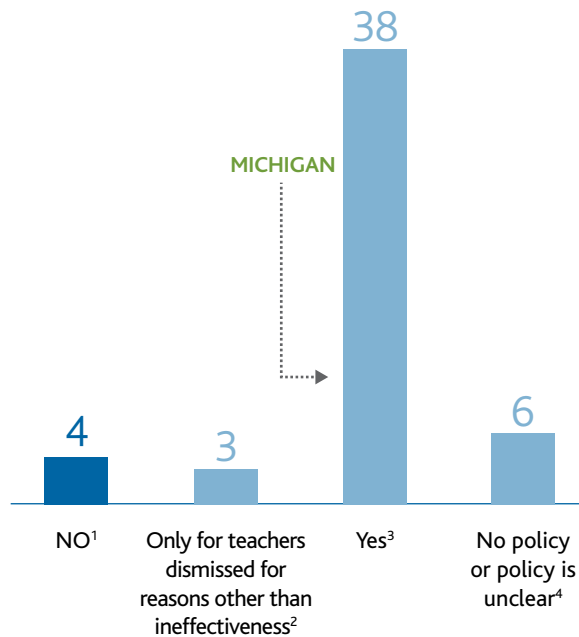
	YES, THROUGH DISMISSAL POLICY	YES, THROUGH EVALUATION POLICY	No
Alabama	☐	☐	☒
Alaska	☐	☐	☒
Arizona	☐	☐	☒ ¹
Arkansas	☐	☐	☒
California	☐	☐	☒
Colorado	☐	☒	☐
Connecticut	☐	☐	☒
Delaware	☒	☒	☐
District of Columbia	☐	☐	☒
Florida	☒	☒	☐
Georgia	☐	☐	☒
Hawaii	☐	☒	☐
Idaho	☐	☐	☒
Illinois	☒	☒	☐
Indiana	☒	☒	☐
Iowa	☐	☐	☒
Kansas	☐	☐	☒
Kentucky	☐	☐	☒
Louisiana	☐	☐	☒
Maine	☐	☐	☒
Maryland	☐	☐	☒
Massachusetts	☒	☒	☐
MICHIGAN	☐	☒	☐
Minnesota	☐	☐	☒
Mississippi	☐	☐	☒
Missouri	☐	☐	☒
Montana	☐	☐	☒
Nebraska	☐	☐	☒
Nevada	☐	☐	☒ ²
New Hampshire	☐	☐	☒
New Jersey	☐	☐	☒
New Mexico	☐	☐	☒
New York	☒	☒	☐
North Carolina	☐	☐	☒
North Dakota	☐	☐	☒
Ohio	☐	☐	☒
Oklahoma	☒	☒	☐
Oregon	☐	☐	☒
Pennsylvania	☐	☐	☒
Rhode Island	☒	☒	☐
South Carolina	☐	☐	☒
South Dakota	☐	☐	☒
Tennessee	☐	☒	☐
Texas	☐	☐	☒
Utah	☐	☐	☒
Vermont	☐	☐	☒
Virginia	☐	☐	☒ ³
Washington	☐	☐	☒
West Virginia	☐	☐	☒ ³
Wisconsin	☐	☐	☒
Wyoming	☒	☒	☐
	9	13	38

★ EXAMPLES OF BEST PRACTICE

Oklahoma clearly articulates that teacher ineffectiveness in the classroom is grounds for dismissal and has taken steps to ensure that the dismissal process for teachers deemed to be ineffective is expedited. Teachers facing dismissal have only one opportunity to appeal.

Figure 137

Do states allow multiple appeals of teacher dismissals?



1. **Strong Practice:** Florida, Louisiana, Oklahoma, Wisconsin

2. Teachers in these states revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals: Colorado, Indiana, Tennessee

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois⁵, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia, Wyoming

4. District of Columbia, Maine, Nebraska, Nevada⁶, Utah, Vermont

5. The teacher is responsible for the cost of the second appeal.

6. Though a teacher returns to probationary status after two consecutive unsatisfactory ratings, the state does not articulate clear policy about its appeals process.

Figure 136

1. It is left to districts to define "inadequacy of classroom performance."

2. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.

3. Dismissal policy includes dismissal for unsatisfactory evaluations, but the state's evaluation system does not measure teacher effectiveness (see Goal 3-B).

Area 5: Exiting Ineffective Teachers

Goal D – Reductions in Force

The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

Goal Components

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

1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 138

How States are Faring in Reductions in Force



Progress on this Goal Since 2009:

New Goal



State Meets Goal



Progress Since 2009

ANALYSIS

In Michigan, new legislation considers teacher effectiveness—measured by a performance evaluation—as the top criterion for districts to use in determining which teachers are laid off during reductions in force. The state articulates that “a teacher who has been rated as ineffective under the performance evaluation system is not given any preference that would result in that teacher being retained over a teacher who is evaluated as minimally effective, effective, or highly effective.” A teacher’s effectiveness is based on such factors as evidence of student growth, a teacher’s demonstrated pedagogical skills, classroom management, attendance and disciplinary records, relevant accomplishments and contributions, and relevant special training. When these factors distinguishing two or more employees are equal, length of service may be used as a tie-breaker.

Supporting Research

2011 PA 102

MICHIGAN RESPONSE TO ANALYSIS

Michigan recognized the factual accuracy of this analysis.

Figure 139

Do states prevent districts from basing layoffs solely on “last in, first out”?

	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE DECIDING FACTOR
Alabama	☐	☐
Alaska	☐	☐
Arizona	☐	☒
Arkansas	☐	☐
California	☐	☐
Colorado	☒	☒
Connecticut	☐	☐
Delaware	☐	☐
District of Columbia	☐	☐
Florida	☒	☒
Georgia	☐	☐
Hawaii	☐	☐
Idaho	☐	☒
Illinois	☒	☒
Indiana	☒	☒
Iowa	☐	☐
Kansas	☐	☐
Kentucky	☐	☐
Louisiana	☐	☐
Maine	☐	☒
Maryland	☐	☐
Massachusetts	☐	☐
MICHIGAN	☒	☒
Minnesota	☐	☐
Mississippi	☐	☐
Missouri	☒	☒
Montana	☐	☐
Nebraska	☐	☐
Nevada	☐	☒
New Hampshire	☐	☒
New Jersey	☐	☐
New Mexico	☐	☐
New York	☐	☐
North Carolina	☐	☐
North Dakota	☐	☐
Ohio	☐	☒
Oklahoma	☒	☒
Oregon	☐	☐
Pennsylvania	☐	☐
Rhode Island	☒	☒
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	☒	☒
Texas	☒	☒
Utah	☒	☒
Vermont	☐	☐
Virginia	☐	☐
Washington	☐	☐
West Virginia	☐	☐
Wisconsin	☐	☐
Wyoming	☐	☐
	11	17

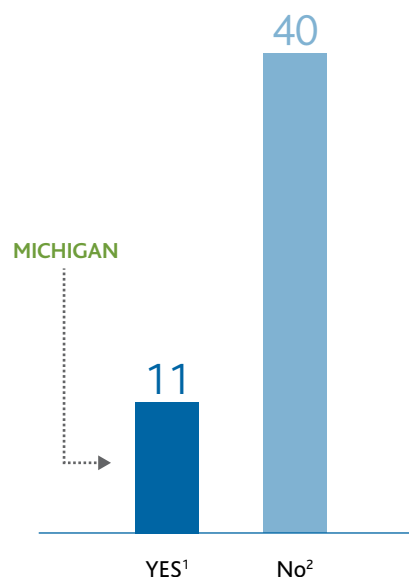


EXAMPLES OF BEST PRACTICE

Colorado, Florida and **Indiana** all specify that in determining which teachers to lay off during a reduction in force, classroom performance is the top criterion. These states also articulate that seniority can only be considered after a teacher's performance is taken into account.

Figure 140

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



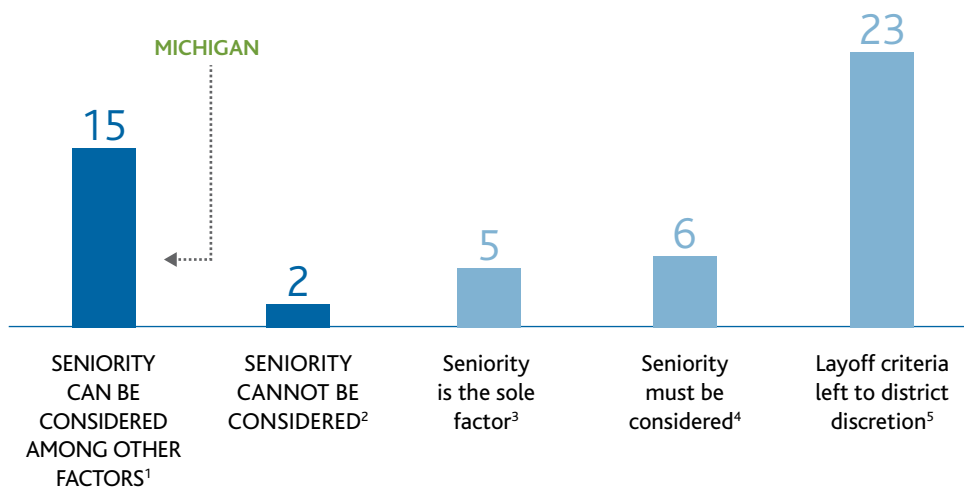
1. **Strong Practice:** Colorado, Florida, Illinois, Indiana, Michigan, Missouri, Oklahoma, Rhode Island, Tennessee, Texas, Utah

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio³, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.

Figure 141

Do states prevent districts from overemphasizing seniority in layoff decisions?



1. **Strong Practice:** Arizona, Colorado, Florida, Illinois, Indiana, Maine, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Idaho, Utah

3. Hawaii, New York, Pennsylvania, West Virginia, Wisconsin⁷

4. California, Kentucky, Louisiana, Minnesota, New Jersey, Oregon

5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Georgia⁶, Iowa, Kansas, Maryland, Massachusetts⁶, Mississippi, Montana, Nebraska⁶, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Virginia, Washington, Wyoming

6. Nontenured teachers are laid off first.

7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

Board of Directors

Barbara O'Brien, Chair

Senior Fellow, The Piton Foundation

Stacey Boyd

Chief Executive Officer, The Savvy Source for Parents

Chester E. Finn, Jr.

President, The Thomas B. Fordham Institute

Ira Fishman

Managing Director, NFL Players Association

Marti Watson Garlett

Founding Dean of the Teachers College,

Western Governors University

Former Vice President, Academic Programs and Professional Licensure, Laureate Education, Inc.

Henry L. Johnson

Former U.S. Assistant Secretary for Elementary and Secondary Education

Consultant, Center for Results, Learning Forward

Donald N. Langenberg

Chancellor Emeritus, University System of Maryland

Clara M. Lovett

President Emerita, Northern Arizona University

Carol G. Peck

Former President and Chief Executive Officer,

Rodel Charitable Foundation of Arizona

Former National Superintendent of the Year

John L. Winn

Florida Education Commissioner, Retired

Kate Walsh

President, National Council on Teacher Quality

Advisory Board

• Steven J. Adamowski, *Connecticut State Board of Education* • Sir Michael Barber, *Pearson* • Roy E. Barnes, *former Governor, State of Georgia* • McKinley A. Broome, *Woodholme Elementary School* • Cynthia G. Brown, *Center for American Progress* • David Chard, *Southern Methodist University* • Andrew Chen, *EduTron* • Jean Clements, *Hillsborough Classroom Teachers Association* • Celine Coggins, *Teach Plus* • Pattie Davis, *Fairview Middle School* • Jo Lynne DeMary, *Virginia Commonwealth University* • Michael Feinberg, *The KIPP Foundation* • Michael Goldstein, *The Match School, Massachusetts* • Eric A. Hanushek, *The Hoover Institution* • Joseph Hawkins, *Westat* • Frederick M. Hess, *American Enterprise Institute* • Paul T. Hill, *Center on Reinventing Public Education* • E.D. Hirsch, *Core Knowledge Foundation* • Michael Johnston, *Colorado State Senate* • Barry Kaufman, *BK Education Consulting Services* • Frank Keating, *former Governor, State of Oklahoma* • Joel I. Klein, *News Corporation* • Martin J. Koldyke, *Academy for Urban School Leadership* • Wendy Kopp, *Teach For America* • James Larson, *Charles A. Tindley Accelerated School* • Tom Lasley, *Edvention* • Amy Jo Leonard, *Turtle Mountain Elementary School* • Deborah M. McGriff, *NewSchools Venture Fund* • Ellen Moir, *New Teacher Center* • Robert N. Pasternack, *Voyager Expanded Learning* • Michael Podgursky, *University of Missouri-Columbia* • Michelle Rhee, *StudentsFirst* • Stefanie Sanford, *Bill and Melinda Gates Foundation* • Audrey Soglin, *Illinois Education Association* • Daniel Willingham, *University of Virginia* • Suzanne Wilson, *Michigan State University*



National Council on Teacher Quality

1420 New York Avenue, NW • Washington, DC 20005
Tel: 202-393-0020 Fax: 202-393-0095 Web: www.nctq.org

Subscribe to NCTQ's blog PDQ 

Follow NCTQ on Twitter  and Facebook 

**NCTQ is available to work with individual states to improve teacher policies.
For more information, please contact:**

Sandi Jacobs
Vice President
sjacobs@nctq.org
202-393-0020