National Summary

2007

State Teacher Policy Yearbook

Progress on Teacher Quality

National Council on Teacher Quality

Acknowledgments

STATES

Our most important partners in this effort have been state education agencies, whose extensive experience has helped to ensure the factual accuracy of the final product. Every state formally received two different drafts of the *Yearbook* for comment and correction, first in spring 2006 and again in December 2006. States also received a final draft of their reports a month prior to release. All but three states graciously responded to our many, many inquiries. While states have not always agreed with our approaches, most have exhibited a remarkable willingness to reflect upon the impact of their current policies—and to acknowledge that the system needs fixing.

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Executive Summary

INTRODUCTION

Countless reports have analyzed the impact of the No Child Left Behind Act of 2001 on teacher quality and student achievement. What many of these reports truly leave behind, however, is the reality that *state* governments—not the *federal* government—have the strongest impact on the work of America's 3.1 million teachers.

With that in mind, three years ago the National Council on Teacher Quality (NCTQ) began the process of analyzing states' teacher policies. NCTQ analysts sifted through tens of thousands of pages of state codes, regulations and rules, regularly corresponding with state officials who graciously provided their important knowledge and perspectives. Truthfully, what began as an exercise motivated by a mixture of three parts–naiveté, hubris and a strong desire to do some good–ended up as an important lesson in humility and respect for the work of states. To wrestle with the same enormous challenges that states face on a daily basis is to realize how hard it is to achieve the right balance between rigor and flexibility, authority and accountability, inputs and outputs—all within the context of a moving target, the teacher labor market.

The *State Teacher Policy Yearbook* is the first project of its kind to provide a 360-degree detailed analysis of *any and every* policy that states have that impact the quality of teachers, specifically their recruitment, preparation, licensing, evaluation and compensation. In all, the *Yearbook* project is an encyclopedia of individual state reports, totaling more than 5,600 pages of analysis and recommendations in 51 separate reports.

What sets the *Yearbook* apart is not just its daunting length, but how we frame the analyses. We were not interested in producing yet another report from our perch in the nation's capital lecturing states about what they are doing all wrong; we wanted to be more constructive, providing specific recommendations for making state policies better. While some will (and already have) accused NCTQ of inordinate arrogance for this decision, we can live with that aspersion if the *Yearbook* succeeds in focusing more attention on the contribution and culpability states share for teacher quality.

Informed by research and extensive consultation, strengthened by reflection and a willingness to revise no matter how long it took to get it right, the *Yearbook* offers a blueprint for reform contained in the admittedly awkward number of 27 goals. While we do not pretend that everyone will agree with us, the

Yearbook provides workable and cost-neutral models for reform. It presents an unapologetic, 'reformist' agenda because this is what the nation's teacher-quality problem demands. For the most part, the current system is a mixture of broken, counterproductive and anachronistic policies in need of an overhaul. It's time to turn in the gas-guzzling clunker in exchange for the hybrid.

With the results now in from our first edition, we know that the work ahead is significant and daunting. States as a group meet or come close to meeting just 21 percent of the goals, with no state meeting even half of the goals. The top-performing state is New Jersey, which meets or nearly meets 44 percent of the goals. New Jersey is closely followed by Massachusetts, Tennessee and Texas. The lowest-performing states are Alaska and Maine, with Hawaii, Idaho, Minnesota, Montana, Nebraska and Nevada not far behind.

Reflecting on this, one question surfaces. Are we suggesting that states like Alaska and Montana have lower-quality teachers than does New Jersey or Massachusetts? No. There are a number of factors to also consider.

First, while states have more authority and impact over the teaching profession than any other entity, other factors still contribute to teacher quality, such as the overall quality of PK-12 schooling in the state (from which future teachers are produced), a state's poverty rate, the quality of school leadership, and the salaries districts can afford to pay, to name a few. There are always some factors largely outside the purview of states to change. However, sound teacher policies can mean the difference between having a good teaching force and a mediocre one. It can even mean the difference between a superior force and a good one. Sound policies accommodate the realities that cannot be changed and, in doing so, get the most bang for the buck.

Second, improving teacher quality requires a cohesive strategy. For any number of practical or political reasons, a state may have adopted various strategies for improving teacher quality, but the result is too often scattershot.

The 27 goals presented here, while they may raise dissention, represent a tightly woven approach to solving the nation's teacher-quality problem. The goals are interdependent, meaning that adopting only one, a few or a handful of the 27 goals may do little to change the teacher-quality equation in a state. For example, one of the *Yearbook's* goals (Goal 3-C) calls for teachers to be evaluated on an annual basis, a goal that seven states including the District of Columbia meet. However, many of these same states still do not require that these annual teacher evaluations consider a teacher's effectiveness in the classroom as the preponderant criterion for rating a teacher's performance (Goal 3-A). Needless to say, it does little good to evaluate a teacher each year if the teacher is not judged on classroom effectiveness.

Having committed ourselves to the task of producing no fewer than 1,377 individual analyses (51 states x 27 goals), we found ourselves looking longingly at the more centralized systems preferred by other countries such as France and China. While we'll admit to a certain amount of self-interest in this regard, we also came to a point in our knowledge of state policy where we could not identify the philosophical justification for the nation's cherished decentralized system. If states still believe that there are 51 distinct systems for the teacher profession, it is illusion. In fact, there are generally two or three systems, at most four versions. There are inevitable twists. There are regulatory remnants of times gone by that need to go off the books. There are a few stand-out states that have accomplished remarkable policies such as Massachusetts on teacher preparation and Florida on teacher compensation. But for the most part, states look remarkably similar to one another. We have created in some ways the worst combination of systems, believing our system to be decentralized and erecting the barriers necessary for such a system, but realizing in the end that we're all in the same leaky boat after all.

METHODOLOGY

GOALS

NCTQ formulated the *Yearbook's* policy goals through a lengthy and comprehensive development and review process.

The *Yearbook* goals were initially developed three years ago by our Board of Directors and distinguished Advisory Board (see our inside back cover for a list of names). These goals were sent out for comment to more than 150 groups and individuals, including education policy groups, foundations, researchers, economists, leading innovators (like the TAP program and Teach For America), and most importantly, teachers.

Influential groups such as the American Federation of Teachers, the Council of Chief State School Officers, the National School Boards Association, NCTAF, Teach For America, the National Governors Association and NCATE were provided the goals for review. While some groups did not always agree with every one of our goals, their perspectives made the goals stronger and more balanced.

ANALYSES

NCTQ's analyses are rooted in reviews of official state policies. Specifically, NCTQ defines policies as state laws, regulations, statutes, administrative code, state board of education rulings and teacher licensing commission rulings. NCTQ took great care to utilize the most recent policies, seeking multiple sources to validate that the policies we cite as the basis for our analyses are current. Policies enacted after April 2007 will not be reflected in this edition.

Additional sources of information were also utilized in developing analyses, including information requested by NCTQ from state departments of education, research and data from the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Data Quality Campaign. Individual states' Title II reports were also used as bases for certain analyses. When analyzing state teaching standards, NCTQ also reviewed the standards of professional teaching associations and those of the Interstate New Teacher Assessment and Support Consortium (INTASC).

NCTQ performed additional research that shaped our analyses as well. For example, we conducted a comprehensive survey of school district personnel officials to gauge the flexibility of state policies regarding teacher reciprocity.

For the most part, the *Yearbook* does not assess states on the quality of policy implementation. Much could be said about what states do or do not do with the laws and regulations that they approve. We came across many regulations that are on the books, particularly in regard to alternative certification, that are rarely practiced or poorly implemented. Analyses may comment on what appears to be a little-used or poorly implemented policy, but these observations do not determine a state's rating. *The* Yearbook *reflects policy, not practice*.

STATE COLLABORATION

Of the many groups consulted about the *Yearbook*, states provided the most helpful information. At times, they went beyond the call of duty, providing NCTQ's front-line researchers with a tutorial in *State Education Policy 101*. On two occasions, NCTQ requested that states provide a formal review of their state's analysis. Regardless of whether state officials agreed with the goals that NCTQ articulated, most states proved consistently responsive and helpful in providing information, suggestions and citations. Their collaboration was essential. States were provided with their final analysis one month before the release of the *Yearbook*. To the extent possible, even comments resulting from this late-hour review were incorporated.

THE FUTURE OF THE *YEARBOOK*

We recognize the value that comes from tracking progress, which is why the *Yearbook* will be updated each year. From year to year, NCTQ intends to measure the movement of states toward meeting the goals outlined in the *Yearbook*, with the mission of continuing to collaborate with state leaders and encouraging meaningful progress. As our knowledge and experience grow, so too will the goals. While we expect our core vision and approach to be relatively consistent, we recognize that just as state teacher policies must change with the times, so too must the *Yearbook*. Our commitment to states is fairness and full collaboration throughout this process.

ABOUT THE *YEARBOOK* GOALS

The *Yearbook* goals meet five criteria:

1. They are supported by the best research available.

The *Yearbook* relies on the best teacher-quality research available. We only considered research that was presented in a refereed journal, book or from a research institute. The research had to be at least quasi-experimental, excluding case studies, adhering to acceptable research methods. The outcome measure had to be improved student achievement. In particular, goals addressing the preparation of teachers and alternate routes relied heavily on research (Goals 1-B, 1-C, 5-A, 5-B, 6-B and 6-C). All of the research used to support the goals is posted on the NCTQ website (www.nctq.org), linked specifically to each goal.

2. They offer practical, not pie-in-the-sky, solutions for improving teacher quality.

While NCTQ does not necessarily disagree with the many reports calling for dramatic and costly changes in how teachers are prepared and compensated, the agenda presented here is feasible regardless of new infusions of funding. In some cases, implementing certain goals requires that states just be willing to be more specific, such as improving their teaching standards (Goals 2-A and 6-A). In other cases, the goals require updating policies to reflect 21st century practices such as annual evaluations of teachers (Goal 3-C) and portability of licenses among states (Goals 2-C and 5-D). Goals call for states to eliminate loopholes that add unnecessary burdens to the teacher preparation process (Goals 1-D, 2-B, 5-B and 6-D).

Central to this philosophy, each goal of the *Yearbook* honors the state earning a "Best Practice" designation. These designations provide the clearest evidence that the *Yearbook* goals are realistic and doable.

3. They take on the teaching profession's most pressing needs.

Policymakers seek answers to particular problems with both shortages and quality. Six goals would have a significant impact on a state's ability to attract talented individuals to teach mathematics and science, areas of significant shortages (Goals 1-A, 2-C, 3-D, 5-A, 5-B and 5-D). A whole area (Area 6) is dedicated to the problem of severe shortages and poorly prepared special education teachers. Equally important, the *Yearbook* calls on states to focus much more attention on the need of elementary teachers to receive a broad, liberal arts education (Goal 1-B) and know how to teach reading (Goal 2-D).

4. They are relatively cost neutral.

Without disregarding the need for compensation reform as reflected in our Area 3 goals, the *Yearbook* does not require large commitments of new financial resources. In some cases, implementing these recommendations could be considered reasonable cost-saving measures. In other cases, if implemented concurrently, the recommendations prove cost neutral. On compensation reform, we think that states should at least get out of the way of districts wanting to innovate (Goal 3-D). We do not call for more preparation; we call for more focused preparation (Goals 1-B, 1-C, 4-D, 6-B and 6-C). We urge states to do more screening up front of aspiring teachers, avoiding the significant investment of public tax dol-

lars on persons who are accepted into schools of education but who do not possess the most basic skills acquired in middle school (Goal 4-A).

5. They respect legitimate constraints on states.

The *Yearbook* goals focus on areas that are within the state's authority to regulate. States often claim that they cannot address certain topics, because they are matters of "local control." This is frequently a matter of tradition more than statute. Many states are extremely reluctant to tell districts (or teacher preparation programs for that matter) what to do. While school districts need and deserve autonomy in many aspects of their operation, local control too frequently becomes a way for states to relegate responsibilities that are most appropriately and efficiently addressed at the state level.

The alternative to "anything goes" does not have to be "one size fits all." By setting clear guidelines and standards and then enforcing them, states signal their minimum expectations. For example, states need not dictate how teacher evaluations are to be conducted, but they can and certainly should insist on annual evaluations and provide basic criteria that must be addressed, such as ensuring that student learning is the preponderant criterion (Goals 3-A and 3-C). Similarly, tenure is a contractual matter between districts and their teachers. Without mandating specific requirements, states can ensure that districts do not provide teachers tenure in too few years to have demonstrated their effectiveness (Goal 3-E).

Executive Summary: Goals

AREA 1 Meeting NCLB Teacher Quality Objectives

Goal A Equitable Distribution of Teachers
The state should contribute to the equitable distribution of quality teachers by means of good reporting and sound policies.

Goal B Elementary Teacher Preparation
The state should ensure that its teacher preparation programs provide elementary teacher candidates with a broad liberal arts education.

Goal C Secondary Teacher Preparation
The state should require its teacher preparation programs to graduate secondary teachers who are highly qualified.

Goal D Veteran Teachers Path to HQT
The state should phase out its alternative "HOUSSE" route to becoming highly qualified.

Goal E Standardizing Credentials
The state should adopt the national standard defining the amount of coursework necessary to earn a major or minor.

AREA 2 Teacher Licensure

Goal A Defining Professional Knowledge
Through teaching standards, the state should articulate and assess the professional knowledge of teaching and learning that new teachers need, but steer clear of "soft" areas that are hard to measure.

Goal B Meaningful Licenses
The state should require that all teachers pass required licensing tests before they begin their second year of teaching.

Goal C Interstate Portability
The state should help to make teacher licenses fully portable among states—with appropriate safeguards.

Goal D Teacher Prep in Reading Instruction
The state should ensure that new teachers know the science of reading instruction.

Goal E Distinguishing Promising Teachers
The state license should distinguish promising new teachers.

AREA 3 Teacher Evaluation and Compensation

Goal A Evaluating Teacher Effectiveness
The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

Goal B Using Value-Added
The state should install strong value-added instruments to add to schools' knowledge of teacher effectiveness.

Goal C Teacher Evaluation
The state should require that schools formally evaluate teachers on an annual basis.

Goal D Compensation Reform
The state should encourage, not block, efforts at compensation reform.

Goal E Tenure
The state should not give teachers permanent status (tenure) until they have been teaching for five years.

AREA 4 State Approval of Teacher Preparation Programs

Goal A Entry Into Preparation Programs
The state should require undergraduate teacher preparation programs to administer a basic skills test as a criterion for admission.

Goal B Program Accountability
The state should base its approval of teacher preparation programs on measures that focus on the quality of the teachers coming out of the programs.

Goal C Program Approval and Accreditation
The state should keep its program approval process wholly separate from accreditation.

Goal D Controlling Coursework Creep
The state should regularly review the professional coursework that teacher candidates are required to take, in order to ensure an efficient and balanced program of study.

AREA 5 Alternate Routes to Certification

Goal A Genuine Alternatives
The state should ensure its alternate routes to certification are well structured, meeting the needs of new teachers.

Goal B Limiting Alternate Routes to Teachers with Strong Credentials
The state should require all of its alternate route programs to be both academically selective and accommodating to the nontraditional candidate.

Goal C Program Accountability
The state should hold alternate route programs accountable for the performance of their teachers.

Goal D Interstate Portability
The state should treat out-of-state teachers who completed an approved alternate route program no differently than out-of-state teachers who completed a traditional program.

AREA 6 Preparation of Special Education Teachers

Goal A Special Education Teacher Preparation
The state should articulate the professional knowledge needed by the special education teacher and monitor teacher preparation programs for efficiency of delivery.

Goal B Elementary Special Education Teachers
The state should require that teacher preparation programs provide a broad liberal arts program of study to elementary special education candidates.

Goal C Secondary Special Education Teachers
The state should require that teacher preparation programs graduate secondary special education teacher candidates who are "highly qualified" in at least two subjects.

Goal D Special Education Teacher and HQT
The state should customize a "HOUSSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.

Executive Summary: Key Findings

1. STATE POLICIES ARE REMARKABLY INFLEXIBLE AND OUTDATED.

Considering that human capital is the essential component of the teaching profession, states still cling to policies that reflect neither the flexibility nor the reality of today's workforce.

- Most states do not require that teachers receive annual performance evaluations, which is counter to the norm in most professions. Only **14** states require annual evaluations, and only **7** direct districts that they can dismiss teachers after two unsatisfactory evaluations.
- Pay reform has advanced, with **28** states supporting programs that tie teacher pay to district and school needs (differential pay). However, only **12** states fund programs rewarding teachers for classroom effectiveness.
- While significant advancements have been made in developing value-added methodologies, only **15** states have put the necessary components in place to fairly evaluate a teacher's effectiveness through a value-added model.
- Despite the promise of new alternate routes to teacher certification for talented liberal arts graduates and mid-career professionals, only **6** states offer genuine alternate routes.
- In **23** states, current teachers who want to move to other states must navigate a Byzantine path to earn licensure, often having to complete additional coursework or even repeat preparation programs. Only **27** states have set appropriate standards on what constitutes a major for teacher graduates, further complicating the process.

14
states require annual teacher evaluations.

12
states fund performance pay programs.

2. STATES ARE NOT PAYING ENOUGH ATTENTION TO WHO GOES INTO TEACHING.

States provide significant funding to teacher preparation programs, particularly in state-funded universities, yet there is little oversight of candidates' academic caliber.

- Although **41** states require programs to administer a basic skills test, **24** of these states delay testing until completion of the preparation program. Programs that accept aspiring teachers who cannot pass a basic skills test may lower the rigor of their courses, remediating basic skills instead of preparing teachers for the classroom.
- States set insufficient requirements for the academic selectivity of alternate route programs, despite the fact that these programs are premised on the concept that nontraditional candidates must have strong subject-area knowledge and/or above-average academic backgrounds. Only **12** states set a sufficient academic standard for alternate route candidates, one that is higher than what is expected of traditional candidates.
- Only a handful of states recognize new teachers who bring superior academic caliber into the profession. **47** states do not confer beginning teacher licenses that distinguish candidates' academic performance.

47
states ***do not*** confer licenses that identify superior new teachers.

12
states set sufficient academic standards for alternate route teachers.

3. STATES DO NOT APPROPRIATELY OVERSEE TEACHER PREPARATION PROGRAMS.

A major weakness in the teacher-quality equation is linked to the fact that states fail to hold teacher preparation programs accountable for their admissions standards, efficiency of program delivery or, most importantly, the quality of their graduates.

17
states require basic skills testing for program admission.

18
states collect any data on the effectiveness of program graduates.

- States do not ensure that preparation programs only admit teacher candidates with sufficient basic skills to enable them to complete the program. Only **17** states require programs to make basic skills testing a condition of admission.
- States do not hold preparation programs accountable for the quality of the teachers they produce, but rather continue to use ineffective program approval processes that emphasize inputs. Only **18** states collect any meaningful objective data that reflect program effectiveness. States do an even poorer job of holding alternate route preparation programs accountable.
- **11** states further weaken their approval processes by connecting program approval to accreditation, which is almost wholly focused on inputs rather than outcomes.
- States also fail to prevent programs from requiring excessive professional coursework. NCTQ found programs in **36** states that require the equivalent of more than two full majors of education coursework, which leaves little room for electives and adequate subject-matter preparation.
- States provide even less guidance in the area of preparation of special education teachers. NCTQ found programs in **16** states that require the equivalent of more than three full majors of education coursework—and these were not programs training teachers to work with severely disabled children.

4. STATES USE FALSE PROXIES AS MEASURES OF TEACHER QUALITY.

Across many policy areas, states rely on inappropriate indicators that do not provide meaningful information about teachers' qualifications or effectiveness.

17
states rely on transcript review to determine reciprocal licensure.

28
states' standards place too much emphasis on untestable dispositions.

- The majority of states rely on site visits and syllabi review to determine approval of teacher preparation programs. Only **18** states include any meaningful objective data in their approval process, such as programs' graduates' first-year evaluations or the academic achievement of graduates' students.
- **17** states rely on reviews of college transcripts to decide whether to award licensure to a teacher already licensed in another state. Licensing tests are a more valid way to verify teachers' qualifications; yet only **16** states require all out of state teachers to pass their licensing tests.
- While it is important to define the attributes and attitudes that teachers should have—known as teacher dispositions, they cannot be measured by a licensing test and thus should not be included in state standards. **28** states' standards place too much emphasis on dispositions, rather than focusing on what teachers must know and should be able to do.

5. STATES DO NOT APPRECIATE THE DUAL NATURE OF LICENSING TESTS.

Licensing tests can serve both as the gatekeeper on minimum qualifications and as a tool that helps states to be more flexible. However, while European and Asian systems depend heavily on tests, states in this country are often reluctant to do so.

- At best, states screen only for the most minimal standards when individuals apply to undergraduate teacher preparation programs. Only **17** states require teacher candidates to pass a common

test in basic reading, writing and arithmetic that is estimated to assess middle school level skills. No states require subject-area tests as a criterion for entry, a useful mechanism that would also allow programs to exempt qualified candidates from some core academic requirements.

- While many states require that a teacher have a major in the intended subject area, a rigorous test could serve the same purpose. Only **16** states allow teachers going through an alternate route to take a test to demonstrate subject-matter knowledge, failing to accommodate the diverse backgrounds of the nontraditional candidate.
- While some states require elementary teachers to take a reading course, states have no assurance that these courses deliver the scientifically based reading instruction that teachers need. A test would solve this problem, but **40** states have yet to adopt this simple solution and another **7** have put in place inadequate tests.
- NCLB currently requires middle school teachers to earn a major or pass a test, but the law is problematic. Many teachers are reluctant to take a test after they have been out of college for a while. States could alleviate this problem by requiring programs to prepare and then test middle school teachers in two areas, but only **15** states currently do so.

4
states have an adequate test in reading instruction.

20
states give teachers up to three years—or more—to pass licensure tests.

- While all states have teaching standards, most states do not follow up to make sure teachers learn these standards. **32** states require a test of professional knowledge and only **9** of these states have customized a test to match their own standards. Standards are meaningless unless they can be tested.
- Licensing tests represent the minimal knowledge teachers need. Yet **20** states give some teachers up to three years (or even more!) to pass these tests. That is three years of students being taught by someone who may not possess the basic knowledge needed for the job.
- When deciding what license to grant a teacher from out of state, states are generally reluctant to waive their coursework requirements, but instead grant liberal waivers of testing requirements. **34** states exempt veteran teachers from tests, as if experience could serve as an adequate substitute for subject-matter competency.

6. STATES CONTINUE TO NEGLECT CONTENT PREPARATION FOR TEACHERS.

Despite continuous concern about improving the content preparation of America's teachers, states are still failing to ensure breadth, depth and relevance to the classroom in content preparation.

- States' content standards and coursework requirements for elementary teachers fall well short of the mark, omitting critical areas of knowledge. For example, **18** states make no mention of geometry and **42** states make no mention of American history. Only **3** states require the study of American literature, **6** require children's literature and only **3** require the study of art history.
- While NCLB has succeeded in shoring up much of the content preparation of secondary teachers, states still struggle with middle school teacher qualifications. **23** states still allow some teachers trained for the elementary classroom to teach seventh and eighth grades.
- Few states are doing enough to make sure that future elementary teachers know how to teach reading, arguably the most important job of a teacher. Only **19** states require programs to prepare teachers in the science of reading.

3
states require elementary teachers to study American literature.

42
states ***do not*** require American history study for elementary teachers.

7. STATES DO NOT ENSURE THAT SPECIAL EDUCATION TEACHERS ARE WELL-PREPARED TO TEACH STUDENTS WITH DISABILITIES.

States contribute to special education teacher shortages by providing too little guidance to teacher preparation programs and not taking steps to assist special education teachers in meeting highly qualified requirements.

4
states have clear and explicit standards for special education teachers.

14
states require programs graduate "highly qualified" secondary special education teachers.

- State standards for the preparation of special education teachers are woefully inadequate. A mere **4** states have strong standards that are clear, explicit and comprehensive about what teachers should know in order to teach students with disabilities.
- Few states require special education teachers to have subject-matter knowledge. States shortchange special education students by providing them with teachers who are not prepared to teach them content.
- States are not requiring that teacher preparation programs assume any responsibility for ensuring that secondary special education teachers are highly qualified, leaving the task up to districts instead. Only **14** states require secondary special education teachers to graduate highly qualified in even one content area.
- Unlike most other teachers, a HOUSSE route is needed for secondary special education teachers, so that they can achieve highly qualified status in all the subjects they teach. Not one state has a customized HOUSSE route for new secondary special education teachers.
- States give teacher preparation programs free rein over the professional coursework they require special education candidates to take. Programs that require the equivalent of three majors of professional coursework may be a deterrent to those considering a career in special education.

8. STATE POLICIES ARE NOT GEARED TOWARD INCREASING THE QUALITY AND QUANTITY OF MATH AND SCIENCE TEACHERS.

While states have put in place many boutique initiatives to address these shortages, structural adjustments would provide greater yield.

28
states support differential pay initiatives.

23
states attach too many strings to math and science teacher reciprocity.

- By not focusing on the equitable distribution of teachers, states shortchange the neediest children of qualified math and science teachers. Only **12** states have made even some progress to achieve this goal.
- Alternate route programs provide excellent means by which to recruit and prepare mid-career professionals with backgrounds in science and math. **32** states do not allow someone to demonstrate subject-matter knowledge by means of a test in lieu of their requirement of a major in the subject.
- The harder it is for teachers to move between states, the harder it is for a qualified math and science teacher to find a new job. Yet **23** states attach lots of strings before issuing an equivalent license to a teacher moving from out of state. Even worse, a qualified math and science teacher trying to find a new job but who was prepared in an alternate route may be greeted with an unwelcome sign in **38** states.
- Perhaps most key is the reality that there is such a shortage of math and science teachers because they can earn so much more money in other professions with these skills. **28** states support differential pay initiatives for teachers in shortage areas.

9. STATES' ALTERNATE ROUTES TO TEACHER CERTIFICATION LACK "TRUTH IN ADVERTISING."

Despite the perception of a proliferation of alternate routes, in reality, alternate routes often mirror traditional routes or appear to be emergency certificates in disguise.

- Of the **48** states that claim to offer alternate routes, only **6** states offer a genuine alternate route to licensure. **15** states offer alternate route programs that need significant revision, while **27** states offer disingenuous alternate routes that more closely resemble traditional or emergency routes than alternatives.
- By and large, alternate routes are not designed to meet the needs of nontraditional candidates. Only **16** states have admissions criteria that are flexible and allow individuals to demonstrate content knowledge by passing an examination.
- Only **4** states require alternate route programs to measure and report the academic achievement of the students of alternate route teachers.

48
states ***claim*** to offer an alternate route to teacher certification.

6
states ***offer*** a genuine alternate route to teacher certification.

10. THE INTERESTS OF ADULTS FREQUENTLY COME BEFORE THE NEEDS OF THE CHILDREN.

Far too many accommodations are made for teachers in the areas of testing, tenure and evaluations, risking the possibility that too many children could suffer significant academic harm from a bad teacher.

- Only **3** states require teachers to pass licensure examinations before beginning to teach, with many states allowing three or more years to pass exams. This proves unfair to the students in these teachers' classrooms, who may not be learning from knowledgeable educators.
- Only **4** states require classroom effectiveness to be the preponderant criterion for evaluating teacher performance, with other states giving equal weight to factors such as attending faculty meetings.
- With the exception of only **2** states, teachers are not required to work for at least **5** years before earning tenure—which makes it much more difficult to dismiss them if they are ineffective.
- By not judging teacher preparation programs on the classroom effectiveness of their graduates, states are allowing failing programs to continue to produce teachers who may do more harm than good in the classroom. Only **9** states use data regarding the effectiveness of program graduates as a means of determining whether to approve the programs.
- Perpetuating the vicious cycle of poverty, few states have set any benchmarks for recruiting and retaining teachers for high-needs schools.

3
states require teachers to pass licensure tests before entering the classroom.

4
states require classroom effectiveness to be the preponderant criterion for evaluating teacher performance.

Figure 1 Executive Summary
States Successfully Addressing Teacher Quality Goals

AREA 1 Meeting NCLB Teacher Quality Objectives	Best Practice	States Meeting Goal
Goal A Equitable Distribution of Teachers		Connecticut
Goal B Elementary Teacher Preparation	Massachusetts	California, Oregon
Goal C Secondary Teacher Preparation		Connecticut, Delaware, Georgia, Louisiana, Massachusetts, Mississippi, Ohio, South Dakota, Virginia, West Virginia
Goal D Veteran Teachers Path to HQT		Alabama, Arizona, Colorado, Florida, Georgia, Louisiana, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, South Dakota, Utah, Wisconsin, Wyoming
Goal E Standardizing Credentials		Alabama, Delaware, New Jersey, Utah, Vermont, West Virginia
AREA 2 Teacher Licensure		
Goal A Defining Professional Knowledge	Colorado, New York, Texas	
Goal B Meaningful Licenses		Alabama, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Georgia, Illinois, Indiana, Massachusetts, Michigan, Mississippi, New Jersey, New Mexico, New York, Ohio, Oklahoma, South Carolina, Washington, West Virginia, Wyoming
Goal C Interstate Portability		Alabama, Hawaii, Maine, Massachusetts, South Dakota, Texas, Washington
Goal D Teacher Prep in Reading Instruction	Massachusetts, Virginia	Tennessee, Texas
Goal E Distinguising Promising Teachers		Delaware, District of Columbia, Maryland, Virginia
AREA 3 Teacher Evaluation and Compensation		
Goal A Evaluating Teacher Effectiveness	Florida	South Carolina, Tennessee, Texas
Goal B Using Value-Added	Tennessee	Ohio
Goal C Teacher Evaluation	Pennsylvania	Arkansas, Connecticut, Florida, Georgia, Idaho, New York, Oklahoma, Washington
Goal D Compensation Reform	Florida	Iowa
Goal E Tenure	Indiana, Missouri	

Figure 1 (continued) Executive Summary
States Successfully Addressing Teacher Quality Goals

		Best Practice	States Meeting Goal
AREA 4	**State Approval of Teacher Preparation Programs**		
Goal A	Entry Into Preparation Programs		Connecticut, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, West Virginia
Goal B	Program Accountability		Alabama[1], Louisiana[1]
Goal C	Program Approval and Accreditation		Alabama, Arizona, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Massachusetts, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia, Wisconsin, Wyoming
Goal D	Controlling Coursework Creep	New Jersey, Tennessee	
AREA 5	**Alternate Routes to Certification**		
Goal A	Genuine Alternatives		Arkansas, Connecticut, Georgia, Kentucky, Louisiana, Maryland
Goal B	Limiting Alternate Routes to Teachers with Strong Credentials		Arizona, Arkansas
Goal C	Program Accountability		Kentucky[1]
Goal D	Interstate Portability	Georgia	Alabama, Colorado, Maine, Missouri, New Hampshire, Oklahoma, Tennessee, Texas, Virginia, West Virginia
AREA 6	**Preparation of Special Education Teachers**		
Goal A	Special Education Teacher Preparation		New Mexico[1], North Carolina[1], Texas[1], Virginia[1]
Goal B	Elementary Special Education Teachers		Massachusetts, Oregon
Goal C	Secondary Special Education Teachers		Michigan[1], New Jersey[1]
Goal D	Special Education Teachers and HQT		

1 While no state met this goal, this state came close.

State Summaries

INTRODUCTION

The following pages summarize each state's progress in meeting teacher quality goals. A grade is provided for each of six areas: Meeting NCLB Teacher Quality Outcomes, Teacher Licensure, Teacher Evaluation and Compensation, State Approval of Teacher Preparation Programs, Alternate Routes to Certification and Preparation of Special Education Teachers. A descriptive term is also used to reflect the state's overall performance.

For more detailed information about each state's performance, please see its individual state report, available at: www.nctq.org/stpy/reports.

How is **Alabama** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Alabama's current data policies, which can help it ameliorate inequities in teacher assignments, are sorely lacking. The state has solid minimum coursework requirements for future elementary teachers, but needs to be much more specific regarding the knowledge it expects them to attain. Alabama does have sensible policies for the subject matter preparation of future secondary teachers, including meeting the industry standard of a subject matter major. It is phasing out its HOUSSE route.
B	**AREA 2** – Teacher Licensure Alabama's teaching standards, though measurable and non-ideological, lack specificity and do not sufficiently focus on the knowledge that new teachers must have before entering the classroom. Teachers must pass a licensure test based on its standards within one year of entering the classroom. Elementary teachers must complete coursework in the science of reading instruction, but no test is administered to ensure that new teachers have acquired the knowledge and skills needed. The state demonstrates flexible policies for offering licensure reciprocity to teachers from other states. Alabama does not yet recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Although Alabama takes an active role in shaping teacher accountability through its statewide teacher evaluation system, the effort often falls short. The teacher evaluation system is extensive, but focuses primarily on teacher mastery of particular knowledge and skills. It lacks sufficient emphasis on objective measures of teacher effectiveness. Teacher evaluation is only required every three years. Furthermore, the state has yet to build the capacity to provide value-added data, constrains districts with its minimum salary schedule, and grants teachers tenure after only three years in the classroom.
C	**AREA 4** – State Approval of Teacher Preparation Programs Alabama holds its programs more accountable than most states and has a sensible accreditation policy. Alabama does not require candidates to pass a basic skills test prior to admission. In addition, the state has failed to address the tendency of programs to require excessive amounts of professional coursework.
C	**AREA 5** – Alternate Routes to Certification Alabama does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with low and inflexible admissions standards. Alabama does not ensure that programs do not require excessive coursework, and it does not ensure that adequate support is provided to new teachers. In addition, it does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Alabama, however, does have a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers Alabama's standards for special education teachers are better than those of many states, but they do not adequately prepare teachers to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While elementary special education candidates must meet certain testing and general education requirements, the requirements are insufficient to ensure teachers will have the knowledge relevant to the topics taught in PK-6 classrooms. Secondary special education teachers are likely to finish their preparation program highly qualified in at least one subject area; two should be the goal. Alabama also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Alaska** Faring?

Overall Performance: **Last in Class**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Alaska's current data policies, which can help it ameliorate inequities in teacher assignments, are sorely lacking. The state's subject matter preparation policies for future elementary and secondary teachers are highly inadequate as well. The state does meet the industry standard of a subject matter major and minor, and is phasing out its HOUSSE route.
D	**AREA 2** – Teacher Licensure Alaska's professional standards lack specificity in virtually all areas and do not have a measurable set of criteria that teachers must master before entry into the profession. Alaska does not require elementary candidates to know the science of reading instruction. The state's policies regarding reciprocity for teachers from other states are good, although the state's testing policies render them less effective. Alaska does not recognize distinct levels of academic caliber among newly certified teachers.
D	**AREA 3** – Teacher Evaluation and Compensation By not explicitly calling for objective evidence of teacher effectiveness, Alaska's minimal teacher evaluation guidelines fail to hold teachers accountable. While the state requires annual evaluations, it also allows a one-year waiver for teachers rated satisfactory. The state's teacher evaluation policies are further undermined by the lack of value-added data and by granting tenure after only three years. Teacher compensation in Alaska shows some promise, as the state is piloting a new performance pay program.
F	**AREA 4** – State Approval of Teacher Preparation Programs Alaska does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program or hold its programs sufficiently accountable for the quality of their preparation. In addition, Alaska has failed to address the tendency of programs to require excessive amounts of professional coursework. The state also inappropriately requires its programs to attain national accreditation.
F	**AREA 5** – Alternate Routes to Certification Alaska does not provide a genuine alternate route to certification. The state does not currently classify any route to certification as an alternate route. Alaska, however, has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
F	**AREA 6** – Preparation of Special Education Teachers Alaska's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, the state does not ensure that special education candidates receive subject matter preparation relevant to elementary or secondary teaching. Alaska not only falls short in ensuring programs prepare highly qualified teachers, it has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Arizona** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Arizona has better data policies than many states, which can help it ameliorate inequities in teacher assignments. Arizona's subject matter requirements for its future teachers, however, leave much to be desired, including the fact that the state has not defined what it requires for a subject matter major. The state is phasing out its HOUSSE route.
C	**AREA 2** – Teacher Licensure Arizona frames its standards in reference to meeting student learning goals, but its professional standards lack specificity and fail to describe in detail the professional knowledge that the state expects of new teachers. Furthermore, the state does not have any policies in place to ensure that new teachers are prepared to teach the science of reading instruction. Arizona has its own pedagogy assessment that teachers must pass within one year of entering the classroom. The state's policies regarding out of state teacher reciprocity are problematic. Arizona does not recognize distinct levels of academic caliber among newly certified teachers.
D	**AREA 3** – Teacher Evaluation and Compensation Although Arizona requires annual teacher evaluations, the state's minimal guidelines do not ensure that these evaluations are based on evidence of classroom effectiveness. Efforts to promote teacher effectiveness are further hindered by a lack of value-added data, burdening districts with a minimum salary schedule, and granting teachers tenure after only three years in the classroom. The state does support performance pay in some districts, a bright spot in an otherwise bland teacher accountability landscape.
D	**AREA 4** – State Approval of Teacher Preparation Programs Arizona has better-than-average accountability policies for its programs, but it still has room for improvement. The state does not require candidates to pass a basic skills test prior to admission. In addition, it has failed to address the tendency of programs to require excessive amounts of professional coursework. Arizona appropriately separates accreditation from state approval.
C	**AREA 5** – Alternate Routes to Certification Although its offered route has strong and flexible admissions standards, Arizona does not currently provide a genuine alternate route into the teaching profession. The state does not ensure that programs do not require excessive coursework, and it also does not ensure adequate support is provided to new teachers. The state does collect some objective performance data from alternate route programs, although the data is not used to hold programs accountable for the quality of their teachers. Arizona has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Arizona's standards for special education teachers do not adequately prepare teachers to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, the state does not ensure that special education candidates receive subject matter preparation relevant to elementary or secondary teaching. Arizona does not ensure programs prepare highly qualified teachers. Moreover, it has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Arkansas** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Arkansas needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Arkansas has the foundation for good preparation of future elementary and secondary teachers, but this is undercut by testing policies that do little to ensure that future teachers are receiving adequate preparation in the areas they will teach. The state is not phasing out its HOUSSE route, but its definition of a major is good.
C	**AREA 2** – Teacher Licensure Arkansas' professional standards lack specificity and fail to describe in detail the professional knowledge that the state expects of new teachers. However, the state is making strong headway, through coursework and licensure assessments, to ensure that new teachers know the science of reading instruction. New teachers are allowed up to one year to pass licensure exams. The state has mostly strong policies regarding reciprocity for teachers from other states. Arkansas does not recognize distinct levels of academic caliber among newly certified teachers.
C	**AREA 3** – Teacher Evaluation and Compensation Although Arkansas has some promising practices, these are undercut by the state's reticence to articulate clear expectations for teacher accountability. While Arkansas does require annual evaluations, the state's minimal guidelines do not ensure that these evaluations are based primarily on evidence of classroom effectiveness. The state's efforts to promote teacher effectiveness are further hampered by burdening districts with a minimum salary schedule and granting teachers tenure after only three years. More promising is the development of the state's value-added assessment model, which is currently in the beginning stages, and recently implemented differential pay initiatives.
D	**AREA 4** – State Approval of Teacher Preparation Programs Arkansas requires aspiring teachers to demonstrate basic skills before entering a teacher preparation program. Its program accountability policies are better than those of some other states, but Arkansas needs to do much more to hold its programs sufficiently accountable for the quality of their preparation. In addition, Arkansas has failed to address the tendency of programs to require excessive amounts of professional coursework. The state also inappropriately requires its programs to attain national accreditation.
B	**AREA 5** – Alternate Routes to Certification Arkansas is one of the only states that provides a genuine alternate route to certification. The state does not allow programs to require excessive coursework, and it ensures adequate support is provided to new teachers. The state's academic standards for admission to alternate route programs are sufficiently selective and flexible. The state, however, does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Arkansas has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers Arkansas' standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. Although a review of preparation programs in Arkansas found no special education programs with excessive professional education requirements, state policy does not explicitly limit potential excess. While elementary special education candidates are required to complete the same subject matter requirements as other elementary teacher candidates, this does not ensure that they will receive enough subject matter preparation that is relevant to the PK-6 classroom. Arkansas has done more than many states in requiring secondary special education candidates to receive preparation in a core academic area; however, it needs to do more to ensure that this preparation is sufficiently rigorous. Arkansas has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **California** Faring?

Overall Performance: **Needs Significant Improvement**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives California needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future teachers could be improved, its definition of a major is excessive, and the state is not planning to limit its HOUSSE route strictly enough.
C	**AREA 2** – Teacher Licensure California's teaching standards lack specificity in a number of areas and fail to focus on the knowledge and skills that new teachers must have before entering the classroom. Although reading instruction standards are fairly strong, the licensure test measuring teachers' knowledge of the science of reading is not sufficiently rigorous. The state allows new teachers up to two years to pass licensure tests, and it has not sufficiently addressed reciprocity for out of state teachers. California does not recognize distinct levels of academic caliber among newly certified teachers.
D	**AREA 3** – Teacher Evaluation and Compensation California's overall approach to teacher accountability falls short. While the state requires districts to include observations on teacher evaluations, it merely recommends the use of objective measures of classroom effectiveness, undermining their significance. Promoting teacher effectiveness is further weakened by a lack of value-added data, by only requiring evaluations every other year and by granting tenure after only two years. The state does slightly better when it comes to compensation, properly leaving decisions about teacher pay to the districts and supporting differential pay for teachers in hard-to-staff subjects and schools.
D	**AREA 4** – State Approval of Teacher Preparation Programs California does not require candidates to pass a basic skills test prior to admission. It does not do enough to hold programs accountable for the quality of their preparation. The state does require that all professional coursework be completed in a fifth undergraduate year. While this policy may be a less-than-ideal solution to the problem of program efficiency, it does directly address the issue, something that few states have done at all. California also appropriately separates accreditation from state approval.
C	**AREA 5** – Alternate Routes to Certification California does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with low and inflexible admissions standards. For at least one of its routes, California ensures that programs do not require excessive coursework, although the state does not ensure that adequate support is provided to new teachers. The state collects little objective performance data from alternate route programs and does not use the data to hold programs accountable for the quality of their teachers. California has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers California's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. Although a review of preparation programs in California found no special education programs with excessive professional education requirements, state policy does not explicitly limit potential excess. However, the state does have a strong set of requirements governing the content areas that must be covered in teacher preparation programs. California also requires all secondary special education candidates to obtain a single- or multi-subject credential, but has not developed a streamlined HOUSSE route to help them meet additional subject matter requirements once they are in the classroom.

How is Colorado Faring?

Overall Performance: **Needs Significant Improvement**

GRADE	STATE ANALYSIS
D	**AREA 1 – Meeting NCLB Teacher Quality Objectives** Colorado needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. It also needs to improve its policies for the preparation of future elementary teachers. Its policies for preparing high school teachers are better, although its expectations for middle school teachers are insufficient. Colorado should also adopt a regulatory definition of a major and minor. The state has articulated a good plan for phasing out the use of its HOUSSE route.
B	**AREA 2 – Teacher Licensure** Colorado's professional teaching standards are focused, measurable, and serve as a model for other states. Though Colorado has taken a good first step to ensuring that all new teachers are prepared in the science of reading instruction, much work remains. Teachers must pass a licensure test measuring a teacher's mastery of standards within their first year of teaching. Although Colorado has signed an interstate reciprocity agreement to facilitate out of state teachers' licensure in the state, its policies in this area could be improved. Colorado does not recognize distinct levels of academic caliber among newly certified teachers.
D	**AREA 3 – Teacher Evaluation and Compensation** Although Colorado's minimal teacher evaluation guidelines call for evidence of teacher effectiveness, they are too vague to guarantee districts use actual student outcomes. Promoting teacher effectiveness is further undermined by formal evaluations conducted only every three years, a lack of value-added data, and by granting teachers tenure after only three years in the classroom. Although the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
D	**AREA 4 – State Approval of Teacher Preparation Programs** Colorado has better-than-average accountability policies for its programs, but it still has room for improvement. The state does not require candidates to pass a basic skills test prior to admission. In addition, it has failed to address the tendency of programs to require excessive amounts of professional coursework. Colorado appropriately separates accreditation from state approval.
C	**AREA 5 – Alternate Routes to Certification** Colorado does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with low and inflexible admissions standards. Although the state does not allow programs to require excessive coursework, it does not ensure adequate support is provided to new teachers. The state collects little objective performance data from alternate route programs and does not use it to hold programs accountable for the quality of their teachers. Colorado, however, does have a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6 – Preparation of Special Education Teachers** Colorado's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. The state's general education and testing requirements for elementary special education candidates have positive elements; however, its coursework guidelines are too general to ensure that candidates will receive enough subject matter preparation that is relevant to the PK-6 classroom. Secondary special education requirements do not require candidates to major in a subject area. Colorado also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Connecticut** Faring?

Overall Performance: **Needs Significant Improvement**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Connecticut has some of the best data policies in the country, which can help it ameliorate inequities in teacher assignments. Its policies for preparing secondary teachers are also very good. However, the state needs to improve its subject matter policies for future elementary teachers, define a major, and be stricter about phasing out its HOUSSE route.
D	**AREA 2** – Teacher Licensure Connecticut's standards are inappropriately broad and fail to describe the specific professional knowledge and skills that new teachers must demonstrate to gain entry into the field. The state does not have any policies in place to ensure new teachers know the science of reading instruction. Candidates may be in the classroom for up to one year before passing state licensure tests. While Connecticut has taken a good first step toward out of state teacher reciprocity, the state's policies in this area could be improved. Connecticut does not recognize distinct levels of academic caliber among newly certified teachers.
C	**AREA 3** – Teacher Evaluation and Compensation In the areas of evaluation and compensation, Connecticut offers some promising practices, but there is room for improvement. Although the state requires annual teacher evaluations and even requires observations as well as limited objective measures of teacher effectiveness, the state's guidelines do not ensure that classroom effectiveness is the preponderant criterion of an evaluation. The state is further hindered by a lack of value-added data and has yet to implement or foster performance pay. The state does not burden districts with minimum salary schedules and grants tenure after four years, a longer probationary period than most states.
C	**AREA 4** – State Approval of Teacher Preparation Programs Connecticut does not do enough to hold its programs accountable for the quality of their preparation. In addition, it has failed to address their tendency to require excessive amounts of professional coursework. Connecticut does require applicants to pass a basic skills test and has a sensible accreditation policy.
C	**AREA 5** – Alternate Routes to Certification Connecticut's alternate routes to certification have a strong design, but they are compromised by inflexible admissions standards. Connecticut does not allow programs to require excessive coursework, and it ensures adequate support is provided to new teachers. However, the state's standards for admission to alternate route programs, while sufficiently academically selective, are not accommodating to the needs of nontraditional candidates. In addition, the state does not use objective performance data to hold the programs accountable for the quality of their teachers. Connecticut has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Connecticut's standards for the preparation of special education teachers do not adequately prepare teachers to work with students with disabilities. Although a review of preparation programs in Connecticut found no special education programs with excessive professional education requirements, state policy does not explicitly limit potential excess. The state also does not explicitly require elementary and secondary special education candidates to meet general education requirements, resulting in a policy that is insufficient to ensure that they will have sufficient academic knowledge. Connecticut does not ensure programs prepare highly qualified teachers, and has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Delaware** Faring?

Overall Performance: **Needs Significant Improvement**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Delaware needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Its preparation policies for future elementary teachers are lacking. Delaware's policies for preparing secondary teachers are better, but all of the state's preparation policies are significantly weakened by its problematic testing policies, which allow new teachers to teach for up to three years without passing a subject matter test. Delaware is largely phasing out its HOUSSE routes and meets the industry standard for both a subject matter major and minor.
D	**AREA 2** – Teacher Licensure Delaware's professional standards lack specificity and a measurable set of criteria for both pedagogy and subject matter that teachers must master before entry into the profession. The state's policies do not require elementary candidates to know the science of reading instruction. Teachers may teach for up to three years before being required to pass licensing tests. The state has reasonably good policies regarding the licensure of teachers from other states. Delaware awards teachers with exceptional academic merit a distinction on their licenses..
C	**AREA 3** – Teacher Evaluation and Compensation Delaware's policies regarding the frequency and content of evaluations are stronger than most but contain debilitating loopholes. The statewide system requires objective and subjective measures of teacher effectiveness, but does not ensure that these are the preponderant criteria on an evaluation. Moreover, the state requires annual evaluations, but weakens this requirement by allowing a waiver for some teachers. The state's efforts are further hindered by burdening districts with a minimum salary schedule and by granting teachers tenure after only three years. More promising is the state's fledging attempts to provide limited data about school effectiveness through its student growth model.
D	**AREA 4** – State Approval of Teacher Preparation Programs Delaware does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. It does not hold its programs sufficiently accountable for the quality of their preparation. In addition, the state has failed to address the tendency of programs to require excessive amounts of professional coursework. Delaware also inappropriately requires its programs to meet national accreditation standards.
C	**AREA 5** – Alternate Routes to Certification Delaware does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with low and inflexible admissions standards. Delaware does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Delaware has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
D	**AREA 6** – Preparation of Special Education Teachers Delaware's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. State policy does not ensure that elementary special education candidates will have the knowledge relevant to the topics taught in the PK-6 classroom. State policy does not adequately help new secondary special education teachers meet subject matter requirements. Candidates are not required to major in a subject area, nor has the state developed a streamlined HOUSSE route to help them once they are in the classroom.

How is the **District of Columbia** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives The District of Columbia needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. It also needs to improve its policies for the preparation of future elementary teachers. The District of Columbia's policies for secondary teacher preparation are better, however, and it meets the industry standard of a subject matter major. The District of Columbia is continuing its use of the HOUSSE route.
C	**AREA 2** – Teacher Licensure The District of Columbia's professional standards lack specificity and a measurable set of criteria that teachers must master before entry into the profession. The District's polices do not require elementary candidates to know the science of reading instruction. The District of Columbia allows new teachers to teach for up to three years before passing licensure tests. It needs to improve its reciprocity policies for transferring teachers. The District of Columbia awards teachers with exceptional academic merit a distinction on their licenses.
D	**AREA 3** – Teacher Evaluation and Compensation The District of Columbia's passive approach to teacher accountability demonstrates a notable lack of much-needed leadership. Without teacher evaluation policies, decisions about the frequency and content of evaluations are left completely to schools. Moreover, the District lacks value-added assessment data and does not ensure a five-year waiting period prior to granting teachers tenure. On a more positive note, the District does not have a required minimum salary schedule and is even initiating a performance pay pilot in multiple schools.
F	**AREA 4** – State Approval of Teacher Preparation Programs The District of Columbia does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. It does not hold its programs sufficiently accountable for the quality of their preparation. In addition, the District has failed to address the tendency of programs to require excessive amounts of professional coursework. The District of Columbia also inappropriately requires its programs to meet national accreditation standards.
D	**AREA 5** – Alternate Routes to Certification The District of Columbia does not currently provide a genuine alternate route into the teaching profession. The alternate routes offered have structural shortcomings combined with low and inflexible admissions standards. The District of Columbia allows programs to require excessive coursework, and it does not ensure adequate support is provided to new teachers. The District collects little objective performance data from alternate route programs and does not use the data to hold programs accountable for the quality of their teachers. The District also has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers The District of Columbia's standards for the preparation of special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While elementary and secondary special education candidates must meet certain general education requirements, this is insufficient to ensure teachers will have the knowledge relevant to the topics taught in the classroom. The District of Columbia does not ensure programs prepare highly qualified teachers, nor does it offer a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Florida** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Florida has better data policies than many states, which can help it ameliorate inequities in teacher assignments, but work remains to be done. Florida's policies for the preparation of future elementary and secondary teachers could also be substantially improved. While the state does not meet the industry standard for a subject matter major, it is phasing out its HOUSSE route.
C	**AREA 2** – Teacher Licensure Florida has a strong set of teaching standards. Not all areas, however, have the uniform levels of specificity needed to clearly articulate the knowledge and skills that new teachers must have. The state has done a good job of preparing teachers in the science of reading instruction; however, teachers may still pass the licensure test without demonstrating sufficient mastery of this critical area. The state allows new teachers up to three years to pass its licensure test. While it has taken a good first step toward reciprocity, the state's policies could be improved. Florida does not recognize distinct levels of academic caliber among teachers at the time of initial certification.
B	**AREA 3** – Teacher Evaluation and Compensation Florida's teacher evaluation policies place an emphasis on assessing and rewarding teacher effectiveness. In addition to requiring annual evaluations, the state requires district teacher evaluations to make classroom effectiveness the preponderant criterion. Other promising practices include the state's efforts to develop student growth data to determine school effectiveness and strong efforts to create a performance pay system. One weakness is the state's granting of tenure after only three years.
C	**AREA 4** – State Approval of Teacher Preparation Programs Florida requires candidates to pass a basic skills test prior to entering teacher preparation programs, but it offers some candidates a waiver. The state does more than many others in holding its programs accountable for the quality of their preparation, but its policies in this area need improvement. In addition, the state has failed to address the tendency of programs to require excessive amounts of professional coursework. Florida appropriately separates accreditation from state approval.
C	**AREA 5** – Alternate Routes to Certification Florida's alternate routes to certification have a sound structure, but they are compromised by low admissions standards. Although the state does not allow programs to require excessive coursework, the level of support provided to new teachers could be improved. The state's alternate routes are sufficiently flexible to accommodate nontraditional candidates. Florida collects little objective performance data from the programs and does not use the data to hold programs accountable for the quality of their teachers. Florida, however, does have a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
F	**AREA 6** – Preparation of Special Education Teachers Florida's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, the state does not ensure that candidates will receive subject matter preparation relevant to the elementary or secondary classroom. Florida does not ensure that its programs prepare highly qualified teachers, nor does it offer a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Georgia** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Georgia needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state also needs to improve its policies for the preparation of future elementary teachers and define its basic subject matter requirements for a major and minor. Georgia's policies for the preparation of future secondary teachers are good, and the state has greatly limited the use of HOUSSE routes.
C	**AREA 2** – Teacher Licensure Georgia's professional standards do not articulate the specific knowledge the state considers essential for a teacher to master before entry into the profession. The state does, however, require teacher preparation programs to provide training in the science of reading instruction. The state's licensure test, which teachers have up to one year to pass, does include some questions on the science of reading instruction; however, a teacher can still pass the test without demonstrating knowledge of this critical material. While it has taken a good first step toward reciprocity, the state's policies could be improved. Georgia does not recognize the distinct levels of academic caliber among teachers at initial certification.
C	**AREA 3** – Teacher Evaluation and Compensation When it comes to evaluation and compensation, Georgia has some promising practices and some room for improvement. While the state requires annual evaluations and even goes so far as to explicitly require objective and subjective measures of classroom effectiveness, Georgia undermines its evaluations by not ensuring classroom effectiveness is the preponderant criterion. Promoting teacher effectiveness is further weakened by a lack of value-added data, by burdening districts with a minimum salary schedule, and by granting tenure after only three years.
F	**AREA 4** – State Approval of Teacher Preparation Programs Georgia does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, Georgia does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state appropriately separates accreditation from state approval.
B	**AREA 5** – Alternate Routes to Certification Georgia is one of the only states that provides a genuine alternate route to certification. Georgia does not allow programs to require excessive coursework, and it ensures adequate support is provided to new teachers. The state's standards for admission to alternate route programs are relatively selective and flexible. In addition, the state collects some objective performance data from alternate route programs, although it is not used to hold programs accountable for the quality of their teachers. Georgia has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers Georgia's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Georgia does require elementary and secondary special education candidates to complete the equivalent of a minor in a core subject area. This policy, however, cannot ensure that teachers will be prepared to teach multiple subjects. Furthermore, Georgia has not developed a streamlined HOUSSE route specifically to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Hawaii** Faring?

Overall Performance: **Last in Class**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Hawaii needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Hawaii's subject matter preparation policies for elementary teachers could be improved. The state needs to define a major and phase out its use of the HOUSSE route. For the most part, the state has good policies for preparing secondary teachers.
D	**AREA 2** – Teacher Licensure Hawaii's standards are inappropriately broad, employ emotional terms, and fail to cite the specific professional knowledge and skills that new teachers must demonstrate to gain entry in the field. The state does not require elementary candidates to know the science of reading instruction. The state allows teachers up to three years before passing licensure tests, and its policies regarding teacher reciprocity are good. Hawaii does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Hawaii's teacher evaluation guidelines are extensive but not sufficiently concerned with the most important objective: assessing and rewarding teacher effectiveness. The state's evaluation guidelines do not require objective evidence of classroom effectiveness nor do they make it the preponderant evaluation criterion. Moreover, the state only requires a full evaluation every five years, with only a cursory review during the off years. Efforts to promote teacher effectiveness are further undermined by a lack of value-added data, by mandating a minimum salary schedule and by granting tenure after only three years.
D	**AREA 4** – State Approval of Teacher Preparation Programs Hawaii does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Hawaii does require applicants to pass a basic skills test and has a sensible accreditation policy.
F	**AREA 5** – Alternate Routes to Certification Hawaii does not currently provide a genuine alternate route into the teaching profession. The alternate routes offered have structural shortcomings combined with low and inflexible admissions standards. Hawaii does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Hawaii, however, has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
F	**AREA 6** – Preparation of Special Education Teachers Hawaii's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. Although a review of preparation programs in Hawaii found no special education programs with excessive professional education requirements, state policy does not specifically limit potential excess. State policy also does not ensure that prospective teachers receive subject matter preparation relevant to the elementary or secondary classroom. Furthermore, Hawaii does not ensure programs prepare highly qualified teachers, nor does it offer a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Idaho** Faring?

Overall Performance: **Last in Class**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Idaho needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Its policies for the preparation of elementary teacher candidates need work as well. The state's subject matter preparation policies for future secondary teachers, on the other hand, are unnecessarily extensive. Idaho also needs to phase out its use of HOUSSE routes entirely, although the state does meet the industry standard for a subject matter major.
D	**AREA 2** – Teacher Licensure Idaho's professional teaching standards, although focused on student learning standards that teachers must have, do not clearly articulate the knowledge and skills new teachers must have before entering the classroom. The state is moving in the right direction toward ensuring that all new teachers are prepared in scientifically based reading instruction; however, independent researchers have doubts about the strength of the state's reading licensure test. The state allows new teachers up to three years before being required to pass state licensure tests. While the state has signed an interstate reciprocity agreement, it has yet to adequately address the issue of reciprocity for out of state teachers. Idaho does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Idaho fails to exercise much-needed leadership in the realm of teacher accountability. Although the state requires annual evaluation, Idaho does not provide the criteria for assessing teachers and thus does not ensure that evaluations are based primarily on evidence of classroom effectiveness. Teacher accountability efforts are furthered hampered by a lack of value-added data and by granting teachers tenure after only three years. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
F	**AREA 4** – State Approval of Teacher Preparation Programs Idaho does not require aspiring teachers to demonstrate basic skills before entering a program. It does not hold its programs sufficiently accountable for the quality of their preparation. In addition, Idaho has failed to address the tendency of programs to require excessive amounts of professional coursework. The state also inappropriately requires its programs to meet national accreditation standards.
D	**AREA 5** – Alternate Routes to Certification Idaho has an alternate route to certification with a sound structure, but it is compromised by low admissions standards. While Idaho does not allow programs to require excessive coursework, it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Idaho also has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Idaho's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Idaho does not require elementary special education teachers to take any subject matter courses. The state, however, does require secondary special education teachers to meet the content knowledge and coursework requirements needed for a secondary education endorsement, ensuring that they are likely to finish their preparation highly qualified in at least one area. The state, however, has not developed a streamlined HOUSSE route to help them meet additional subject matter requirements once they are in the classroom.

How is **Illinois** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Illinois needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are better than those of many states. The state's requirements for future high school teachers are adequate, but its expectations for middle school teachers are insufficient. Illinois has not agreed to phase out its use of the HOUSSE route. The state does meet the industry standard for a subject matter major.
D	**AREA 2** – Teacher Licensure Illinois' standards lack specificity and do not clearly refer to new teachers. The state does not require elementary candidates to know the science of reading instruction. Teachers, both new and out of state, have up to nine months to pass the state's pedagogy test. The state has yet to adequately address the issue of out of state licensure reciprocity. Illinois does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation By not explicitly calling for objective evidence of teacher effectiveness, Illinois' minimal teacher evaluation guidelines fail to hold teachers accountable. Moreover, Illinois only requires an evaluation every two years. Efforts to promote teacher effectiveness in the Prairie State are further hindered by a lack of value-added data and by burdening districts with a minimum salary schedule. When it comes to tenure, Illinois does a better job than most states, requiring a four-year waiting period.
D	**AREA 4** – State Approval of Teacher Preparation Programs Illinois does not do enough to hold its programs accountable for the quality of their preparation. In addition, it has failed to address their tendency to require excessive amounts of professional coursework. Illinois does require applicants to pass a basic skills test and has a sensible accreditation policy.
D	**AREA 5** – Alternate Routes to Certification Illinois does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with low and inflexible admission standards. Illinois does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state collects little objective performance data from alternate route programs and does not use it to hold programs accountable for the quality of their teachers. Illinois has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers Illinois' standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While the state does require elementary special education teachers to have content preparation, it does not do enough to ensure that secondary special education candidates receive relevant subject-matter preparation. Furthermore, the state does not offer a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Indiana** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Indiana needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Its subject matter preparation policies for future elementary teachers are lacking. The state's requirements for future high school teachers are adequate, but its expectations for middle school teachers are insufficient. Indiana has not defined a subject matter major. The state has not agreed to phase out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure Indiana's standards lack specificity, do not clearly refer to new teachers, and refer to classroom-based application, much of which is emotionally centered and untestable. The state does not require elementary candidates to know the science of reading instruction. New teachers may teach for up to one year before passing licensing tests. The state's policies for licensing out of state teachers are problematic, although it has taken a first step toward reciprocity. Indiana does not recognize distinct levels of academic caliber at the level of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Aside from being one of two states that meets the goal of having teachers wait five years for tenure, Indiana fails to provide much-needed leadership to hold teachers accountable for classroom effectiveness. The state's minimal evaluation guidelines do not require evidence of teacher effectiveness and go so far as to exclude state assessment data. Promoting teacher effectiveness is further undermined by a lack of value-added data, by only requiring evaluations every three years, and by burdening districts with a minimum salary schedule.
D	**AREA 4** – State Approval of Teacher Preparation Programs Indiana has better-than-average accountability policies, but it still has room for improvement. The state does not require candidates to pass a basic skills test prior to admission. It also has failed to address the tendency of programs to require excessive amounts of professional coursework. Indiana appropriately separates accreditation from state approval.
D	**AREA 5** – Alternate Routes to Certification Indiana does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with inflexible admissions standards. Indiana does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state's academic standards for admission to alternate route programs are sufficiently selective. However, Indiana does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Indiana has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Indiana's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While elementary special education candidates are required to complete the same general education requirements as all teacher candidates, this does not ensure that teachers will receive subject matter preparation relevant to the PK-6 classroom. Indiana does not require secondary elementary education candidates to receive the subject matter preparation needed to become highly qualified, nor has it developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Iowa** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Iowa needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary and secondary teachers are both lacking. Iowa has phased out the use of HOUSSE routes, but its highly qualified teacher policies for veteran teachers remain problematic. The state does have an appropriate definition of a subject matter major.
D	**AREA 2** – Teacher Licensure Iowa's standards are inappropriately broad and fail to cite the specific professional knowledge and skills that new teachers must demonstrate to gain entry in the field. The state does not require new elementary teachers to know of the science of reading instruction. The state requires new teachers to pass licensure tests before beginning their second year of teaching. Significant obstacles still remain for out of state teachers seeking licensure in Iowa, and the state does not recognize distinct levels of academic caliber at the time of licensure.
C	**AREA 3** – Teacher Evaluation and Compensation Although Iowa's teacher evaluation guidelines require classroom observations and limited objective measures of classroom effectiveness, the state undermines its evaluations by not ensuring classroom effectiveness is the preponderant criterion. Promoting teacher effectiveness is further weakened by a lack of value-added data, by only requiring full evaluations every three years, and by granting teachers tenure after only three years. More promising is the state's approach to compensation: Iowa does not burden districts with a minimum salary schedule, supports differential pay and is piloting a performance pay plan.
D	**AREA 4** – State Approval of Teacher Preparation Programs Iowa does not do enough to hold its programs accountable for the quality of their preparation. In addition, it has failed to address their tendency to require excessive amounts of professional coursework. Iowa technically requires teacher preparation applicants to pass a basic skills test, but the state allows programs to set their own cut scores, significantly weakening a potentially good policy. The state has a sensible accreditation policy.
F	**AREA 5** – Alternate Routes to Certification Iowa does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has serious structural flaws combined with low and inflexible admissions standards. Iowa does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Iowa has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers Iowa's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While elementary special education candidates are required to take the same core courses as elementary education majors, this does not ensure they receive enough subject matter preparation relevant to the PK-6 classroom. Iowa does require secondary special education candidates to major in a subject area; however, it has not developed a streamlined HOUSSE route specifically to help new secondary education majors meet additional subject matter requirements once they are in the classroom.

How is **Kansas** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Kansas needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are better than those of many states, and, for the most part, its policies for future secondary teachers are good. The state has not entirely phased out its use of the HOUSSE route, however, and it has not defined a subject matter major..
D	**AREA 2** – Teacher Licensure Kansas' standards lack specificity and do not clearly refer to new teachers. Reading instruction is only addressed in student curricular standards, which do not ensure that teachers are prepared in this critical area before entering the classroom. New teachers may teach for two years before passing licensure exams. While the state has taken a good first step toward licensure reciprocity, its policies in this area could still be improved. Kansas does not recognize the distinct levels of academic caliber for teachers at initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Kansas' minimal teacher evaluation guidelines call for evidence of teacher effectiveness, but they are too vague to guarantee districts use objective evidence as the preponderant criterion. Moreover, these evaluations only occur every three years. Efforts to promote teacher effectiveness are further hampered by a lack of value-added data and by granting teachers tenure after only three years. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs Kansas does not do enough to hold its programs accountable for the quality of their preparation. In addition, it has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, Kansas does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state appropriately separates accreditation from state approval.
D	**AREA 5** – Alternate Routes to Certification Kansas does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has serious structural flaws combined with low and inflexible admissions standards. Kansas does not ensure that programs do not require excessive coursework, and it does not ensure that adequate support is provided to new teachers. The state collects some objective performance data from alternate route programs, although it does not use the data to hold programs accountable for the quality of their teachers. Kansas has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers Kansas' standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While its general education requirements for special education candidates are better than those found in many states, the state's policy does not ensure that teachers will receive all the subject matter preparation relevant to the topics taught in the PK-6 classroom. Kansas requires secondary special education candidates to obtain a major or the equivalent in a subject area; however, the state has not developed a streamlined HOUSSE route specifically to help them meet additional subject matter requirements once they are in the classroom.

How is **Kentucky** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Kentucky needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers also need improvement, although its policies for future secondary teachers are good. Kentucky is mostly phasing out its use of the HOUSSE route, but it has not defined a subject matter major.
D	**AREA 2** – Teacher Licensure Kentucky's professional standards lack specificity and do not clearly refer to the knowledge and skills new teachers must have before entering the classroom. The state has yet to adequately address the need for new teachers to be prepared in the science of reading, teacher reciprocity, and academic distinction on initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Although Kentucky's teacher evaluation policies do require observations, the requirements for other "performance criteria" are too vague to ensure teachers are evaluated based on a preponderance of objective evidence of classroom effectiveness. Moreover, full evaluations are only required every three years. Efforts to promote teacher effectiveness in Kentucky are further weakened by a lack of value-added data, by burdening districts with a minimum salary schedule, and by granting teachers tenure after only three years.
D	**AREA 4** – State Approval of Teacher Preparation Programs Kentucky does more than many other states in holding its programs accountable for the quality of their preparation, although its policies in this area could still use some work. In addition, the state has failed to address the tendency of programs to require excessive amounts of professional coursework. It also does not require all candidates to pass a basic skills test prior to admission. Kentucky appropriately separates accreditation from state approval.
B	**AREA 5** – Alternate Routes to Certification Kentucky has several alternate routes with sound structures that would qualify them as genuine alternate routes, but they are compromised by low and inflexible admission standards. For these routes, Kentucky does not allow programs to require excessive coursework, and it ensures that adequate support is provided to new teachers. In addition, Kentucky is the only state in the country that sets minimum standards for alternate route programs and holds them accountable based on objective performance data. Kentucky has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Kentucky's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure candidates receive the subject matter preparation relevant to the topics taught in the elementary or secondary classroom. Kentucky does not ensure that programs prepare highly qualified teachers, nor does it offer a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Louisiana** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Louisiana needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are better than those of many states, and its policies for future secondary teachers are strong. Louisiana is also phasing out its use of the HOUSSE route and meets the industry standard for a subject matter major.
D	**AREA 2** – Teacher Licensure Louisiana's professional standards lack specificity and do not clearly refer to the knowledge and skills new teachers must have before entering the classroom. The state has taken a strong step toward ensuring that new teachers are prepared in the science of reading instruction, although it has yet to implement a separate reading licensure test for elementary teachers. The state allows new teachers to teach for up to three years before passing their licensure exams. While the state has taken measures to facilitate out of state teacher license reciprocity, its policies need to be improved. Louisiana does not recognize the distinct levels of academic caliber for teachers at initial certification.
C	**AREA 3** – Teacher Evaluation and Compensation Louisiana offers some promising practices, but it still has much room for improvement. Besides only requiring teacher evaluations every three years, the state's minimal guidelines do not ensure that districts evaluate teachers on evidence of classroom effectiveness. Louisiana's efforts are further weakened by granting teachers tenure after only three years. The state does not burden districts with a minimum salary schedule and offers differential pay for teachers in hard-to-staff subjects. The state's most promising initiative uses value-added data of teachers' individual students to assess the quality of those teachers' preparation programs.
C	**AREA 4** – State Approval of Teacher Preparation Programs Louisiana requires aspiring teachers to demonstrate basic skills before entering a teacher preparation program. It does more than most states to hold its programs accountable for the quality of their preparation. The state, however, inappropriately requires teacher preparation programs at public institutions to attain national accreditation. Furthermore, the state has failed to address the tendency of programs to require excessive amounts of professional coursework.
C	**AREA 5** – Alternate Routes to Certification Louisiana is one of the only states that provides a genuine alternate route to certification. The state does not allow programs to require excessive coursework, and it ensures adequate support is provided to new teachers. Louisiana's academic standards for admission to alternate route programs are relatively selective and flexible. The state, however, does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Louisiana has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
D	**AREA 6** – Preparation of Special Education Teachers Louisiana's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Although the subject-matter coursework that secondary special education candidates are required to take is more extensive than that found in most states, Louisiana is not doing enough to ensure that elementary special education candidates are prepared to teach content areas. Secondary special education candidates are also required to pass a content test in a specific academic area, which goes part of the way toward ensuring that teachers will be highly qualified in one area. The state, however, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Maine** Faring?

Overall Performance: **Last in Class**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Maine needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary and secondary teachers need improvement, and it has not adequately defined a subject matter major. Maine is phasing out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure Maine's professional standards lack specificity and fail to describe the specific professional knowledge that the state expects of new teachers. Maine has not addressed the critical need for all new teachers to be prepared in the science of reading instruction. Maine's licensure policy is seriously flawed, allowing teachers to be in the classroom for up to three years before passing. The state has good policies regarding teacher reciprocity. Maine does not recognize distinct levels of academic caliber among newly certified teachers.
F	**AREA 3** – Teacher Evaluation and Compensation Maine's current approach to teacher accountability reveals a notable lack of leadership. The state's minimal teacher evaluation guidelines do not ensure that teachers are assessed based on evidence of classroom effectiveness, nor is there any direction about the frequency of evaluations. Furthermore, Maine lacks value-added data and grants tenure after only two years. The state does not burden districts with a minimum salary schedule, only properly stating a minimum starting salary.
F	**AREA 4** – State Approval of Teacher Preparation Programs Maine does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. It does not hold its programs sufficiently accountable for the quality of their preparation. In addition, the state has failed to address the tendency of programs to require excessive amounts of professional coursework. Maine also inappropriately allows programs to substitute national accreditation for state approval.
D	**AREA 5** – Alternate Routes to Certification Maine does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has serious structural flaws combined with low and inflexible admission standards. Maine does ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Maine, however, has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
F	**AREA 6** – Preparation of Special Education Teachers Maine's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers receive the subject matter preparation needed for the elementary or secondary classroom. Maine does not ensure programs prepare highly qualified teachers, nor does it offer a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Maryland** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Maryland needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers also need improvement. Its requirements for future high school teachers are adequate, but its expectations for middle school teachers are insufficient. The state is not phasing out its use of the HOUSSE route. Maryland does meet the industry standard for a subject matter major.
C	**AREA 2** – Teacher Licensure Maryland's standards do not fully articulate the knowledge and skills new teachers must have for most areas. Although all new teachers must be trained in reading instruction, the state's policy does not ensure that training is fully focused on the science of reading. The state allows new teachers up to two years to pass licensure exams. The state could improve its policies regarding teacher reciprocity. Maryland licenses distinguish academic caliber of promising new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation Maryland has much room for improvement. The state's minimal teacher evaluation guidelines call for evidence of teacher effectiveness, but they are too vague to guarantee districts use actual student outcomes. Also, while the state requires annual evaluations, a gaping loophole allows teachers with advanced licensure to be evaluated only two times in five years. Efforts to promote teacher effectiveness in the state are further weakened by a lack of value-added data and by granting tenure after only two years. The state does not burden districts with a minimum salary schedule and even supports some differential pay initiatives.
F	**AREA 4** – State Approval of Teacher Preparation Programs Maryland does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. It does not hold its programs sufficiently accountable for the quality of their preparation. In addition, Maryland has failed to address the tendency of programs to require excessive amounts of professional coursework. The state also inappropriately requires most of its programs to attain national accreditation.
B	**AREA 5** – Alternate Routes to Certification Maryland has an alternate route to certification with a sound structure that would qualify it as a genuine alternate route, but it is compromised by inflexible admissions standards. Maryland does not allow programs to require excessive coursework, and it ensures adequate support is provided to new teachers. The state's academic standards for admission to alternate route programs are sufficiently selective. The state collects little objective performance data from alternate route programs and does not use the data to hold programs accountable for the quality of their teachers. Maryland has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
F	**AREA 6** – Preparation of Special Education Teachers Maryland's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers receive the subject matter preparation relevant to the topics taught in the elementary or secondary classroom. Maryland, furthermore, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom..

How is **Massachusetts** Faring?

Overall Performance: **Weak but Ahead of the Class**

GRADE	STATE ANALYSIS
B	**AREA 1** – Meeting NCLB Teacher Quality Objectives Massachusetts needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary and secondary teachers are very good, and the state is phasing out its use of the HOUSSE route. Massachusetts has not defined a subject matter major.
B	**AREA 2** – Teacher Licensure Massachusetts has some of the country's strongest licensure policies. The state does an excellent job in ensuring that new teachers are prepared in the science of reading instruction. Professional standards, however, are inconsistent with other state efforts. Although framed in the context of student achievement, the state's professional standards lack specificity. New teachers must pass licensure exams within one year of entering the classroom. Out of state teachers enjoy a great degree of licensure reciprocity, though the state could improve its policies. Massachusetts does not recognize distinct levels of academic caliber at the time of initial licensure.
D	**AREA 3** – Teacher Evaluation and Compensation Massachusetts' approach to teacher accountability is not sufficiently concerned with what should be the most important objective: assessing and rewarding teacher effectiveness. The state's minimal guidelines do not ensure that teacher evaluations are based primarily on evidence of classroom effectiveness. Furthermore, the state's efforts are weakened by a lack of value-added data, by only requiring evaluations every two years, and by granting teachers tenure after only three years. The state does not burden districts with a minimum salary schedule and even offers an innovative differential pay initiative.
D	**AREA 4** – State Approval of Teacher Preparation Programs Massachusetts does a better job than most states in holding its programs accountable for the quality of their preparation, but it could still improve its policies in this area. In addition, the state does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. Massachusetts appropriately separates accreditation from state approval. NCTQ was unable to find approved programs in Massachusetts with excessive professional coursework requirements.
C	**AREA 5** – Alternate Routes to Certification Massachusetts is one of the only states that provides a genuine alternate route to certification. It does not allow programs to require excessive coursework, and it ensures adequate support is provided to new teachers. The state's academic standards for admission to alternate route programs are relatively selective and flexible. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Massachusetts has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
C	**AREA 6** – Preparation of Special Education Teachers Massachusetts' standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. Although a review of preparation programs in Massachusetts found no special education programs with excessive professional education requirements, state policy does not explicitly limit potential excess. Massachusetts requires elementary special education candidates to pass the same extensive general subject matter test as regular elementary teachers, helping to ensure candidates have the subject matter preparation needed for the PK-6 classroom. Requirements for secondary special education candidates, however, are inadequate: they do not ensure that candidates will be highly qualified in a core content area. Massachusetts also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Michigan** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Michigan needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers also need improvement. Michigan's requirements for future high school teachers are adequate, but its expectations for middle school teachers are insufficient. It also meets the industry standard for a subject matter major and is largely phasing out its use of the HOUSSE route.
C	**AREA 2** – Teacher Licensure Michigan's standards, although specific and testable, do not delineate the knowledge and skills that new teachers need. The state requires new teachers to pass licensure tests within the first year of teaching. Michigan's policy does not put appropriate emphasis on new teacher's knowledge in the science of reading instruction. The state has taken some steps toward facilitating reciprocity for out of state teachers, but its policies could be improved. Michigan does not recognize distinct levels of academic caliber at the time of initial licensure.
D	**AREA 3** – Teacher Evaluation and Compensation Michigan's current teacher evaluation policies are not sufficiently concerned with what should be their most important objective: assessing and rewarding teacher effectiveness. The state's minimal guidelines require observations, but they do not ensure evaluations are based primarily on evidence of classroom effectiveness. Efforts to promote teacher effectiveness are further weakened by a lack of value-added data and by only requiring evaluations once every three years. The state does not burden districts with a minimum salary schedule and grants teachers tenure after four years—longer than most states, if not the recommended five-year minimum.
D	**AREA 4** – State Approval of Teacher Preparation Programs Michigan does not do enough to hold its programs accountable for the quality of their preparation. It does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. Michigan appropriately separates accreditation from state approval. NCTQ was unable to find approved programs in Michigan with excessive professional coursework requirements.
D	**AREA 5** – Alternate Routes to Certification Michigan does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have serious structural flaws combined with low and inflexible admissions standards. Michigan places no limit on coursework requirements, although it does require programs to provide some support to new teachers. The state does collect some objective performance data from alternate route programs, but it does not use the data to hold programs accountable for the quality of their teachers. Michigan has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers Michigan's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. The state does not provide sufficient subject-area preparation for elementary special education teachers, although it does require secondary special education teachers to major in the subject area they intend to teach and minor in a second area. This policy is stronger than that of most states, although allowing completion of two minors would enhance flexibility. Michigan, however, has not developed a streamlined HOUSSE route specifically to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Minnesota** Faring?

Overall Performance: **Last in Class**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Minnesota has better data policies than many states, which can help it ameliorate inequities in teacher assignments. However, the state's subject matter preparation policies for future elementary and secondary teachers need improvement, and the state has not defined a subject matter major. Minnesota is phasing out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure Minnesota's standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. The state's reading standards, which address all five areas of scientifically based reading instruction, are one of its strengths. The state, however, does not measure a candidate's knowledge of this critical material through a separate licensure test. New teachers are allowed to teach for up to three years before passing licensure tests. Significant obstacles remain for out of state teachers seeking licensure in Minnesota, and the state does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Minnesota offers some promising practices, but there is still much room for improvement. By not explicitly requiring objective and subjective evidence of classroom effectiveness, the state's minimal teacher evaluation guidelines fail to hold teachers accountable. The state's efforts to promote teacher effectiveness are further weakened by not requiring annual teacher evaluations, by a lack of value-added data, and by granting teachers tenure after only three years. The state does not burden districts with a minimum salary schedule and supports an optional performance-pay system that addresses many of the state's policy weaknesses.
D	**AREA 4** – State Approval of Teacher Preparation Programs Minnesota does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, Minnesota does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state appropriately separates accreditation from state approval.
F	**AREA 5** – Alternate Routes to Certification Minnesota does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has serious structural flaws combined with low and inflexible admissions standards. Minnesota does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. Minnesota has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Minnesota's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers receive the subject matter preparation relevant to the elementary or secondary classroom. Minnesota also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Mississippi** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Mississippi needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are better than those of many states, and its policies for future secondary teachers are good. Mississippi is continuing its use of the HOUSSE route and has not defined a subject matter major.
C	**AREA 2** – Teacher Licensure Mississippi's standards lack specificity and do not address the necessary areas critical for new teachers. The state does not ensure that new teachers are prepared in scientifically based reading instruction. New teachers must pass state licensure test within the first year of teaching. While the state has taken steps to facilitate teacher reciprocity, it could improve its policies. Mississippi does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Although Mississippi takes an active role in shaping teacher accountability through its statewide teacher evaluation system, the effort often falls short. The teacher evaluation system is extensive, but it focuses primarily on teacher mastery of particular knowledge and skills. It lacks sufficient emphasis on objective measures of teacher effectiveness. Furthermore, the state lacks value-added data, neglects to mandate the frequency of teacher evaluations, and imposes a minimum salary schedule on districts. The state also grants teachers tenure after only two years in the classroom.
C	**AREA 4** – State Approval of Teacher Preparation Programs Mississippi has failed to address the tendency of programs to require excessive amounts of professional coursework. Its policies for holding programs accountable are better than those of many states, but could still be improved significantly. Mississippi inappropriately requires teacher preparation programs at public institutions to attain national accreditation. The state does require aspiring teachers to demonstrate basic skills before entering a teacher preparation program.
C	**AREA 5** – Alternate Routes to Certification Mississippi's alternate routes to certification have sound structures that would qualify them as genuine alternate routes, but they are compromised by low admissions standards. Mississippi does not allow programs to require excessive coursework, but it does not ensure adequate support is provided to new teachers. The state's admission standards are sufficiently flexible to meet the needs of nontraditional candidates. The state, however, does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Mississippi has a flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers Mississippi's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While special education candidates are required to complete some general education coursework, this does not ensure that candidates will have knowledge that is relevant to the topics taught in the elementary or secondary classroom. Mississippi also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Missouri** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Missouri needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need improvement, although its policies for future secondary teachers are mostly good. The state is continuing its use of the HOUSSE route. Missouri does meet the industry standard for a subject matter major.
D	**AREA 2** – Teacher Licensure Missouri's standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. The state does not require new teachers to be prepared in the science of reading instruction. New teachers may teach for up to three years before passing licensure exams. The state has taken strong steps toward facilitating out of state teacher reciprocity. Missouri does not recognize distinct levels of academic caliber at the time of initial certification.
C	**AREA 3** – Teacher Evaluation and Compensation Although Missouri takes an active role in shaping teacher accountability through its statewide teacher evaluation system, the effort often falls short. The teacher evaluation system is extensive, but it focuses primarily on teacher mastery of particular knowledge and skills. It lacks sufficient emphasis on objective measures of teacher effectiveness. Furthermore, the state lacks value-added data, only requires full evaluations every five years, and imposes a minimum salary schedule on districts. Bright spots in an otherwise bland teacher accountability landscape are the state's differential pay initiative and its granting of tenure after five years in the classroom, one of only two states to do so.
D	**AREA 4** – State Approval of Teacher Preparation Programs Missouri does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Missouri does require applicants to pass a basic skills test and has a sensible accreditation policy.
C	**AREA 5** – Alternate Routes to Certification Missouri does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has structural shortcomings combined with low and inflexible admissions standards. Missouri does not ensure that programs do not require excessive coursework, and the level of support provided to new teachers could use improvement. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Missouri has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers Missouri's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers receive the subject matter preparation relevant to the elementary or secondary classroom. Missouri also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Montana** Faring?

Overall Performance: **Last in Class**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Montana needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary and secondary teachers also need improvement, and the state is continuing its use of the HOUSSE route. Montana does meet the industry standard for a subject matter major.
D	**AREA 2** – Teacher Licensure Montana's standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. The state does not require new teachers to be prepared in the science reading instruction. The state has not yet implemented subject matter testing as a requirement of licensure, nor addressed obstacles to teacher reciprocity. Montana does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Montana fails to exercise much-needed leadership in the realm of teacher accountability. The state does not define important policies about the frequency and content of teacher evaluations and thus does not ensure that evaluations are annual and based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only three years in the classroom. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs Montana does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, Montana does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state appropriately separates accreditation from state approval.
F	**AREA 5** – Alternate Routes to Certification Montana does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has serious structural flaws combined with low and inflexible admissions standards. Montana does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Montana has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Montana's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers receive subject matter preparation relevant to the elementary or secondary classroom. Montana also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Nebraska** Faring?

Overall Performance: **Last in Class**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Nebraska needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary and secondary teachers also need improvement. The state is continuing its use of the HOUSSE route. Nebraska does meet the industry standard for a subject matter major.
D	**AREA 2** – Teacher Licensure Nebraska's standards lack specificity and do not clearly refer to the knowledge and skills new teachers must have before entering the classroom. Though endorsement guidelines address the science of reading, the state has yet to fully address this critical area. The state has yet to implement subject matter testing as a requirement of licensure or address obstacles to teacher reciprocity. Nebraska does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Nebraska fails to exercise much-needed leadership in the realm of teacher accountability. The state defers important policies about the frequency and content of teacher evaluations to districts and thus does not ensure that annual evaluations are based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only three years in the classroom. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs Nebraska does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Nebraska does require applicants to pass a basic skills test and has a sensible accreditation policy.
F	**AREA 5** – Alternate Routes to Certification Nebraska does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has serious structural flaws combined with low and inflexible admissions standards. Nebraska does not ensure that programs do not require excessive coursework, and it does not ensure that adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Nebraska has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses..
F	**AREA 6** – Preparation of Special Education Teachers Nebraska's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While special education candidates are required to complete general education coursework, this policy is insufficient to ensure that they will receive subject matter preparation relevant to the elementary or secondary classrooms. Nebraska also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Nevada** Faring?

Overall Performance: **Last in Class**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Nevada has better data policies than many states, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need improvement. Its requirements for future high school teachers are adequate, but its expectations for middle school teachers are insufficient. Nevada is continuing its use of the HOUSSE route and has an excessive definition of a subject matter major.
D	**AREA 2** – Teacher Licensure Nevada's standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. The state allows new teachers to teach for three years before passing licensure exams. Furthermore, new teachers are not required to know the science of reading instruction. The state has yet to adequately address the issue of teacher reciprocity. Nevada does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Although Nevada properly requires annual teacher evaluations, the state's current guidelines are too vague to ensure that classroom effectiveness is the preponderant criterion. The state also lacks value-added data—although it is studying how to develop this capability—and grants tenure after only two years. The state does not burden districts with a minimum salary schedule and supports differential pay initiatives.
D	**AREA 4** – State Approval of Teacher Preparation Programs Nevada has failed to address the tendency of teacher preparation programs to require excessive amounts of professional coursework. In addition, the state does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. Nevada appropriately separates accreditation from state approval. In addition, the state does more than most others to hold its programs accountable for the quality of their preparation.
F	**AREA 5** – Alternate Routes to Certification Nevada does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have serious structural flaws combined with low and inflexible admissions standards. Nevada does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Nevada has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses..
F	**AREA 6** – Preparation of Special Education Teachers Nevada's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers receive subject matter preparation relevant to the elementary or secondary classroom. Nevada also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **New Hampshire** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives New Hampshire needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are better than those of many states, although they still need improvement. Its requirements for future high school teachers are adequate, but its expectations for middle school teachers are insufficient. New Hampshire is continuing its use of the HOUSSE route and has not defined a subject matter major.
D	**AREA 2** – Teacher Licensure New Hampshire's standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. The state allows new teachers to teach for three years before passing licensure exams. Furthermore, new teachers are required to know the science of reading instruction. The state has mostly strong policies regarding teacher reciprocity. New Hampshire does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation New Hampshire fails to exercise much-needed leadership in the realm of teacher accountability. The state does not define important policies about the frequency and content of teacher evaluations and thus does not ensure that evaluations are annual and based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only three years in the classroom. The state does not burden districts with a minimum salary schedule and supports differential pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs New Hampshire does not do enough to hold programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, New Hampshire does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state appropriately separates accreditation from state approval.
C	**AREA 5** – Alternate Routes to Certification New Hampshire does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings and low and inflexible admissions standards. For at least one of its routes, New Hampshire does not allow programs to require excessive coursework, but it does not ensure adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. New Hampshire has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers New Hampshire's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While the state requires special education candidates to take general education coursework, this policy is insufficient to ensure that teachers will receive the subject matter preparation relevant to elementary or secondary classrooms. New Hampshire also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is New Jersey Faring?

Overall Performance: **Weak but Ahead of the Class**

GRADE	STATE ANALYSIS
B	**AREA 1 – Meeting NCLB Teacher Quality Objectives** New Jersey has better data policies than most states, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need improvement, although its policies for future secondary teachers are stronger. New Jersey is also phasing out its use of the HOUSSE route and meets the industry standard for a subject matter major.
C	**AREA 2 – Teacher Licensure** New Jersey's standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. Teachers are required to pass their licensure tests before they enter the classroom. State policies do not ensure that teachers are prepared in scientifically based reading instruction. The state has taken strong steps toward facilitating out of state teacher licensure reciprocity, but could improve its policies further. New Jersey does not recognize distinct levels of academic caliber at the time of initial certification.
C	**AREA 3 – Teacher Evaluation and Compensation** When it comes to evaluation and compensation, New Jersey has some promising practices and some room for improvement. While the state requires annual evaluations and even goes so far as to explicitly require objective and subjective measures of classroom effectiveness, New Jersey undermines its evaluations by not ensuring classroom effectiveness is the preponderant criterion. Promoting teacher effectiveness is further weakened by a lack of value-added data and by granting tenure after only three years. Although the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
D	**AREA 4 – State Approval of Teacher Preparation Programs** New Jersey limits the professional coursework requirements at most of its programs to a sensible amount, something that few states do. In other areas, however, New Jersey has some work to do. It does not require candidates to pass a basic skills test prior to admission and does not do enough to hold its programs accountable for the quality of their preparation. New Jersey also inappropriately requires teacher preparation programs to attain national accreditation in order to receive state approval.
B	**AREA 5 – Alternate Routes to Certification** New Jersey is one of the only states that provides a genuine alternate route to certification. New Jersey does not allow programs to require excessive coursework, and it ensures adequate support is provided to new teachers. The state's academic standards for admission to alternate route programs are relatively selective and flexible. In addition, the state does collect some objective performance data from alternate route programs, although it does not use it to hold programs accountable for the quality of their teachers. New Jersey has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
C	**AREA 6 – Preparation of Special Education Teachers** New Jersey's standards for special education teachers do not adequately prepare them to work with students with disabilities. Although a review of preparation programs in New Jersey found no special education programs with excessive professional education requirements, state policy does not explicitly limit potential excess. Elementary special education candidates are required to complete extensive liberal arts coursework. New Jersey also requires secondary special education candidates to complete a major or the equivalent in their intended teaching area, helping to ensure that teachers will be highly qualified in at least one area. The state does not, however, offer new secondary special education teachers a streamlined HOUSSE route to help them meet additional subject matter requirements once they are in the classroom.

How is **New Mexico** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives New Mexico needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are very good, although its policies for future secondary teachers need some improvement. New Mexico is phasing out its use of the HOUSSE route, but it has not defined a subject matter major.
D	**AREA 2** – Teacher Licensure New Mexico's standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before beginning to teach. Teachers must pass their licensure tests before they enter the classroom. State policies do not ensure that teachers are prepared in scientifically based reading instruction. The state has taken a first step toward facilitating out of state teacher licensure reciprocity, but its policies could be improved. New Mexico does not recognize distinct levels of academic caliber at the time of initial certification.
C	**AREA 3** – Teacher Evaluation and Compensation In the area of teacher accountability, New Mexico has some positive practices as well as some room for improvement. While the state requires limited objective and subjective evidence of teacher effectiveness, it does not make this the preponderant criterion of teacher evaluations. The state only requires full, comprehensive evaluations every three years, although the state does require a minimal assessment during the intervening years. Promoting teacher effectiveness is further weakened by a lack of value-added data and by granting tenure after only three years. The state does not burden districts with a minimum salary schedule, only mandating a minimum starting salary for each of the state's three licensing tiers.
D	**AREA 4** – State Approval of Teacher Preparation Programs New Mexico does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, New Mexico does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state appropriately separates accreditation from state approval.
D	**AREA 5** – Alternate Routes to Certification New Mexico does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has structural shortcomings combined with low and inflexible admissions standards. New Mexico does not ensure that programs do not require excessive coursework, and it does not ensure that adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. New Mexico has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers New Mexico's standards for special education teachers are better than those of many states, and they adequately address all of the critical areas of knowledge required to teach students with disabilities. However, the state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. The state does not ensure that elementary special education candidates receive preparation in subject matter relevant to the PK-6 classroom. New Mexico also requires secondary special education candidates to complete the equivalent of a major in an academic content area. These requirements should help teachers become highly qualified. New Mexico, however, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **New York** Faring?

Overall Performance: **Needs Significant Improvement**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives New York needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers could use some improvement, although its policies for future secondary teachers are better. New York also needs to improve its policies for phasing out its use of the HOUSSE route. It does meet the industry standard for a subject matter major.
C	**AREA 2** – Teacher Licensure New York's professional standards exemplify the clarity and specificity that can serve as a model for other states. Teachers must pass a licensure test, based on these standards, before entering the classroom. State policies do not ensure that teachers are prepared in scientifically based reading instruction. The state has strong policies regarding teacher reciprocity. New York does not recognize distinct levels of academic caliber at the time of initial certification.
C	**AREA 3** – Teacher Evaluation and Compensation In the area of teacher accountability, New York has some promising policies as well as some room for improvement. While the state requires annual evaluations and even goes so far as to explicitly require subjective and limited objective measures of classroom effectiveness, New York undermines its evaluations by not ensuring classroom effectiveness is the preponderant criterion. Promoting teacher effectiveness is further weakened by a lack of value-added data and by granting tenure after only three years. The state does not burden districts with a minimum salary schedule and even supports differential pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs New York does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, New York does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state does not wholly separate accreditation from state approval.
D	**AREA 5** – Alternate Routes to Certification New York does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings and inflexible admissions standards. For at least one of its routes, New York ensures adequate support is provided to new teachers, but it does not ensure that programs do not require excessive coursework. The state's academic standards for admission to alternate route programs are sufficiently selective. The state, however, does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. New York has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
D	**AREA 6** – Preparation of Special Education Teachers New York's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. New York does require elementary special education candidates to complete liberal arts coursework, and also requires secondary special education candidates to complete a major or the equivalent in an academic content area, which should prepare them to be highly qualified in at least one area. The state does not, however, offer new secondary special education teachers a streamlined HOUSSE route to help them meet additional subject matter requirements once they are in the classroom.

How is **North Carolina** Faring?

Overall Performance: **Needs Significant Improvement**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives North Carolina has better data policies than many states, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need some improvement, and its policies for future secondary teachers need even more work. The state also has an inadequate definition of a subject matter major. North Carolina is phasing out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure North Carolina has created a solid framework of state standards that are more clearly written than many other states. The standards, however, lack necessary specificity in several key pedagogical areas. State policies do not ensure that teachers are prepared in scientifically based reading instruction. New teachers may teach for up to three years before passing licensure exams. The state has worked to facilitate teacher reciprocity, but its policies could be improved. North Carolina does not recognize distinct levels of academic caliber at the time of initial certification.
C	**AREA 3** – Teacher Evaluation and Compensation North Carolina's policies regarding the frequency and content of evaluations are stronger than most but contain debilitating loopholes. The statewide evaluation system requires objective and subjective measures of teacher effectiveness but does not ensure that classroom effectiveness is the preponderant criterion. Moreover, while the state requires annual evaluations, it weakens this requirement by allowing districts to grant waivers for some teachers. The state also burdens districts with a minimum salary schedule. North Carolina's more promising practices include its school growth model, which provides limited evidence of teachers' impact on student learning gains, and its performance pay plan, which rewards them for these gains. The state also grants tenure after four years, a longer waiting period than most states.
C	**AREA 4** – State Approval of Teacher Preparation Programs North Carolina requires candidates to pass a basic skills test prior to admission. It does a better job than many states of holding its programs accountable for the quality of their preparation. North Carolina, however, has failed to address the tendency of programs to require excessive amounts of professional coursework. In addition, it inappropriately requires programs to attain national accreditation.
D	**AREA 5** – Alternate Routes to Certification North Carolina does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has serious structural flaws combined with low admissions standards. North Carolina does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. North Carolina has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers North Carolina's standards for special education teachers are better than those of many states, and they adequately address all of the critical areas of knowledge required to teach students with disabilities. However, the state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers receive subject matter preparation relevant to the elementary or secondary classroom. North Carolina does not ensure programs prepare highly qualified teachers, nor has it developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **North Dakota** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives North Dakota needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary and secondary teachers also need improvement. North Dakota does meet the industry standard for a subject matter major and is phasing out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure North Dakota's standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in scientifically based reading instruction, whether through coursework, standards or a licensure exam. New teachers may teach for up to three years before passing licensure exams. Significant obstacles remain for out of state teachers seeking licensure in North Dakota, and the state does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation North Dakota fails to exercise much-needed leadership in the realm of teacher accountability. Although the state requires annual evaluations, North Dakota does not provide the criteria for assessing teachers and thus does not ensure that evaluations are based primarily on evidence of classroom effectiveness. Teacher accountability efforts are furthered hampered by a lack of value-added data and the alarming granting of tenure after only one year. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs North Dakota does not do enough to hold its programs accountable for the quality of their preparation. If has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, North Dakota does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state, however, appropriately separates accreditation from state approval.
F	**AREA 5** – Alternate Routes to Certification North Dakota does not provide a genuine alternate route to certification. The state does not currently classify any route to certification as an alternate route. North Dakota has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers North Dakota's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While the state requires elementary special education teachers to meet the same academic standards as general elementary teachers, the state's standards need improvement. Most secondary special education teachers are also required to receive dual certification, which should help prepare teachers to be highly qualified in at least one core subject area upon completion of a teacher preparation program. North Dakota, however, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet subject matter requirements once they are in the classroom.

How is **Ohio** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Ohio needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need improvement, although its policies for secondary teachers are better. Ohio is continuing its use of the HOUSSE route, and has not defined a subject matter major.
C	**AREA 2** – Teacher Licensure Ohio's teaching standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. Ohio's reading standards partially address the science of reading instruction, but this policy alone is insufficient to ensure that elementary teachers are prepared in this critical area. New teachers may teach for up to one year before passing licensure exams. The state has taken steps to facilitate teacher reciprocity, but its policies could be improved. Ohio does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Despite some promising initiatives, Ohio needs to strengthen its teacher accountability policies. Ohio's minimal teacher evaluation guidelines call for evidence of teacher effectiveness, but they are too vague to guarantee districts use objective evidence as the preponderant criterion. Efforts to promote teacher effectiveness are further weakened by not mandating the frequency of evaluations, by burdening districts with a minimum salary schedule, and by granting teachers tenure after only three years. More promising practices include the state's development of a school-level value-added model and the state's support of a performance pay pilot.
D	**AREA 4** – State Approval of Teacher Preparation Programs Ohio has failed to address the tendency of its programs to require excessive amounts of professional coursework. It does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. Ohio, however, appropriately separates accreditation from state approval. It does more than most states to hold its programs accountable for the quality of their preparation.
D	**AREA 5** – Alternate Routes to Certification Ohio does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has structural shortcomings combined with low and inflexible admissions standards. Ohio does not ensure adequate support is provided to new teachers, and it allows programs to require excessive coursework. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Ohio has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Ohio's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers will receive subject matter preparation relevant to the elementary or secondary classroom. Furthermore, Ohio has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Oklahoma** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Oklahoma needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are strong. Its requirements for future high school teachers are adequate, but its expectations for middle school teachers need improvement. Oklahoma is phasing out its use of the HOUSSE route and has not defined a subject matter major.
C	**AREA 2** – Teacher Licensure Oklahoma's teaching standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. The state's reading standards, however, do clearly address all five components of the science of reading instruction. The state has made strong efforts at ensuring that all teachers are prepared in this critical area. New teachers may teach for up to one year before passing licensure exams. The state's policies regarding licensure of out of state teachers are good. Oklahoma does not recognize distinct levels of academic caliber at the time of initial certification.
C	**AREA 3** – Teacher Evaluation and Compensation In the realm of teacher accountability, Oklahoma has some sound policies but also plenty of room for improvement. While the state requires annual evaluations and even goes so far as to explicitly require subjective and objective measures of classroom effectiveness, Oklahoma undermines its evaluations by not ensuring classroom effectiveness is the preponderant criterion. Promoting teacher effectiveness is further weakened by a lack of value-added data, by burdening districts with a minimum salary schedule, and by granting tenure after only three years.
D	**AREA 4** – State Approval of Teacher Preparation Programs Oklahoma does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, Oklahoma does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state appropriately separates accreditation from state approval.
C	**AREA 5** – Alternate Routes to Certification Oklahoma does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has serious structural flaws combined with low and inflexible admissions standards. Oklahoma ensures adequate support is provided to new teachers, but it does not ensure that programs do not require excessive coursework. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Oklahoma, however, has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers Oklahoma's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. The state's policy does not ensure that teachers will receive subject-matter preparation relevant to elementary or secondary classrooms. Oklahoma's secondary special education policy does not require candidates to major in any core content area, making it unlikely that they will be highly qualified in a core area upon completion of a teacher preparation program. Furthermore, the state has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Oregon** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Oregon needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are very good, although its policies for future secondary teachers need improvement. Oregon has an inadequate definition of a subject matter major, and the state also needs to clarify its policies for phasing out its HOUSSE route.
D	**AREA 2** – Teacher Licensure Oregon's teaching standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. New teachers are allowed to teach for up to three years before passing licensure exams. While the state has taken a good first step toward addressing teacher reciprocity, its policies could be improved. Oregon does not recognize distinct levels of academic caliber at the time of initial certification.
D	**AREA 3** – Teacher Evaluation and Compensation Oregon fails to exercise much-needed leadership in the realm of teacher accountability. The state does not define important policies about the frequency and content of teacher evaluations and thus does not ensure that evaluations are annual and based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only three years in the classroom. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs Oregon has better-than-average accountability policies for its programs, but it still has room for improvement. The state does not require candidates to pass a basic skills test prior to admission. It has failed to address the tendency of programs to require excessive amounts of professional coursework. On a positive note, Oregon does appropriately separate accreditation from state approval.
F	**AREA 5** – Alternate Routes to Certification Oregon does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have serious structural flaws combined with low and inflexible admissions standards. Oregon does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Oregon has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers Oregon's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. The state requires elementary special education candidates to have content preparation, but its policy is insufficient to ensure that secondary candidates will receive adequate subject matter preparation. Furthermore, Oregon has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Pennsylvania** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Pennsylvania needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary and secondary teachers also need some improvement. The state has not defined a subject matter major. Pennsylvania does have a good plan for phasing out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure Pennsylvania's standards are specific and clearly outline the knowledge and skills new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. A time frame in which new teachers must pass licensure tests has not been specified. While the state has made efforts toward facilitating teacher reciprocity, its policies create significant obstacles. Pennsylvania does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
C	**AREA 3** – Teacher Evaluation and Compensation Despite mandating annual evaluations, Pennsylvania's minimal guidelines do not require objective evidence of classroom effectiveness, much less a preponderance of evidence, to ensure teacher effectiveness. Efforts to promote teacher accountability are further weakened by burdening districts with a minimum salary schedule and by granting teachers tenure after only three years. More promising practices are the state's fledgling value-added system that will provide limited information on school effectiveness and its support for differential pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs Pennsylvania has better-than-average accountability policies, but it still has room for improvement. The state does not require candidates to pass a basic skills test prior to admission. It has failed to address the tendency of programs to require excessive amounts of professional coursework. Pennsylvania does appropriately separate accreditation from state approval.
D	**AREA 5** – Alternate Routes to Certification Pennsylvania does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have some structural shortcomings and inflexible admissions standards. Although Pennsylvania does ensure programs do not require excessive coursework for at least one of its routes, it does not ensure adequate support is provided to new teachers. The state's academic standards for admission to alternate route programs are sufficiently selective. The state, however, collects little objective performance data from alternate route programs and does not use it to hold programs accountable for the quality of their teachers. Pennsylvania has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Pennsylvania's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While the state requires special education candidates to meet some general education standards, this policy is insufficient to ensure that teachers will receive the subject matter preparation relevant to elementary or secondary classrooms. Pennsylvania, furthermore, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Rhode Island** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Rhode Island needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary and secondary teachers also need a good deal of improvement, and the state is not phasing out its use of the HOUSSE route. Rhode Island does meet the industry standard for a subject matter major.
D	**AREA 2** – Teacher Licensure Rhode Island's teaching standards, though measurable and nonideological, lack specificity and a focus on the knowledge and skills new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. New teachers may teach for up to two years before passing state licensure tests. While the state has made efforts to facilitate teacher reciprocity, its policies could be improved. Rhode Island does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation Rhode Island fails to exercise much-needed leadership in the realm of teacher accountability. The state does not define important policies about the frequency and content of teacher evaluations and thus does not ensure that evaluations are annual and based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only three years in the classroom. The state does not burden districts with a minimum salary schedule and supports differential pay initiatives.
D	**AREA 4** – State Approval of Teacher Preparation Programs Rhode Island does not do enough to hold its programs accountable for the quality of their preparation. In addition, the state has failed to address the tendency of programs to require excessive amounts of professional coursework. Rhode Island does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state, however, appropriately separates accreditation from state approval.
F	**AREA 5** – Alternate Routes to Certification Rhode Island does not provide a genuine alternate route to certification. The state does not currently classify any route to certification as an alternate route. Rhode Island, however, has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
D	**AREA 6** – Preparation of Special Education Teachers Rhode Island's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While the state requires special education programs to meet some general education standards, this policy is insufficient to ensure that teachers will receive the subject matter preparation relevant to elementary or secondary classrooms. Rhode Island, furthermore, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **South Carolina** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives South Carolina has better data policies than many states, which can help it ameliorate inequities in teacher assignments. However, its subject matter preparation policies for future elementary and secondary teachers need improvement, and the state is not phasing out its use of the HOUSSE route. South Carolina does meet the industry standard for a subject matter major.
C	**AREA 2** – Teacher Licensure South Carolina's teaching standards, though measurable and nonideological, lack specificity and a focus on the knowledge and skills new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. New teachers are allowed to teach for one year before passing state licensure tests. While the state has made efforts to facilitate teacher reciprocity, its policies could be improved. South Carolina does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
B	**AREA 3** – Teacher Evaluation and Compensation South Carolina's policies regarding the frequency and content of teacher evaluations are stronger than most, but they need some shoring up. The statewide system requires subjective and limited objective measures of teacher effectiveness and is one of the few states that makes the measure of classroom effectiveness a necessary criterion to pass an evaluation. However, the state only requires full evaluation every three years, although it allows a more minimal review in the intervening years. The state's efforts are further hindered by the imposition on districts of a minimum salary schedule and the granting of tenure after only three years. More promising is the state's fledging pilot program in which limited value-added data about teacher effectiveness are used to reward teachers performance pay.
C	**AREA 4** – State Approval of Teacher Preparation Programs South Carolina has begun to collect and use meaningful outcome data, but it has a long way to go in holding its programs accountable for the quality of their preparation. It has also failed to address their tendency to require excessive amounts of professional coursework. South Carolina does require applicants to pass a basic skills test, and it has a sensible accreditation policy.
D	**AREA 5** – Alternate Routes to Certification South Carolina does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has structural shortcomings combined with low and inflexible admissions standards. South Carolina allows programs to require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state does collect some objective performance data from alternate route programs; however, it does not use it to hold programs accountable for the quality of their teachers. South Carolina has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
F	**AREA 6** – Preparation of Special Education Teachers South Carolina's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy fails to ensure that prospective teachers will receive subject matter preparation that is relevant to the elementary or secondary classroom. South Carolina also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **South Dakota** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives South Dakota needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need improvement, although its policies for future secondary teachers are better. South Dakota has not defined a subject matter major. The state is phasing out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure South Dakota's teaching standards, though measurable and nonideological, lack specificity and a focus on the knowledge and skills new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. The state allows new teachers to teach for up to two years before passing state licensure tests. The state has reasonably good policies regarding teacher reciprocity. South Dakota does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation South Dakota fails to exercise much-needed leadership in the realm of teacher accountability. The state does not define important policies about the frequency and content of teacher evaluations and thus does not ensure that evaluations are annual and based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only three years in the classroom. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs South Dakota does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, South Dakota does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state does appropriately separate accreditation from state approval.
D	**AREA 5** – Alternate Routes to Certification South Dakota does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with low and inflexible admissions standards. For at least one of its routes, South Dakota ensures that programs do not require excessive coursework, but it does not ensure adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. In addition, South Dakota has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers South Dakota's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While special education candidates are required to meet some general education standards, this policy is not nearly sufficient to ensure that they will receive subject matter preparation relevant to elementary or secondary classrooms. South Dakota, furthermore, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Tennessee** Faring?

Overall Performance: **Weak but Ahead of the Class**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Tennessee needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Its subject matter preparation policies for future elementary teachers are better than those of many states, but they still need improvement, as do its policies for future secondary teachers. Tennessee has not defined a subject matter major. It is not phasing out its use of the HOUSSE route.
C	**AREA 2** – Teacher Licensure Tennessee's teaching standards, though measurable and nonideological, lack specificity and a focus on the knowledge and skills new teachers must have before entering the classroom. State policies for ensuring that new teachers are prepared in the science of reading instruction are quite strong. New teachers are allowed to teach for up to three years before passing licensure tests. The state's teacher reciprocity policies are reasonably good, but could still be improved. Tennessee does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
C	**AREA 3** – Teacher Evaluation and Compensation Tennessee takes an active role in shaping teacher accountability, resulting in some sound policies, but there is still room for much improvement. The state is one of the few to require both subjective and limited objective evidence of teacher effectiveness and to ensure that a teacher cannot pass an evaluation without meeting this criterion. However, this policy is weakened by only requiring a full evaluation two times in a ten-year span, although the state does require a cursory review in the intervening years. Efforts to promote teacher effectiveness are further hindered by burdening districts with a minimum salary schedule and by granting teachers tenure after only three years. The state's pioneering value-added system is a valuable tool for addressing teacher accountability and school effectiveness.
B	**AREA 4** – State Approval of Teacher Preparation Programs Tennessee has a sensible policy addressing the tendency of programs to require excessive amounts of professional coursework. It also requires aspiring teachers to demonstrate basic skills before entering a teacher preparation program. Tennessee appropriately separates accreditation from state approval. Moreover, it does more than most states to hold its programs accountable for the quality of their preparation.
C	**AREA 5** – Alternate Routes to Certification Tennessee's alternate routes have structural shortcomings, despite the fact that some of its alternate routes to certification have strong and flexible admissions standards. For at least one of its routes, Tennessee does not allow programs to require excessive coursework, and it does ensure adequate support is provided to new teachers. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Tennessee, however, has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers Tennessee's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state does limit the amount of professional education coursework that its teacher preparation programs can require of special education candidates. While Tennessee's general education requirements for special education candidates are better than those found in many states, its policy is still insufficient to ensure that candidates receive the subject matter preparation relevant to elementary or secondary classrooms. Tennessee, furthermore, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Texas** Faring?

Overall Performance: **Weak but Ahead of the Class**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Texas has better data policies than many states, which can help it ameliorate inequities in teacher assignments. Its subject matter preparation policies for future elementary teachers are better than those of many states, but they still need improvement, as do its policies for future secondary teachers. Texas needs to clarify its policies for phasing out the HOUSSE route. The state does meet the industry standard for a subject matter major.
B	**AREA 2** – Teacher Licensure Texas' teaching standards are clear and specific; they are among the best in the nation. Similarly, the state's policies for ensuring that new teachers are prepared in the science of reading instruction are quite strong. The state allows new teachers to teach for up to three years before passing state licensure tests, although it has good policies regarding teacher reciprocity. Texas does not recognize distinct levels of academic caliber at the time of initial certification.
C	**AREA 3** – Teacher Evaluation and Compensation Texas takes an active role in shaping teacher evaluation and compensation, resulting in some strong policies, but there is still room for necessary improvements. The statewide evaluation system is one of the few to require both subjective and limited objective evidence of teacher effectiveness and to ensure that a teacher cannot pass an evaluation without meeting this criterion. Although the state requires annual evaluations, a wide loophole waives this requirement for "proficient" teachers. The state's efforts are further weakened by a lack of value-added data, by burdening districts with a minimum salary schedule, and by granting teachers tenure in only three years. The state does support both differential and performance pay initiatives.
D	**AREA 4** – State Approval of Teacher Preparation Programs Texas is one of only a few states that address the tendency of programs to require excessive amounts of professional coursework. The state is also doing more than many others to hold its programs accountable for the quality of their preparation. Texas also appropriately separates accreditation from state approval, but it does not require candidates to pass a basic skills test prior to admission.
C	**AREA 5** – Alternate Routes to Certification Texas does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with low and inflexible admissions standards. Texas allows programs to require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state collects little objective performance data from alternate route programs and does not use the data to hold programs accountable for the quality of their teachers. Texas has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
C	**AREA 6** – Preparation of Special Education Teachers Texas' standards for special education teachers are better than those of many states, and they adequately address all of the critical areas of knowledge required to teach students with disabilities. However, the state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Texas requires special education candidates to complete the equivalent of an interdisciplinary or academic major. This requirement should help secondary special education teachers become highly qualified in at least one core area during teacher preparation. Texas, however, has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Utah** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Utah needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need improvement, as do its policies for future secondary teachers. Utah does meet the industry standard for a subject matter major and is phasing out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure Utah's teaching standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. The state allows new teachers to teach for up to three years before passing state licensure tests. Its reciprocity policies may create needless obstacles for out of state teachers. Utah does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation Utah fails to exercise much-needed leadership in the realm of teacher accountability. The state does not define important policies about the frequency and content of teacher evaluations and thus does not ensure that evaluations are annual and based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only three years in the classroom. The state does not burden districts with a minimum salary schedule.
F	**AREA 4** – State Approval of Teacher Preparation Programs Utah does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. It does not hold its programs sufficiently accountable for the quality of their preparation. In addition, Utah has failed to address the tendency of programs to require excessive amounts of professional coursework. The state also inappropriately requires its programs to attain national accreditation.
D	**AREA 5** – Alternate Routes to Certification Utah does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with low and inflexible admissions standards. For at least one route, Utah ensures that programs do not require excessive coursework, but it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Utah has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers Utah's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While elementary special education teachers are required to pass a subject matter test, the state's policies do little to ensure that programs will prepare candidates for that test by requiring liberal arts coursework in topics relevant to the PK-6 classroom. Secondary special education teachers, however, are likely to finish their preparation program highly qualified in at least one subject area, putting Utah ahead of most states in this area. Utah has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Vermont** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Vermont needs to greatly improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need improvement, although its policies for future secondary teachers are better. Vermont does meet the industry standard for a subject matter major. It is phasing out its use of the HOUSSE route.
D	**AREA 2** – Teacher Licensure Vermont's teaching standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. The state's standards do ensure that new teachers are prepared in the science of reading instruction, but it does not require new teachers to pass a test to demonstrate mastery of this critical material. New teachers are allowed to teach for up to two years before passing state licensure tests. The state's policies regarding teacher reciprocity could be improved. Vermont does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation Vermont fails to exercise much-needed leadership in the realm of teacher accountability. The state does not define important policies about the frequency and content of teacher evaluations and thus does not ensure that evaluations are annual and based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only two years in the classroom. The state does not burden districts with a minimum salary schedule and supports differential pay.
D	**AREA 4** – State Approval of Teacher Preparation Programs Vermont does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, Vermont does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state does appropriately separate accreditation from state approval.
D	**AREA 5** – Alternate Routes to Certification Vermont does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have structural shortcomings combined with inflexible admissions standards. Vermont does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. The state's academic standards for admission to alternate route programs are sufficiently selective. The state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Vermont also has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
F	**AREA 6** – Preparation of Special Education Teachers Vermont's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Furthermore, state policy does not ensure that prospective teachers receive the subject matter preparation relevant to the elementary or secondary classroom. Vermont also has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Virginia** Faring?

Overall Performance: **Weak but Progressing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Virginia needs to greatly improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are better than those of many states, and its policies for future secondary teachers are very good. Virginia is not phasing out its use of the HOUSSE route. It does meet the industry standard for a subject matter major.
B	**AREA 2** – Teacher Licensure Virginia's teaching standards, though measurable and nonideological, do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. State policies for ensuring that new teachers are prepared in the science of reading instruction are quite strong and are among the best in the country. New teachers are allowed to teach for up to three years before passing state licensure tests. While the state has reasonably good policies regarding teacher reciprocity, its policies could be improved. Virginia recognizes distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation Virginia's minimal teacher evaluation guidelines call for evidence of teacher effectiveness, but they are too vague to guarantee districts use actual student outcomes. Promoting teacher effectiveness is further undermined by formal evaluations conducted only every three years, a lack of value-added data, and tenure granted after only three years in the classroom. The state does not burden districts with a minimum salary schedule and supports differential pay. Vermont fails to exercise much-needed leadership in the realm of teacher accountability. The state does not define important policies about the frequency and content of teacher evaluations and thus does not ensure that evaluations are annual and based primarily on evidence of classroom effectiveness. Moreover, the state lacks value-added data and grants teachers tenure after only two years in the classroom. The state does not burden districts with a minimum salary schedule and supports differential pay.
C	**AREA 4** – State Approval of Teacher Preparation Programs Virginia is one of only a few states with a policy designed to ensure efficient delivery of professional coursework. Virginia does not wholly separate accreditation from state approval. The state has a policy requiring a basic skills test for prospective teacher candidates, but it has a glaring loophole. Its program accountability measures are also improving, but need more work.
C	**AREA 5** – Alternate Routes to Certification Virginia's alternate routes to certification have a sound structure that would qualify them as genuine alternate routes, but they are compromised by low admissions standards. Virginia does not allow programs to require excessive coursework, but it does not ensure adequate support is provided to new teachers. The state collects little objective performance data from alternate route programs and does not use the data to hold programs accountable for the quality of their teachers. Virginia has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers Virginia's standards for special education teachers are better than those of many states, and they adequately address all of the critical areas of knowledge required to teach students with disabilities. Also unique among the states, Virginia limits the amount of professional and methodological coursework in special education preparation programs. This policy is a model for other states to adopt. While the general education coursework requirement for special education candidates is better than that found in many states, Virginia's policy does not ensure that teachers will receive the subject matter preparation relevant to elementary or secondary classrooms. Secondary special education teacher candidates are not required to major in a core content area. Furthermore, Virginia has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Washington** Faring?

Overall Performance: **Unsatisfactory**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Washington needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Its subject matter preparation policies for future elementary teachers are better than those of many states, but its policies for future secondary teachers are lacking. The state also needs better policies for phasing out its use of the HOUSSE route. Washington does meet the industry standard for a subject matter major.
C	**AREA 2** – Teacher Licensure Washington's teaching standards, though measurable and nonideological, do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. New teachers are allowed to teach for up to one year before passing state licensure tests. The state has strong policies regarding teacher reciprocity. Washington does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation Although Washington properly requires annual evaluations, the state's minimal teacher evaluation guidelines do not ensure that districts base evaluations primarily on evidence of classroom effectiveness. Promoting teacher effectiveness is further undermined by a lack of value-added data, by burdening districts with a minimum salary schedule, and by granting teachers tenure after a notably brief two years in the classroom.
D	**AREA 4** – State Approval of Teacher Preparation Programs Washington does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Washington does require applicants to pass a basic skills test and has a sensible accreditation policy.
C	**AREA 5** – Alternate Routes to Certification Washington is one of the only states that provides a genuine alternate route to certification. For one of its routes, Washington does not allow programs to require excessive coursework, and it ensures adequate support is provided to new teachers. The state's academic standards for admission to alternate route programs are relatively flexible, although the state does not require candidates to show evidence of good academic performance. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Washington, however, has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program, provided applicants have at least three years of experience.
F	**AREA 6** – Preparation of Special Education Teachers Washington's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While Washington requires special education candidates to complete some subject matter preparation, the state does not adequately ensure that candidates are prepared for elementary or secondary classrooms. Furthermore, Washington has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **West Virginia** Faring?

Overall Performance: **Needs Significant Improvement**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives West Virginia needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers are better than those of many states, and its policies for future secondary teachers are very good. The state also needs better policies for phasing out its use of the HOUSSE route. West Virginia does meet the industry standard for a subject matter major and minor.
C	**AREA 2** – Teacher Licensure West Virginia's teaching standards lack specificity and do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. The state has strong coursework requirements to prepare teachers in the science of reading instruction, but does not require a licensure test to ensure teachers understand this critical material. New teachers are allowed to teach for up to one year before passing state licensure tests. While the state has taken steps to facilitate teacher reciprocity, its policies could be improved. West Virginia does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation By not explicitly calling for objective evidence of classroom effectiveness, West Virginia's minimal teacher evaluation guidelines fail to hold teachers accountable. Moreover, the state does not mandate the frequency of evaluations for veteran teachers. West Virginia's efforts to promote teacher effectiveness are further undermined by a lack of value-added data, by granting teachers tenure after only three years and by burdening districts with a minimum salary schedule. The state does support differential pay.
C	**AREA 4** – State Approval of Teacher Preparation Programs West Virginia does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, West Virginia does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state does appropriately separate accreditation from state approval.
D	**AREA 5** – Alternate Routes to Certification West Virginia does not currently provide a genuine alternate route into the teaching profession. The alternate route the state offers has structural shortcomings combined with low and inflexible admissions standards. West Virginia does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. West Virginia has a fairly flexible policy regarding licensure reciprocity for teachers coming from out of state who were prepared in an alternate route program.
D	**AREA 6** – Preparation of Special Education Teachers West Virginia's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While its general education requirements for special education candidates are better than those found in many states, the state's policy does not ensure that teachers will receive the subject matter preparation relevant to the topic taught in the PK-6 classroom. West Virginia does require candidates to major in a subject area; however, it has not developed a streamlined HOUSSE route to help new secondary special education teachers meet additional subject matter requirements once they are in the classroom.

How is **Wisconsin** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
C	**AREA 1** – Meeting NCLB Teacher Quality Objectives Wisconsin has better data policies than many states, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need improvement. Its requirements for future high school teachers are adequate, but its expectations for middle school teachers are insufficient. The state also needs to define a subject matter major. Wisconsin is phasing out the use of its HOUSSE route.
F	**AREA 2** – Teacher Licensure Wisconsin's teaching standards do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. New teachers are allowed to teach for up to two years before passing state licensure tests. The state needs to reduce its obstacles to licensure for out of state teachers. Wisconsin does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation While Wisconsin's minimal teacher evaluation guidelines require subjective observations, they do not ensure that evaluations are based primarily on a preponderance of evidence of classroom effectiveness that includes objective measures. Teacher accountability is further undermined by only requiring evaluations once every three years, by a lack of value-added data, and by not ensuring districts wait five years prior to granting teachers tenure. The state does not burden districts with a minimum salary schedule.
D	**AREA 4** – State Approval of Teacher Preparation Programs Wisconsin does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Wisconsin does require applicants to pass a basic skills test and has a sensible accreditation policy.
F	**AREA 5** – Alternate Routes to Certification Wisconsin does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have serious structural flaws combined with low and inflexible admissions standards. Wisconsin does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. In addition, the state collects little objective performance data from alternate route programs and does not use the data to hold programs accountable for the quality of their teachers. Wisconsin has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers Wisconsin's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. While elementary special education teachers are required to pass a subject matter test, this policy does not sufficiently ensure that candidates will have the knowledge relevant to all of the topics they will have to teach. The state's secondary special education candidates are likely to finish their preparation program highly qualified in at least one subject area, but the state has not developed a streamlined HOUSSE route to help them meet additional subject matter requirements once they are in the classroom.

How is **Wyoming** Faring?

Overall Performance: **Languishing**

GRADE	STATE ANALYSIS
D	**AREA 1** – Meeting NCLB Teacher Quality Objectives Wyoming needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. The state's subject matter preparation policies for future elementary teachers need a good deal of improvement. The state's requirements for future high school teachers are adequate, but its expectations for middle school teachers are insufficient. The state also needs to define a subject matter major. Wyoming is phasing out the use of its HOUSSE route.
D	**AREA 2** – Teacher Licensure Wyoming's teaching standards do not clearly refer to the knowledge and skills that new teachers must have before entering the classroom. State policies do not ensure that teachers are prepared in the science of reading instruction. New teachers are allowed to teach for up to one year before passing state licensure tests. While the state has taken steps to facilitate teacher reciprocity, its policies could be improved. Wyoming does not recognize distinct levels of academic caliber at the time of initial certification for new teachers.
D	**AREA 3** – Teacher Evaluation and Compensation While Wyoming has some sound policies, the state's efforts to promote teacher effectiveness fall short. The state properly mandates annual evaluations, but fails to articulate meaningful criteria for them and thus does not ensure that districts base evaluations on a preponderance of evidence of classroom effectiveness. Wyoming also lacks value-added data and grants tenure after only three years. The state does not burden districts with a minimum salary schedule.
D	**AREA 4** – State Approval of Teacher Preparation Programs Wyoming does not do enough to hold its programs accountable for the quality of their preparation. It has failed to address their tendency to require excessive amounts of professional coursework. Furthermore, Wyoming does not require aspiring teachers to demonstrate basic skills before entering a teacher preparation program. The state does appropriately separate accreditation from state approval.
F	**AREA 5** – Alternate Routes to Certification Wyoming does not currently provide a genuine alternate route into the teaching profession. The alternate routes the state offers have serious structural flaws combined with low and inflexible admissions standards. Wyoming does not ensure that programs do not require excessive coursework, and it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Wyoming has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.
D	**AREA 6** – Preparation of Special Education Teachers Wyoming's standards for special education teachers do not ensure that teachers will be well prepared to teach students with disabilities. Although a review of preparation programs in Wyoming found no special education programs with excessive professional education requirements, state policy does not explicitly limit potential excess. While its general education requirements for elementary special education candidates are better than those found in many states, Wyoming's policy does not ensure that teachers will receive the subject matter preparation relevant to the topics taught in the PK-6 classroom. Secondary special education candidates are required to major in a subject area, which should help them to attain highly qualified status in one core academic area upon completion of a teacher preparation program. Wyoming, however, has not developed a streamlined HOUSSE route to help candidates meet additional subject matter requirements once they are in the classroom.

Goal Summaries

INTRODUCTION

The following pages summarize states' overall progress in meeting teacher quality goals. For more information about an individual state's performance in meeting these goals, please see its individual state report, available at: www.nctq.org/stpy/reports.

Area 1: Goal A – Equitable Distribution of Teachers

The state should contribute to the equitable distribution of quality teachers by means of good reporting and sound policies.

GOAL COMPONENTS

- The state should make school-level data about the percentage of highly qualified teachers, the percentage of new teachers, teacher absenteeism and teacher turnover publicly available.
- The state should include measurable goals, timelines, or other benchmarks to evaluate the success of strategies aimed at improving the equitable distribution of qualified teachers.

FINDINGS

Nearly all states have a long way to go to meet this goal.

A better understanding of this important problem is needed in order to address the equitable distribution of teachers. However, most states collect and report little data that show the distribution of teachers among schools within a school district. While most states report the percentage of highly qualified teachers working in every school in the state, only nine states report data that are much more meaningful, such as the ratio of novice teachers to full school staff. Only five states report the annual turnover rate of teachers in a school, an important indicator of stability. Similarly, only five states report teachers' absenteeism rates, important indicators of staff morale and quality of school leadership.

The Equity Plans for improving distribution that states were required to submit to the U.S. Department of Education did not display a strong commitment to solving this problem. Few plans included strategies aimed specifically at recruiting and retaining qualified teachers for high-needs classrooms. Even fewer had set benchmarks that will indicate if these strategies are working.

Figure 2 Equitable Distribution of Teachers
How States are Faring

Best Practice
0

State Meets Goal
1
Connecticut

State Nearly Meets Goal
3
New Jersey, North Carolina, South Carolina

State Partly Meets Goal
8
Arizona, California, Florida, Minnesota, Nevada, Rhode Island, Texas, Wisconsin

State Meets a Small Part of Goal
39
Alabama, Alaska, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming

State Does Not Meet Goal
0

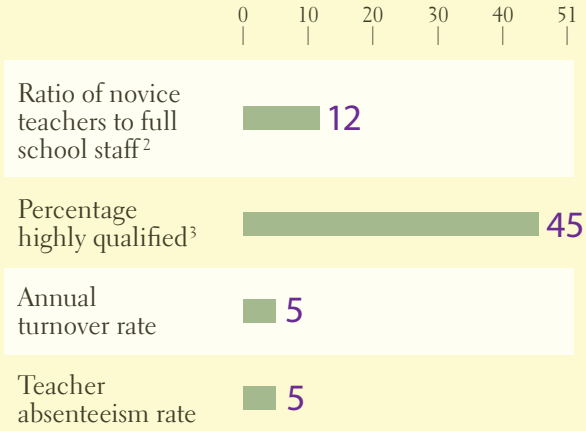
Goals with this icon are especially important for attracting science and mathematics teachers.

BEST PRACTICE

No state has a perfect record when it comes to public reporting of teacher data and well-designed policies to ameliorate inequities in teacher quality, but Connecticut comes close. **Connecticut's** public reporting is the best among the states. Connecticut publishes information by school on the percent of classes taught by highly qualified teachers, the percentage of inexperienced teachers, teachers' attendance rates and annual turnover rates. For all of these indicators, the state provides comparisons with schools that have similar proportions of poor and minority students.

Figure 3 Equitable Distribution of Teachers

How Many States Publicly Report School-Level Data about Teachers?[1]



1 States that collect this information but do not publicly report it were not given credit. States that report on these factors only by district were also not given credit.

2 States reporting at the school level on teachers' average years of experience were not given credit, as this fails to capture what percent of the staff is new and just learning to be a teacher.

3 States were given credit for reporting publicly at the school level on either the percent of highly qualified teachers or the more preferred percent of classes taught by highly qualified teachers.

Area 1: Goal B – Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teacher candidates with a broad liberal arts education.

GOAL COMPONENTS

- 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 42 credit hours to ensure appropriate depth in each of the five core subject areas (science, mathematics, social studies, English and fine arts).
- This coursework should be directly relevant to the broad subject areas typically taught in the elementary grades and/or delineated in state standards.
- Arts and sciences faculty, not education faculty, should teach this coursework.
- The state should allow elementary teacher candidates to test out of specific coursework requirements, provided the test that is administered is specific to only one particular subject area.

FINDINGS

Most states do not appreciate the critical importance of ensuring that elementary teachers are broadly educated, well-versed in the content that they may need to deliver and conversant in topics of interest to curious children.

Even states that do have subject-matter requirements tend to leave them so ambiguous that aspiring teachers may fulfill these requirements with courses that bear no connection to the PK-6 classroom. For example, only three states require elementary teacher candidates to study American literature, which would ensure familiarity with great American poets and writers. Only six states require study of children's literature, and only nine states require introductory study of American history. While more states have requirements for math and science, preparation is still generally lacking. Study of algebra is required by 29 states and physical science is required by 28 states. And sadly, most states do little to ensure that classroom teachers are capable of cultivating children's thirst for the arts, with only 30 states requiring a music class, and a mere three requiring art history.

While states' licensing tests for elementary teachers should evaluate teachers' knowledge of various subjects, only five states' tests report subject-area subscores. In other states, sub-

Figure 4 Elementary Teacher Preparation
How States are Faring

Best Practice
1
Massachusetts

State Meets Goal
2
California, Oregon

3
State Nearly Meets Goal
Tennessee, Texas, Virginia

State Partly Meets Goal
12
Illinois, Kansas, Louisiana, Michigan, Mississippi, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Washington

State Meets a Small Part of Goal
15
Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Iowa, Nebraska, North Dakota, Pennsylvania, West Virginia, Wisconsin

State Does Not Meet Goal
18
Alaska, District of Columbia, Idaho, Indiana, Kentucky, Maine, Maryland, Minnesota, Missouri, Montana, Nevada, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Wyoming

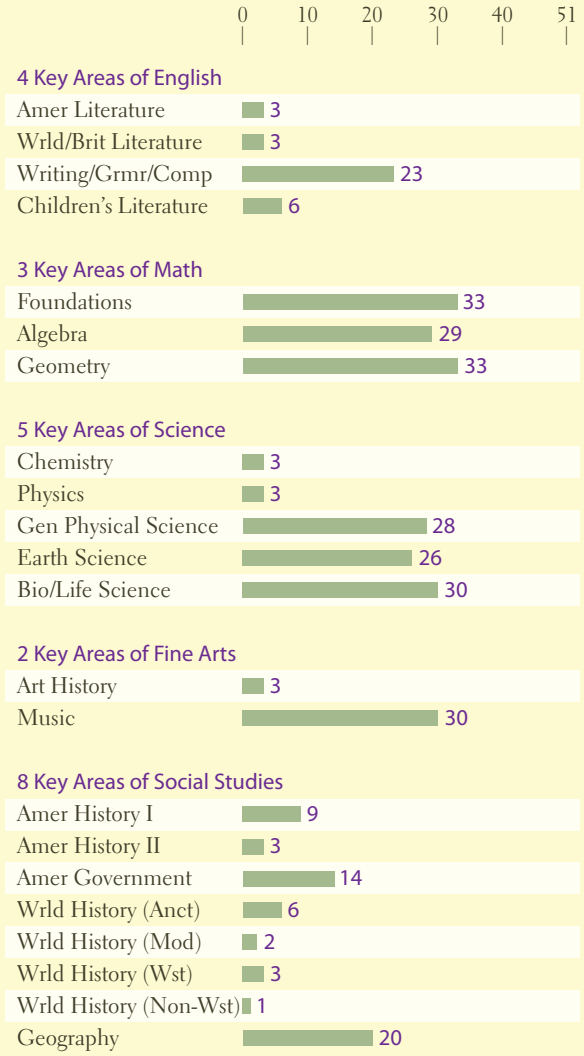
ject-matter tests verify only that teachers meet a general passing score. A teacher with an extreme weakness in a particular subject may pass the licensing test if he or she does well enough in other areas to compensate.

BEST PRACTICE

Massachusetts requires elementary teacher candidates to complete 36 credit hours of arts and sciences coursework including: composition, American literature, world literature, U.S. history, world history, geography, economics, U.S. government, child development, science laboratory work and appropriate math and science coursework.

Figure 5 Elementary Teacher Preparation

How Many States are Preparing Teachers in the Key Areas of Study?



Area 1: Goal C – Secondary Teacher Preparation

The state should require its teacher preparation programs to graduate secondary teachers who are highly qualified.

GOAL COMPONENTS

- Teacher preparation programs should require high school candidates to earn a major in their intended teaching area.
- The state should encourage middle school candidates to earn two minors in two core academic areas, preferably over the choice of a single major.
- The state should require that new middle school teachers pass a test in every core academic area they intend to teach.
- The state should require that new middle school teachers pass a test in every core academic area they intend to teach.

FINDINGS

Since 2000, states have made significant progress in setting forth their expectations for the credentials that aspiring secondary teachers need to earn, but a significant number of states have yet to shore up this relatively straightforward area of teacher preparation.

Half of all states now have sound requirements in place. Most states require that high school teachers earn a major in the subject area they intend to teach. However, the area most in need of attention is what states require of middle school teachers, with 20 states falling short of ensuring that middle school teachers meet NCLB highly qualified requirements, within a context of staffing schools with teachers who can be assigned with some degree of flexibility. Only 11 states recognize that requiring middle school teacher candidates to complete two minors and pass subject-matter tests to demonstrate competency is the most flexible way to ensure that middle school teachers will be qualified to teach two subject areas.

In addition, many states still permit teachers under a generalist license (intended for teaching elementary students) to teach seventh and eighth grades. Six states allow any teacher with a generalist license to teach grades seven and eight; an additional 17 states allow this under certain circumstances, such as when the teacher is working in a K-8 school.

Figure 6 Secondary Teacher Preparation
How States are Faring

Best Practice
0

State Meets Goal
10
Connecticut, Delaware, Georgia, Louisiana, Massachusetts, Mississippi, Ohio, South Dakota, Virginia, West Virginia

State Nearly Meets Goal
13
Alabama, District of Columbia, Hawaii, Idaho, Kansas, Kentucky, Missouri, New Jersey, New York, Oklahoma, Pennsylvania, Utah, Vermont

State Partly Meets Goal
15
Arizona, California, Colorado, Illinois, Indiana, Maine, Maryland, Michigan, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, South Carolina, Washington

State Meets a Small Part of Goal
12
Arkansas, Florida, Iowa, Montana, Nebraska, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Wisconsin, Wyoming

State Does Not Meet Goal
1
Alaska

Encouraging teacher preparation programs to administer single subject-area tests for multiple subjects could help to significantly ease staffing problems at the middle school level.

BEST PRACTICE

Connecticut combines rigor with flexibility, requiring middle school teachers to complete either a subject-matter major or an interdisciplinary major consisting of 24 credit hours in one subject and 15 in another. **Georgia**, **Louisiana** and **Mississippi** also require two minors of middle school teacher candidates and a major for high school teacher candidates.

With the advent of NCLB, most states now require a subject-matter major for high school teacher candidates.

Figure 7 Secondary Teacher Preparation
What do States Expect of Middle School Teachers?

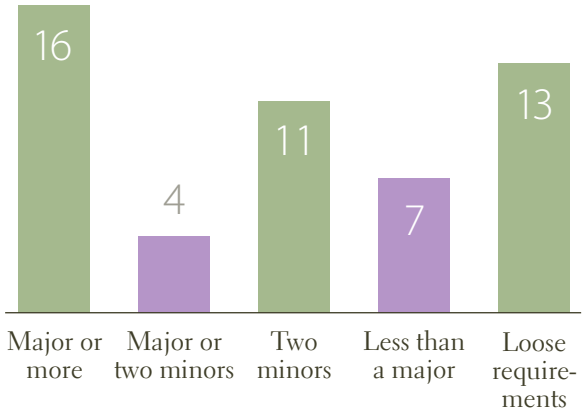
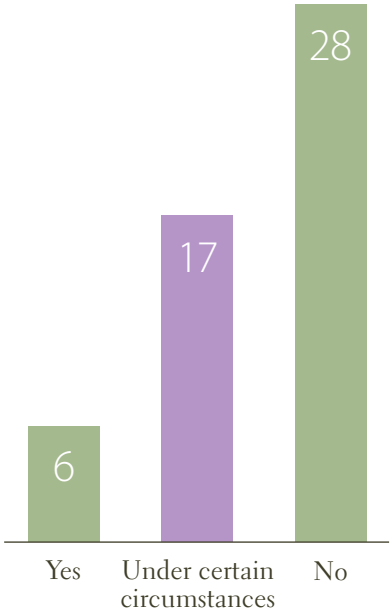


Figure 8 Secondary Teacher Preparation
Do States Allow Generalists to Teach in Grades 7 and 8?



Area 1: Goal D – Veteran Teachers Path to HQT

For most teachers, the state should phase out its alternative "HOUSSE" route to becoming highly qualified.

GOAL COMPONENTS

- By the end of the 2007 school year, states should significantly limit veteran teachers' ability to use their High Objective Uniform State System of Evaluation (HOUSSE) routes to achieve "highly qualified teacher" status.

  States still need to provide a HOUSSE route for a limited number of teachers: rural teachers of multiple subjects, secondary special education teachers, and foreign teachers in the United States on a temporary basis.

FINDINGS

In 2001 Congress approved the HOUSSE route to help veteran teachers become highly qualified without having to take a test or complete additional coursework. Ambiguous federal guidance left room for states to create huge loopholes, effectively gutting the significance of the term "highly qualified teacher." While Congress may have intended for HOUSSE to be a temporary, transitional option, states find that the route is still a necessary option for some teachers in special circumstances: rural teachers of multiple subjects, secondary special education teachers and foreign teachers in this country temporarily.

Nineteen states commendably have phased out their HOUSSE routes, with three of these states not permitting any exceptions. Another 15 states are in the process of phasing out the route as a general option. However, a significant number of states continue to allow the use of HOUSSE routes for veteran teachers who do not have particularly unique needs. Five states have indicated that they have no plans to end the use of HOUSSE.

BEST PRACTICE

Alabama, **Arizona**, **Florida**, **Louisiana**, **Maine**, **Minnesota** and **Wyoming** have phased out HOUSSE in an extremely efficient manner. These states have already completed the use of HOUSSE for veteran teachers and implemented a revised system that only allows extensions of the process for teachers who fall under the exact exceptions identified by the U.S. Department of Education.

Figure 9 Veteran Teachers Path to HQT
How States are Faring

Best Practice
0

State Meets Goal
19
Alabama, Arizona, Colorado, Florida, Georgia, Louisiana, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, South Dakota, Utah, Wisconsin, Wyoming

State Nearly Meets Goal
6
Alaska, Delaware, Kentucky, Oregon, West Virginia

State Partly Meets Goal
9
Arkansas, Connecticut, Idaho, Iowa, Kansas, Nevada, New York, Ohio, Pennsylvania, Vermont, Washington

State Meets a Small Part of Goal
12
California, Maryland, Mississippi, Missouri, Montana, Nebraska, New Hampshire, South Carolina, Tennessee, Texas, Virginia

State Does Not Meet Goal
5
District of Columbia, Hawaii, Illinois, Indiana, Rhode Island

Area 1: Goal E – Standardizing Credentials

The state should adopt the national standard defining the amount of coursework necessary to earn a major or minor.

GOAL COMPONENTS

- A major should be defined as 30 credit hours.
- A minor should be defined as 15 credit hours.

FINDINGS

The federal requirement that teachers earn a subject-matter major is diluted by varying definitions of this academic benchmark among states. The ambiguity also hurts teachers, because their licenses are less portable. A teacher moving from a state that had requires only a 24-credit hour major to a state with a 30-credit hour major may not be able to earn a reciprocal license without taking additional coursework. Only 27 states define a major as 30 credit hours, and only nine states define a minor as 15 credit hours.

Figure 10 Standardizing Credentials
How States are Faring

Best Practice
0

State Meets Goal
6
Alaska, Delaware, New Jersey, Utah, Vermont, West Virginia

State Nearly Meets Goal
19
Alabama, Arkansas, District of Columbia, Idaho, Illinois, Louisiana, Maryland, Michigan, Missouri, Montana, Nebraska, New York, North Dakota, Oklahoma, Rhode Island, South Carolina, Texas, Virginia, Washington

State Partly Meets Goal
1
Iowa

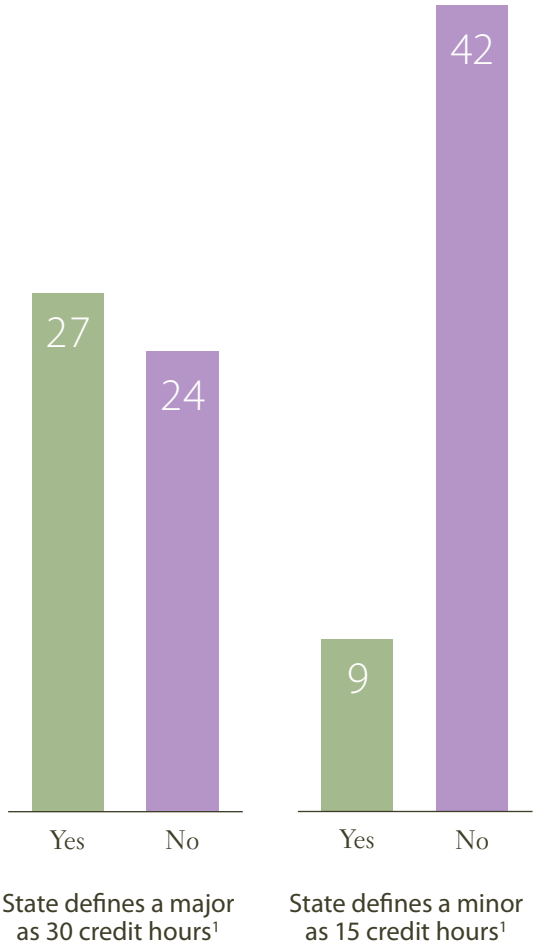
State Meets a Small Part of Goal
1
Mississippi

State Does Not Meet Goal
24
Arizona, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Maine, Massachusetts, Minnesota, Nevada, New Hampshire, New Mexico, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Wisconsin, Wyoming

BEST PRACTICE

Alaska, **Delaware**, **New Jersey**, **Utah**, **Vermont** and **West Virginia** all have appropriate definitions of both a major and a minor (or their equivalent).

Figure 11 Standardizing Credentials
Towards a National Definition



1 States were given credit if their definitions were within a reasonable range of the recommended standard.

Area 2: Goal A – Defining Professional Knowledge

Through teaching standards, the state should articulate and assess the professional knowledge of teaching and learning that new teachers need, but steer clear of "soft" areas that are hard to measure.

GOAL COMPONENTS

- Standards should describe knowledge that is grounded in science and consensus thinking about effective teaching, while avoiding overt ideological statements and descriptions of teachers' "soft" attributes that cannot be tested.
- Standards should address the needs of the novice teacher, describing the state's expectations of what a new teacher needs to know before starting to teach.
- Standards should be specific enough to drive the instruction of teacher preparation programs and inform teacher candidates of what they need to know in order to become licensed teachers.
- The state should verify that new teachers meet its professional standards by means of a licensing test.
- All standards should be found in one document.

FINDINGS

Every state has a set of teaching standards designed to articulate what teachers must know and be able to do. Many of these standards also define the attributes and attitudes that teacher should have, referred to in the field as 'teaching dispositions.'

With some notable exceptions, most state teaching standards are inadequate for a number of common reasons. Only five states understand the need to articulate a set of standards that focus on the new teacher, so that aspiring teachers and the programs that prepare them know what the state expects. Twenty-eight states' standards are largely unable to be tested, placing too much emphasis on teaching disposition, rather than focusing on what teachers must know and should be able to do. Few states' standards are grounded in scientific research. Some states refer to research-based practices, but lack details about which research and practices the states expects teachers to know.

Most importantly, the lack of good and rigorous tests to ensure that new teachers meet states' standards creates a fundamental problem with this popular standards-based

Figure 12
Defining Professional Knowledge
How States are Faring

Best Practice
3
Colorado, New York, Texas

State Meets Goal
0

State Nearly Meets Goal
2
Florida, Pennsylvania

State Partly Meets Goal
11
Alabama, Arizona, California, Kansas, Maryland, Massachusetts, Michigan, Minnesota, North Carolina, Virginia, Washington

State Meets a Small Part of Goal
29
Arkansas, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Iowa, Kentucky, Louisiana, Maine, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, West Virginia

State Does Not Meet Goal
6
Alaska, Georgia, Indiana, New Hampshire, Wisconsin, Wyoming

approach that needs to be acknowledged and addressed. Only 29 states require new teachers to pass a pedagogy test in order to attain licensure.

BEST PRACTICE

New York, **Colorado** and **Texas** have clear and specific standards for what new teachers should know and be able to do. These states' standards delineate the professional knowledge new teachers must have in appropriate detail to form the basis of an entry-level test. They provide meaningful guidance to teacher candidates and teacher preparation programs, and are an excellent example for other states.

Figure 13 Defining Professional Knowledge
How Do States Articulate and Assess Teachers' Professional Knowledge?

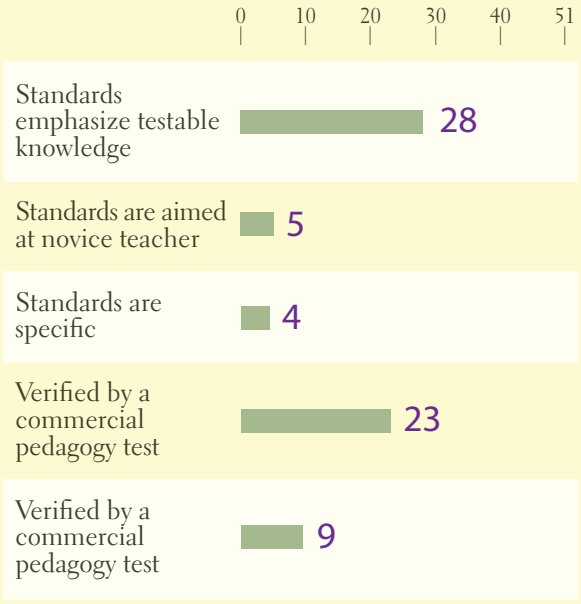
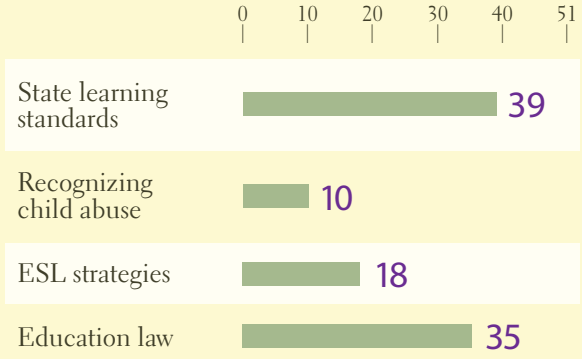


Figure 14 Defining Professional Knowledge
How Many States' Standards Address These Selected Basic Areas?



Area 2: Goal B – Meaningful Licenses

The state should require that all teachers pass required licensing tests before they begin their second year of teaching.

GOAL COMPONENTS

- States that confer conditional, provisional, or sometimes even standard licenses on teachers who have not passed the required licensing tests should eliminate their generous waiver policies after one year.

FINDINGS

Licensing tests serve a critical purpose. They provide the public with assurance that a person meets the minimal qualifications to be a teacher. Basic skills tests measure skills in reading, writing and mathematics acquired in middle school. Subject-area tests measure, at most, knowledge usually acquired in high school. Seven states give teachers up to two years to pass the tests, and 20 states give teachers three or more years.

Twenty-two states have the sound policy of requiring teachers to pass all tests before they begin teaching or by the end of their first year.

Figure 15 Meaningful Licenses
How States are Faring

Best Practice
0

State Meets Goal
21
Alabama, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Georgia, Illinois, Indiana, Massachusetts, Michigan, Mississippi, New Jersey, New Mexico, New York, Ohio, Oklahoma, South Carolina, Washington, West Virginia, Wyoming[1]

State Nearly Meets Goal
0

State Partly Meets Goal
1
Iowa[1]

State Meets a Small Part of Goal
0

State Does Not Meet Goal
29
Alaska, California, Delaware, Florida, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Wisconsin

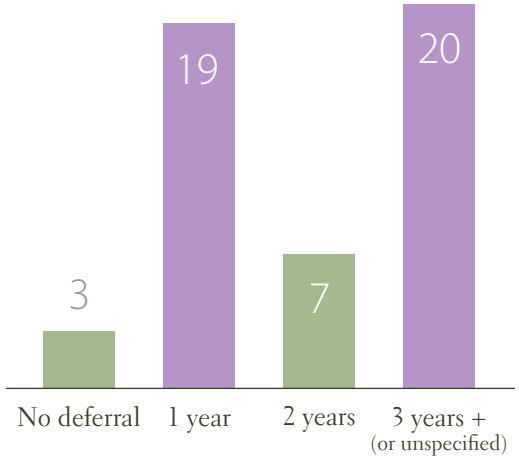
1 State only requires elementary teachers to pass licensure tests.

BEST PRACTICE

Connecticut and **Massachusetts** deserve special attention for their more restrictive policies regarding licensure tests. These states restrict the use of one-year testing waivers to transferring and charter school teachers.

Figure 16 Meaningful Licenses

How Long can New Teachers Practice without Passing Licensing Tests?



Montana and Nebraska do not currently require licensing tests.

Area 2: Goal C – Interstate Portability

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

GOAL COMPONENTS

- The state should not use transcript analysis as a means of judging the eligibility of a certified teacher moving from another state. The state can, and should, require evidence of good standing in previous employment.
- The state should uphold its standards for all teachers by insisting that teachers meet its testing requirements.

FINDINGS

Despite our mobile society, some states still make it complicated for licensed teachers moving from one state to another to obtain an equivalent teaching license. The teaching profession does not compare favorably with other licensed professions (such as law and accounting) which rely largely on testing to judge the suitability of a person for an equivalent state license.

Twenty-three states have restrictive policies. These states may require licensed out of state teachers to complete additional coursework and other requirements – even though they already completed a traditional teacher preparation program.

While many states refuse to waive coursework requirements, most states are happy to waive the more important requirement: state licensing tests. These tests could provide a ready mechanism to ensure teachers meet state expectations for licensure without imposing a lot of additional requirements. Yet states will routinely waive tests if a teacher has a few years of experience. Students taught by a teacher who does not know the subject matter are no better off just because a teacher has experience. Only 16 states require all out of state teachers seeking licensure to pass their licensing tests or provide evidence that they met the state's minimal score in another state.

Figure 17 Interstate Portability
How States are Faring

Best Practice
0

State Meets Goal
7
Alabama, Hawaii, Maine, Massachusetts, South Dakota, Texas, Washington

State Nearly Meets Goal
20
Alaska, Arkansas, Colorado, Delaware, District of Columbia, Louisiana, Mississippi, Missouri, New Hampshire, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Virginia, West Virginia, Wyoming

State Partly Meets Goal
12
California, Florida, Georgia, Idaho, Kentucky, Maryland, Michigan, Minnesota, New Jersey, Pennsylvania, Utah, Wisconsin

State Meets a Small Part of Goal
12
Arizona, Connecticut, Illinois, Indiana, Iowa, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Vermont

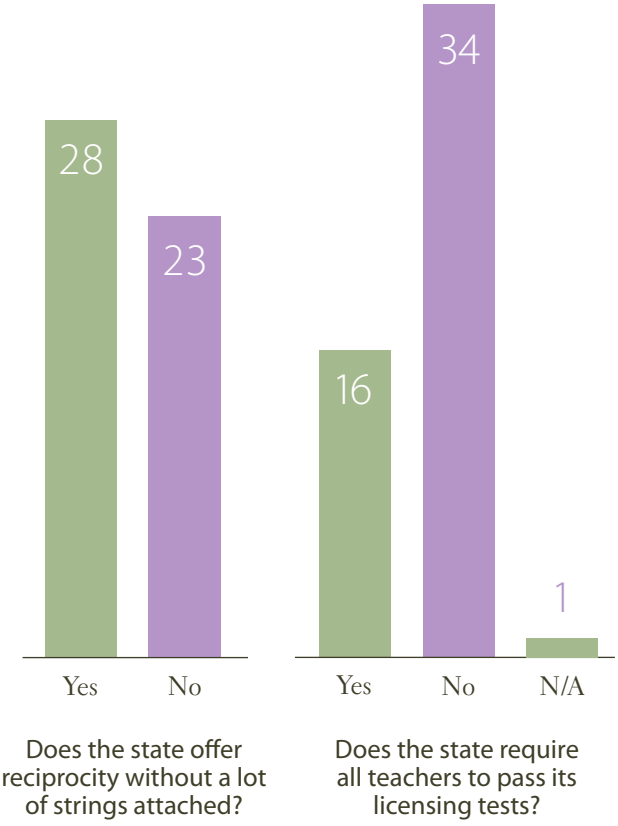
State Does Not Meet Goal
0

Goals with this icon are especially important for attracting science and mathematics teachers.

BEST PRACTICE

Alabama, **Hawaii**, **Maine** and **Texas** have sensible policies for granting licensure to teachers already licensed in another state. These states will accept teachers who hold valid certificates and meet the state's testing standards.

Figure 18 Interstate Portability
What Do States Require of Teachers Transferring from Other States?



Area 2: Goal D – Teacher Prep in Reading Instruction

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

GOAL COMPONENTS

- To ensure that teacher preparation programs adequately prepare candidates in the science of reading, the state should require that these programs train teachers in the science of reading.
- The most flexible and effective way of achieving this crucial goal is by requiring that new teachers pass a rigorous test of reading instruction in order to attain licensure. The test should not allow teachers to pass without knowing the science of reading instruction.

FINDINGS

In spite of its critical importance to children's futures, most states are not ensuring that teachers know the firmly established science of reading instruction. Only 13 states require teacher preparation programs to address all five of the essential instructional components (phonemic awareness, phonics, fluency, vocabulary and comprehension), either through coursework requirements or standards that programs must meet. Thirty-two states do not require any preparation in the science of reading.

Even fewer states follow up with their own requirements, making sure that aspiring teachers actually have acquired this knowledge. Though 11 states claim to require that all teacher candidates pass a test of pedagogy, which includes a section on reading, only four of these states have a test in place that is up to the task. For most of these tests, the science of reading is such a small part that it is possible to pass without possessing the essential knowledge.

Without standards, coursework requirements and, most importantly, a rigorous test that addresses the science of reading, states are taking a great risk at the expense of children.

Figure 19
Teacher Prep in Reading Instruction
How States are Faring

Best Practice
2
Massachusetts, Virginia

State Meets Goal
2
Tennessee, Texas

State Nearly Meets Goal
4
Arkansas, California, Florida, Oklahoma

State Partly Meets Goal
8
Alabama, Georgia, Idaho, Louisiana, Maryland, Minnesota, Vermont, West Virginia

State Meets a Small Part of Goal
7
Arizona, Colorado, Indiana, Michigan, Nebraska, Ohio, Rhode Island

State Does Not Meet Goal
28
Alaska, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Washington, Wisconsin, Wyoming

BEST PRACTICE

Virginia and **Massachusetts** have some of the strongest policies for teacher preparation in reading instruction in the country. Both states require teacher preparation programs to address the science of reading, and both require teacher candidates to pass a reading exam. Recent reviews have rated Virginia and Massachusetts' tests as among a very small number that actually verify teacher candidates' knowledge of the science of reading.

Figure 20 Teacher Prep in Reading Instruction
How Many States Address the Science of Reading?

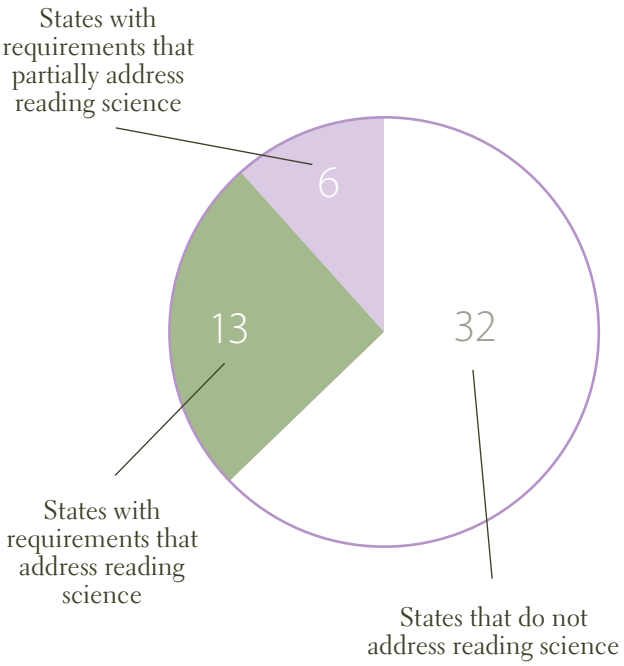
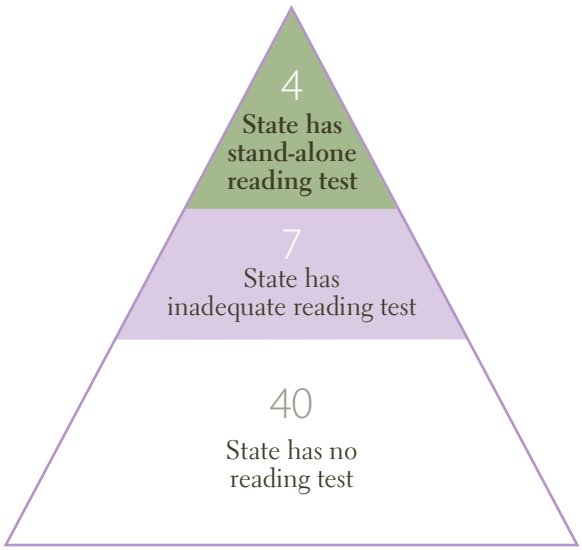


Figure 21 Teacher Prep in Reading Instruction
How Many States Measure New Teachers' Knowledge of the Science of Reading?



Area 2: Goal E – Distinguishing Promising Teachers

The state license should distinguish promising new teachers.

GOAL COMPONENTS

- States should officially recognize new teachers who are of superior academic caliber.

FINDINGS

Only a handful of states recognize new teachers who would bring superior academic caliber into the profession. Despite cumulative research showing the relationship between teachers' own academic ability and their ability to positively affect student achievement, 47 states do not confer beginning teachers' licenses that distinguish academic performance of the candidates.

By recognizing academic ability on teachers' licenses, states would help school principals and district administrators to recognize the importance of this significant attribute in hiring decisions.

Figure 22
Distinguishing Promising Teachers
How States are Faring

Best Practice
0

State Meets Goal
4
Delaware, District of Columbia, Maryland, Virginia

State Nearly Meets Goal
0

State Partly Meets Goal
2
New Jersey, Pennsylvania

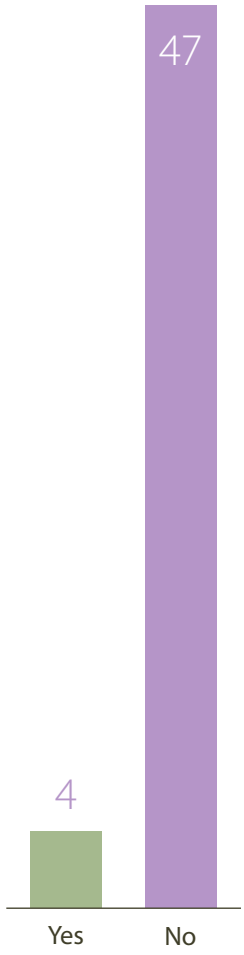
State Meets a Small Part of Goal
0

State Does Not Meet Goal
45
Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, 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, Washington, West Virginia, Wisconsin, Wyoming

BEST PRACTICE

Delaware, the **District of Columbia**, **Maryland** and **Virginia** all offer the Meritorious New Teacher Candidate credential to new teachers with strong academic backgrounds. MNTC holders must score in the upper quartile on state licensing tests and achieve a 3.5 GPA in their undergraduate teacher preparation (or, for secondary teachers, in the content major). They must also score in the upper quartile of the verbal portion of the SAT, ACT or GRE.

Figure 23 Distinguishing Promising Teachers
Do States Recognize Academic Caliber on the Initial License?



Area 3: Goal A – Evaluating Teacher Effectiveness

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

GOAL COMPONENTS

- Evaluation instruments should be structured so as to make it impossible for a teacher to receive a satisfactory rating if found ineffective in the classroom.
- Evaluation instruments should include classroom observations that focus on and document effectiveness of instruction.
- Apart from observations, teacher evaluations should consider objective evidence of student learning.

FINDINGS

States are not taking the most basic steps to ensure that teachers' evaluations are based primarily on their impact on students.

Only four states require that classroom effectiveness be the preponderant criterion for teacher evaluation. If it is not the preponderant criterion, an ineffective teacher can still earn a satisfactory evaluation, essentially tying the hands of the evaluator. Surprisingly, 22 states do not even require teacher evaluations to include classroom observations, and 35 states do not require evaluations to include any objective measures of student learning. It is much harder to hold a teacher accountable for low performance, or even recognize a teacher for superior performance, if objective evidence is not a factor.

While states do not have to require districts to adopt a single evaluation instrument, they do have a responsibility to ensure that teacher effectiveness is evaluated consistently and appropriately. Only 16 states either require districts to use the state's instrument or provide the regulatory guidance needed to ensure that districts hold teachers accountable for classroom effectiveness.

Figure 24
Evaluating Teacher Effectiveness
How States are Faring

Best Practice
1
Florida

State Meets Goal
3
South Carolina, Tennessee, Texas

State Nearly Meets Goal
0

State Partly Meets Goal
12
Alabama, Connecticut, Delaware, Georgia, Iowa, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oklahoma

State Meets a Small Part of Goal
20
Alaska, Arizona, California, Colorado, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Nebraska, Ohio, Pennsylvania, Utah, Virginia, Washington, West Virginia, Wisconsin

State Does Not Meet Goal
15
Arkansas, District of Columbia, Idaho, Indiana, Maine, Massachusetts, Montana, Nevada, New Hampshire, North Dakota, Oregon, Rhode Island, South Dakota, Vermont, Wyoming

BEST PRACTICE

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

Figure 25 Evaluating Teacher Effectiveness
The Proper Role of States in Teacher Evaluation

	Extent of state guidance on teacher evaluation[1]
Alabama	significant
Alaska	minimal
Arizona	minimal
Arkansas	minimal
California	significant
Colorado	minimal
Connecticut	significant
Delaware	significant
District of Columbia	n/a[2]
Florida	significant
Georgia	significant
Hawaii	significant
Idaho	none
Illinois	minimal
Indiana	minimal
Iowa	significant
Kansas	minimal
Kentucky	minimal
Louisiana	minimal
Maine	minimal
Maryland	minimal
Massachusetts	minimal
Michigan	minimal
Minnesota	minimal
Mississippi	significant
Missouri	significant
Montana	n/a[2]
Nebraska	minimal
Nevada	minimal
New Hampshire	none
New Jersey	minimal
New Mexico	significant
New York	minimal
North Carolina	significant
North Dakota	none
Ohio	minimal
Oklahoma	minimal
Oregon	none
Pennsylvania	minimal
Rhode Island	n/a[2]
South Carolina	significant
South Dakota	n/a[2]
Tennessee	significant
Texas	significant
Utah	minimal
Vermont	none
Virginia	minimal
Washington	minimal
West Virginia	significant
Wisconsin	minimal
Wyoming	minimal

Footnotes for Figure 25
1 Significant guidance means the state requires districts to use a statewide comprehensive evaluation system (or to develop local evaluations that have all the components of the state system and meet state approval OR the state provides significant regulatory guidance to districts about the content and process for teacher evaluations. Minimal guidance means the state provides only general instruction about teacher evaluations.
2 N/A states do not require teacher evaluation.

Figure 26 Evaluating Teacher Effectiveness

State Efforts to Consider Classroom Effectiveness

	State requires evaluation to include classroom observation	State requires evaluation to include objective measures of student learning	State requires evidence of student learning to be the preponderant criterion for teacher evaluation
Alabama	■	■	□
Alaska	■	□	□
Arizona	■	□	□
Arkansas	□	□	□
California	■	□	□
Colorado	□	□	□
Connecticut	■	■	□
Delaware	■	■	□
District of Columbia	□	□	□
Florida	■	■	■
Georgia	■	■	□
Hawaii	■	□	□
Idaho	□	□	□
Illinois	■	□	□
Indiana	□	□	□
Iowa	■	■	□
Kansas	□	□	□
Kentucky	■	□	□
Louisiana	□	□ [1]	□
Maine	□	□	□
Maryland	■	□	□
Massachusetts	□	□	□
Michigan	■	□	□
Minnesota	□	□ [2]	□
Mississippi	■	■	□
Missouri	■	■	□
Montana	□	□	□
Nebraska	■	□	□
Nevada	□	□	□
New Hampshire	□	□	□
New Jersey	■	■	□
New Mexico	■	■	□
New York	■	■	□
North Carolina	■	■	□
North Dakota	□	□	□
Ohio	□	□	□
Oklahoma	■	■	□
Oregon	□	□	□
Pennsylvania	■	□	□
Rhode Island	□	□	□
South Carolina	■	■	■
South Dakota	□	□	□
Tennessee	■	■	■
Texas	■	■	■
Utah	□	□ [3]	□
Vermont	□	□	□
Virginia	□	□	□
Washington	■	□	□
West Virginia	■	□	□
Wisconsin	■	□	□
Wyoming	□	□	□
	29	16	4

Footnotes for Figure 26

1 Louisiana has an optional teacher evaluation system that does make explicit the need to include objective measures of student learning as part of the teacher evaluation.

2 Although Minnesota does not have policies regarding teacher evaluations, the state has implemented an optional teacher evaluation system based on evidence of student learning as measured by observations and objective measures, such as student achievement data.

3 For teachers participating in Utah's career-ladder program, in which teachers earn incentives for taking on additional responsibilities, teacher evaluations must include evidence of student achievement gains.

Area 3: Goal B – Using Value-Added

The state should install strong value-added instruments to add to schools' knowledge of teacher effectiveness.

GOAL COMPONENTS

- The state should be the leading innovator in the development of value-added methodology.

  When multiple years of data are available, the state can help its schools use this new methodology to obtain data about individual teachers. Before multiple years of data are available, value-added analysis is also useful at the school level. Value-added systems can also be used to hold teacher preparation programs accountable.

- To lay the necessary groundwork for value-added analysis, the state needs to establish a student- and teacher-level longitudinal data system with at least three key components:
  - A unique statewide student identifier number;
  - A unique teacher identifier system; and
  - An assessment system with the ability to match individual student test records from year to year.

FINDINGS

A value-added model, if properly applied, allows schools to fairly measure the effectiveness of a teacher, by calculating his or her students' performance at the start of the year and comparing that with end-of-year performance. Because it is a new tool, it is not surprising that most states have reservations about using value-added analysis. Its current limitations also give many policymakers pause. However, few states have in place the key components that are needed in order to develop value-added systems and advance the capacity of these systems.

To put a value-added model in place, states must have a longitudinal data system with three types of data: a unique student identifier system, a unique teacher identifier system and an assessment system that is able to match student test records over time. Only 15 states have all three of the necessary elements. Of the three elements, states are least likely to have the teacher identifier system; only 18 states currently assign an identifier to each teacher.

Figure 27 Using Value-Added
How States are Faring

Best Practice
1
Tennessee

State Meets Goal
1
Ohio

State Nearly Meets Goal
5
Arkansas, Delaware, Florida, Louisiana, South Carolina

State Partly Meets Goal
11
Georgia, Hawaii, Kentucky, Minnesota, New Mexico, North Carolina, Pennsylvania, Rhode Island, Utah, West Virginia, Wyoming

State Meets a Small Part of Goal
22
Alabama, Alaska, Arizona, Colorado, Connecticut, Iowa, Kansas, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New York, North Dakota, Oregon, South Dakota, Texas, Vermont, Virginia, Washington, Wisconsin

State Does Not Meet Goal
11
California, District of Columbia, Idaho, Illinois, Indiana, Maine, Maryland, Missouri, New Hampshire, New Jersey, Oklahoma

Figure 28 Using Value-Added

Developing Capacity with the Three Key Components[1]

	Unique student identifier system	Unique teacher identifier system	Test records match over time
Alabama	■	□	■
Alaska	■	□	■
Arizona	■	□	■
Arkansas	■	■	■
California	■	□	□
Colorado	■	□	■
Connecticut	■	□	■
Delaware	■	■	■
District of Columbia	not available		
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	■	■	■
	45	18	42

BEST PRACTICE

Tennessee pioneered the first statewide value-added assessment that analyzes and reports student achievement gains at the classroom level. Although value-added analysis is not included as an indicator on teacher evaluations in Tennessee, school districts do use the data to better target the professional development needs of teachers.

Footnotes for Figure 28

1 Data source: Data Quality Campaign, reported Fall 2006, www.dataqualitycampaign.org. State responses were reported by data directors from state education agencies in September 2006. Although the Data Quality Campaign lists ten essential elements for developing a strong, functional student-level longitudinal database, NCTQ is highlighting the three elements that most statisticians and economists agree are absolutely essential for developing value-added data analysis: 1) a unique statewide student identifier number that connects student data across key databases across years, 2) a unique teacher identifier system that can connect individual teacher records with student records, and 3) the ability to match individual student test records year to year to measure academic growth.

Area 3: Goal C – Teacher Evaluation

The state should require that schools formally evaluate teachers on an annual basis.

GOAL COMPONENTS

- The state should require that all teachers receive a formal evaluation annually.
- The state should work with districts to require all teachers who have received a single unsatisfactory evaluation to be placed on an improvement plan–no matter what their employment status may be.
- The state should work with districts to require that all teachers who have received two unsatisfactory evaluations within five years be formally eligible for dismissal–no matter what their employment status may be.

FINDINGS

Most sectors and professions insist on annual reviews of employee performance. Even for highly performing employees, these reviews provide an important and welcome chance for feedback. This is not the case in teaching.

While most states weigh in on the frequency of teacher evaluations, the majority of states do not require that teachers are evaluated every year. Only 14 states require annual evaluations. An equal number of states do not provide any guidance about the frequency of evaluations. Three states allow teachers to go as long as five years between evaluations.

While states generally weigh in on the content and frequency of evaluations, they do little to encourage poor performers to leave the profession, or to set benchmarks for districts to identify when the dismissal process should be initiated. Only seven states provide explicit guidance to districts on the protocol that should follow two unsatisfactory evaluations, putting students at risk by protracting a process that should lead to dismissal.

Figure 29 Teacher Evaluation
How States are Faring

Best Practice
1
Pennsylvania

State Meets Goal
8
Arkansas, Connecticut, Florida, Georgia, Idaho, New York, Oklahoma, Washington

State Nearly Meets Goal
5
Arizona, Nevada, New Jersey, North Dakota, Wyoming

State Partly Meets Goal
3
Delaware, New Mexico, South Carolina

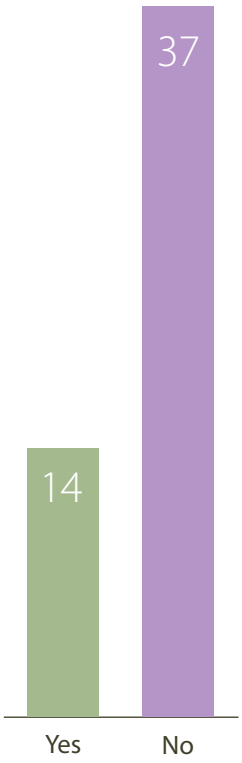
State Meets a Small Part of Goal
12
Alabama, Alaska, California, Hawaii, Illinois, Iowa, Kentucky, Michigan, Mississippi, North Carolina, Texas, Virginia

State Does Not Meet Goal
22
Colorado, District of Columbia, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Hampshire, Ohio, Oregon, Rhode Island, South Dakota, Tennessee, Utah, Vermont, West Virginia, Wisconsin

BEST PRACTICE

Pennsylvania requires annual evaluations of all teachers and provides guidance to districts about the need to place teachers receiving unsatisfactory evaluations on probation. Furthermore, Pennsylvania requires that teachers who do not improve are formally eligible for dismissal.

Figure 30 Teacher Evaluation
Do States Require Annual Evaluations?



Area 3: Goal D – Compensation Reform

The state should encourage, not block, efforts at compensation reform.

GOAL COMPONENTS

- The state should not have a minimum salary schedule; it should only articulate the minimum starting salary that every teacher should be paid. Further, the state should not have regulatory language that would block differential pay.
- The state should encourage compensation reform by offering differential pay programs that tie teacher pay to district and school needs, such as recruiting and retaining teachers in hard-to-staff subjects and schools.
- The state should experiment with performance pay efforts, rewarding teachers for their effectiveness in the classroom.

FINDINGS

Most states are making at least minimal efforts to encourage teacher compensation reform by removing any obstacles to districts' autonomy for deciding teacher compensation packages. Only three states fail to meet any part of this goal.

Thirty-one states give districts full authority to decide teacher pay rates. However, the remaining 20 states impose minimum salary schedules, which limit school districts' ability to be responsive to supply-and-demand problems. Twenty-eight states support differential pay programs, tying teacher pay to district and school needs, such as recruiting and retaining teachers in low-performing schools. Fewer states support performance pay, which rewards teachers for their effectiveness in the classroom; only 12 states currently fund performance pay initiatives.

Figure 31 Compensation Reform
How States are Faring

Best Practice
1
Florida

State Meets Goal
1
Iowa

State Nearly Meets Goal
14
Alaska, California, Connecticut, District of Columbia, Louisiana, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New York, Rhode Island, Vermont, Virginia

State Partly Meets Goal
20
Arkansas, Colorado, Idaho, Kansas, Maine, Michigan, Montana, Nebraska, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Utah, Wisconsin, Wyoming

State Meets a Small Part of Goal
12
Arizona, Delaware, Georgia, Hawaii, Illinois, Kentucky, Mississippi, Missouri, Ohio, Pennsylvania, Washington, West Virginia

State Does Not Meet Goal
3
Alabama, Indiana, Tennessee

Goals with this icon are especially important for attracting science and mathematics teachers.

Figure 32 Compensation Reform

Are States Encouraging Compensation Reform?

	State gives districts full authority for pay rates[1]	State supports differential pay[2]	State supports performance pay[3]
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	■	☐	☐
	31	28	12

BEST PRACTICE

Florida offers strong policies that encourage and protect compensation reform. The state has passed legislation that requires local districts to offer differential pay. Moreover, the state prohibits districts from approving collective bargaining agreements that preclude salary incentives.

Footnotes for Figure 32

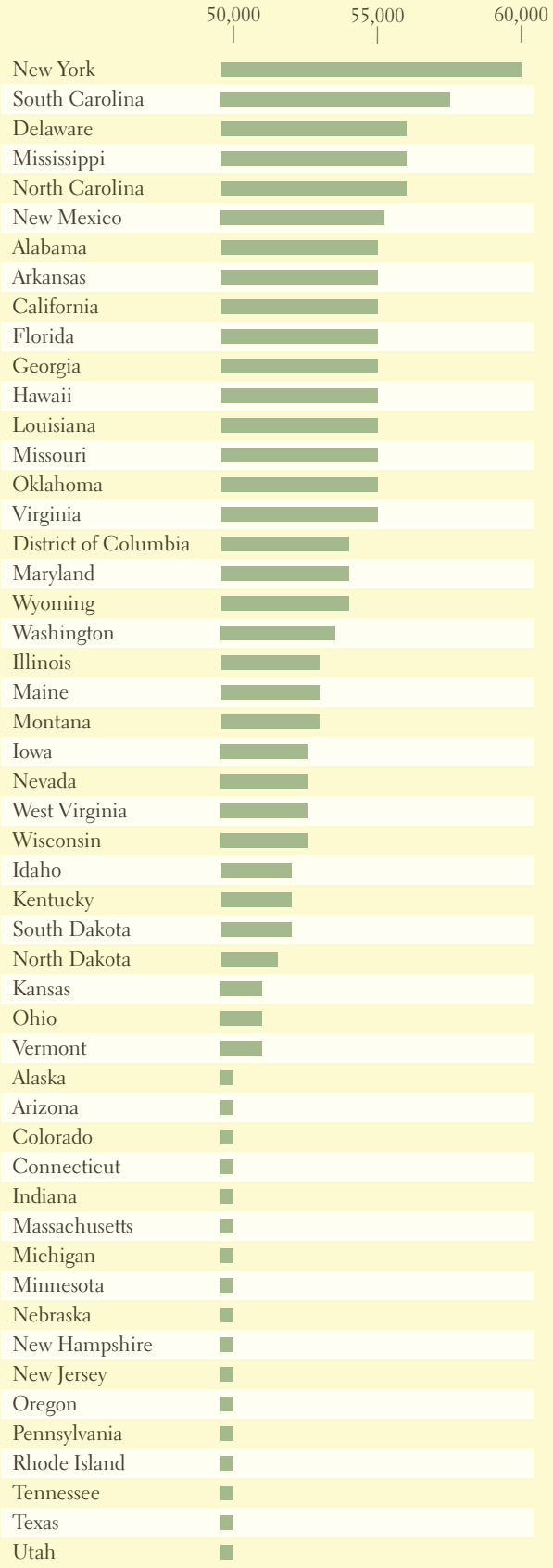
1 The state may still set the minimum starting salary, but the state lets districts negotiate the terms and rates of all subsequent pay increases.

2 Differential pay includes state-sponsored financial incentives for recruiting and retaining teachers in hard-to-staff schools or subject-area shortages. Data sources: "Quality Counts," a project of Education Week (http://www2.edweek.org/agentk-12/states/); states' "Highly Qualified Teacher" plans submitted to the US Department of Education (http://www.ed.gov/programs/teacherqual/hqtplans/index.html); and state responses to NCTQ inquiries.

3 Only performance pay initiatives that are funded or sponsored by the state are included.

Figure 33 Compensation Reform

What can a NBPTS[1] Certified Teacher with a Base Salary of $50,000 Earn?[2]



Footnotes for Figure 36
1 NBPTS=National Board for Professional Teaching Standards
2 Figures based on teaching in a high-needs school.

Area 3: Goal E – Tenure

The state should not give teachers permanent status (tenure) until they have been teaching for five years.

GOAL COMPONENTS

- The state's probationary period should not end until a teacher has been in the classroom for five years.

FINDINGS

Tenure should be a meaningful milestone in a teacher's career. Unfortunately, the decision to award tenure is generally made automatically, with little deliberation put into the decision. No other profession, including higher education, offers practitioners tenure after only a few years of working in the field.

Only two states currently have probationary periods of five years for new teachers. The majority of states require a probationary period of only three years, and 11 states allow teachers to be granted tenure in two years or less.

Shifting the probationary period to five years could help to improve the quality of the evaluation process leading to tenure. In some cases, it may require states to insist that there actually be an evaluation process in place.

Figure 34 Tenure
How States are Faring

Best Practice
2
Indiana, Missouri

State Meets Goal
0

State Nearly Meets Goal
0

State Partly Meets Goal
4
Connecticut, Illinois, Michigan, North Carolina

State Meets a Small Part of Goal
35
Alabama, Alaska, Arizona, Arkansas, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, Wyoming

State Does Not Meet Goal
10
California, District of Columbia, Maine, Maryland, Mississippi, Nevada, North Dakota, Vermont, Washington, Wisconsin

BEST PRACTICE

Two states, **Indiana** and **Missouri**, currently have probationary periods of five years for new teachers.

Figure 35 Tenure
How Long Before a Teacher Earns Tenure?

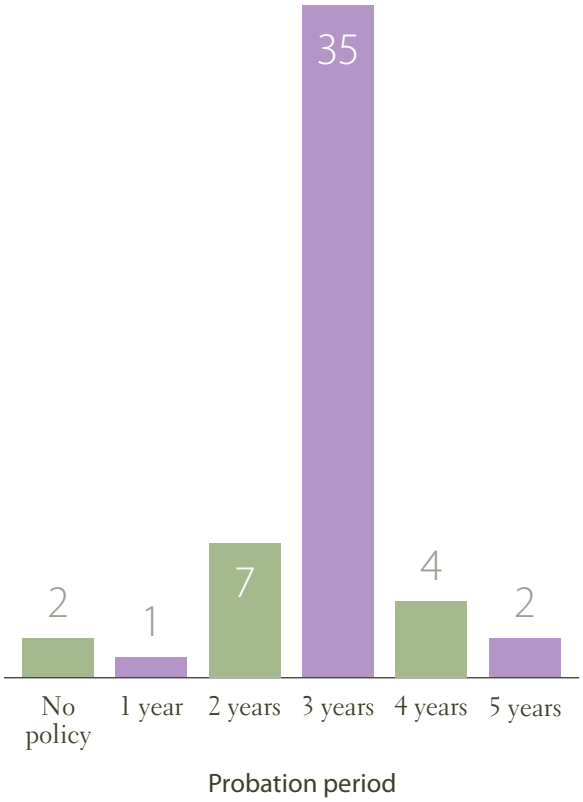


Figure 36 Tenure
How Long Before a Teacher Earns Tenure?
State-by-State Breakout

	No policy	1 year	2 years	3 years	4 years	5 years
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	☐	☐	☐	■	☐	☐
	2	1	7	35	4	2

Area 4: Goal A – Entry Into Preparation Programs

The state should require undergraduate teacher preparation programs to administer a basic skills test as a criterion for admission.

GOAL COMPONENTS

- It is inappropriate to wait until teacher candidates are ready to apply for licensure to administer a basic skills test that assesses reading, writing, and mathematics.
- All approved programs in a state should use a common test to facilitate program comparison.
- The state, not teacher preparation programs, should set the score needed to pass this test.
- Programs should have the option of exempting candidates who submit comparable SAT/ACT scores at a level set by the state.

FINDINGS

Basic skills tests assessing reading, writing and mathematics skills were originally offered by testing companies as a minimal screening mechanism for teacher preparation programs to use at point of entry into a program. In many states, the tests–assessing skills typically taught during middle school–are not being used as intended.

Although 41 states require aspiring teachers to pass a basic skills test, 24 of these states do not require that teacher candidates pass this test as a condition for admission to a teacher preparation program. Of the 17 states that require basic skills testing prior to program admission, only seven require a common test for which the state sets the passing score and also allow the exemption of candidates who demonstrate equivalent performance on a college entrance exam. Ten states do not require any basic skills testing of teacher candidates at any time.

Absent this minimal entrance standard, states cannot ensure the quality of instruction during teacher preparation, as programs that accept aspiring teachers who cannot pass a basic skills test may lower the rigor of their courses, remediating basic skills instead of preparing teachers for the classroom. These states further risk investing resources in candidates who may not be able to pass the test upon program completion.

Figure 37 Entry Into Preparation Programs
How States are Faring

Best Practice
0

State Meets Goal
7
Connecticut, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, West Virginia

State Nearly Meets Goal
7
Arkansas, Hawaii, Illinois, Missouri, Nebraska, Washington, Wisconsin

State Partly Meets Goal
0

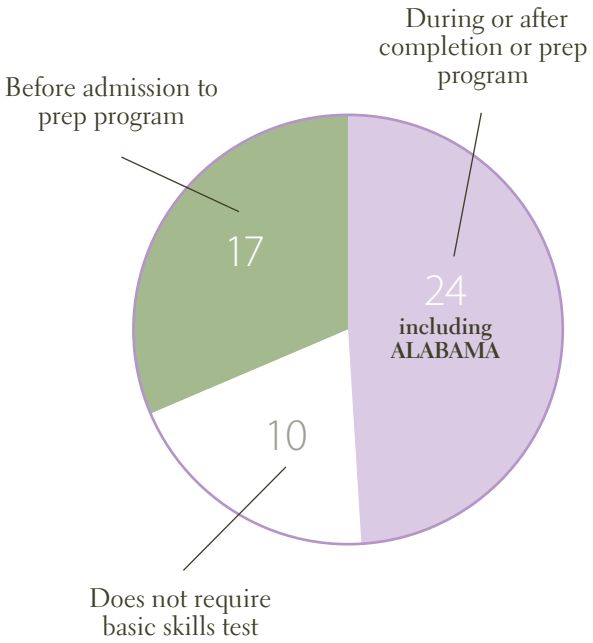
State Meets a Small Part of Goal
5
Florida, Iowa, Kentucky, Oklahoma, Virginia

State Does Not Meet Goal
32
Alabama, Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Idaho, Indiana, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Wyoming

BEST PRACTICE

Connecticut, **Louisiana**, **Mississippi**, **North Carolina**, **South Carolina**, **Tennessee** and **West Virginia** require candidates to pass a basic skills test as a condition for admission to a teacher preparation program. These states set a minimum passing score for the test and also unnecessary testing by allowing candidates to opt out of the basic skills test by demonstrating a sufficiently high score on the SAT or ACT.

Figure 38 Entry Into Preparation Programs
When do States Test Basic Skills?



Area 4: Goal B – Program Accountability

The state should base its approval of teacher preparation programs on measures that focus on the quality of the teachers coming out of the programs.

GOAL COMPONENTS

- The most important currently available data for states to collect are candidates' pass rates on state licensing tests, but more meaningful data on this variable need to be obtained. The state should ask programs to report the percentage of teacher candidates who entered student teaching and who were able to pass state licensing tests.
- In addition to better pass-rate information, states should consider collecting the following data: average raw scores of graduates on licensing tests, satisfaction ratings of programs' student teachers, evaluation results from first and/or second year of teaching, academic achievement gains of graduates' students, and retention rate of graduates.
- The state should also establish the minimum standard of performance for each of these categories of data. Programs must be held accountable for meeting these standards and the state, after due process, should shut down programs that do not do so.
- The state should produce an annual report card, published on the state's website, that shows all of the data that the state collects on individual teacher preparation programs.
- The state can also collect evidence that the program limits its admission to certification areas that produce too many teachers, that it trains teachers in high-shortage areas, and about the number of its graduates who take jobs in-state, out-of-state, or who do not enter the profession. It may be unwise to use these data as accountability measures.

FINDINGS

States need to shift away from ineffective processes that emphasize inputs for approving teacher preparation programs, instead holding them accountable for outputs, the quality of the teachers they produce.

Few states connect the program approval process to measurable outcome data about programs' graduates. Only 18 states collect any meaningful objective data that reflect program effectiveness. Only nine of these states have set the minimum standards that programs must meet to continue receiving approval.

Figure 39 Program Accountability
How States are Faring

Best Practice
0

State Meets Goal
0

State Nearly Meets Goal
2
Alabama, Louisiana

State Partly Meets Goal
6
Florida, Kentucky, Massachusetts, Nevada, North Carolina, Ohio

State Meets a Small Part of Goal
12
Arkansas, Colorado, Indiana, Kansas, Mississippi, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Vermont, Virginia

State Does Not Meet Goal
31
Alaska, Arizona, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Rhode Island, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

Most states also fail to meet the spirit, if not the letter, of Title II, Section 207 of the Higher Education Act, which requires states to collect the average pass rate of teacher candidates on licensing tests.

In addition, states are not providing the public with information about the effectiveness of programs. Only eight states post any data at all about individual program performance on their websites.

BEST PRACTICE

While no state fully meets NCTQ's recommendations for approval of teacher preparation programs, **Alabama** and **Louisiana** do base program approval on the quality of graduates.

Figure 40 Program Accountability
How do States Hold Teacher Prep Programs Accountable?

	State collects objective program-specific data	State sets minimum standards for performance[1]	State makes data publicly available on website
Alabama	■	■	■
Alaska	□	□	□
Arizona	□	□	□
Arkansas	■	□	■ [2]
California	□	□	□
Colorado	■	□	□
Connecticut	□	□	□
Delaware	□	□	□
District of Columbia	□	□	□
Florida	■	■	□
Georgia	□	□	□
Hawaii	□	□	□
Idaho	□	□	□
Illinois	□	□	□
Indiana	■	□	□
Iowa	□	□	□
Kansas	□	□	■ [2]
Kentucky	■	■	■
Louisiana	■	■	■ [2]
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	■	■	■ [2]
South Dakota	□	□	□
Tennessee	■	□	□
Texas	■	□	■ [2]
Utah	□	□	□
Vermont	■	■	□
Virginia	■	□	□
Washington	□	□	□
West Virginia	□	□	□
Wisconsin	□	□	□
Wyoming	□	□	□
	18	9	8

Footnotes for Figure 40
1 State sets minimal standard of performance for some but not all of the areas recommended by NCTQ.
2 State makes reports on program pass rates on state licensure tests available on its website, but does not make other key outcome and performance data available to the public.

Area 4: Goal C – Program Approval and Accreditation

The state should keep its program approval process wholly separate from accreditation.

GOAL COMPONENTS

- The state should not allow its teacher preparation programs to substitute national accreditation for state program approval.
- The state should not require its teacher preparation programs to attain national accreditation in order to receive state approval.

FINDINGS

Most states are doing a good job of keeping their approval processes for teacher preparation programs separate from accreditation.

The recent growth in the popularity of national accreditation has led some states to blur the line between the public process of state program approval, which should be about outputs (see Goal 4-B), and the private process of national accreditation, which is more appropriately concerned with inputs. Eight states inappropriately require all or some of their teacher preparation programs to attain national accreditation in order to receive state approval. Three additional states allow substitution of national accreditation for state approval.

The more common practice of states conducting site visits with or without national accrediting teams may be largely unnecessary in its current usage, distracting states from focusing on program results rather than illuminating reasons behind poor or good results.

Figure 41
Program Approval and Accreditation
How States are Faring

Best Practice
0

State Meets Goal
36
Alabama, Arizona, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Massachusetts, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia, Wisconsin, Wyoming

State Nearly Meets Goal
3
Michigan, New York, Virginia

State Partly Meets Goal
6
District of Columbia, Georgia, Idaho, Louisiana, Maine, Mississippi

State Meets a Small Part of Goal
1
Maryland

State Does Not Meet Goal
5
Alaska, Arkansas, New Jersey, North Carolina, Utah

BEST PRACTICE

The nature of this goal does not lend itself to a best practice, as NCTQ is recommending that states avoid a specific policy, rather than pursuing one.

Figure 42
Program Approval and Accreditation
Side Stepping State Approval with Private Accreditation

Which states allow substitution of national accreditation for state approval?

Georgia, Maine, Michigan

Which states require some programs to attain national accreditation in order to attain state approval?

Louisiana, Maryland, Mississippi

Which states requires all programs to attain national accreditation in order to receive state approval?

Alaska, Arkansas, New Jersey, North Carolina, Utah

Area 4: Goal D – Controlling Coursework Creep

The state should regularly review the professional coursework that teacher candidates are required to take, in order to ensure an efficient and balanced program of study.

GOAL COMPONENTS

- The state should adopt policies designed to encourage efficient delivery of the professional sequence, for both its own requirements and the requirements made by individual programs.
- The state should mandate only coursework or standards that are likely to make teachers more effective in the classroom.

FINDINGS

States do not do enough to ensure that teacher preparation programs offer an efficient program of study, balancing professional knowledge and skills with knowledge of the subject area(s).

Thirty-seven states now employ a standards-based approach, rather than the more traditional approach of specifying the coursework that teacher candidates must take to qualify for licensure. This approach requires only that the program commit to teaching the state's standards in return for approval by the state. While this approach may offer more flexibility in how programs deliver course content, states still need to monitor the number of credit hours that programs end up requiring to ensure that they deliver content efficiently.

Many states are not appropriately monitoring teacher preparation programs. NCTQ found approved programs in 36 states that required 60 or more credit hours in education coursework. These requirements leave little room for electives, and may leave insufficient room for adequate subject-matter preparation. Furthermore, it is likely that such excessive requirements discourage talented individuals from pursuing teaching.

Figure 43 Controlling Coursework Creep
How States are Faring

Best Practice
2
New Jersey, Tennessee

State Meets Goal
0

State Nearly Meets Goal
2
California, Texas

State Partly Meets Goal
3
Massachusetts, Michigan, Virginia

State Meets a Small Part of Goal
5
Alabama, Colorado, Florida, New York, Pennsylvania

State Does Not Meet Goal
39
Alaska, Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

BEST PRACTICE

Tennessee and **New Jersey** have policies that ensure teacher preparation programs do not require excessive professional coursework. Tennessee requires programs to base their coursework on a template that limits professional coursework to 20 percent. New Jersey explicitly limits the amount of professional coursework that programs may require.

Figure 44 Controlling Coursework Creep
Are States Controlling Program Excesses?

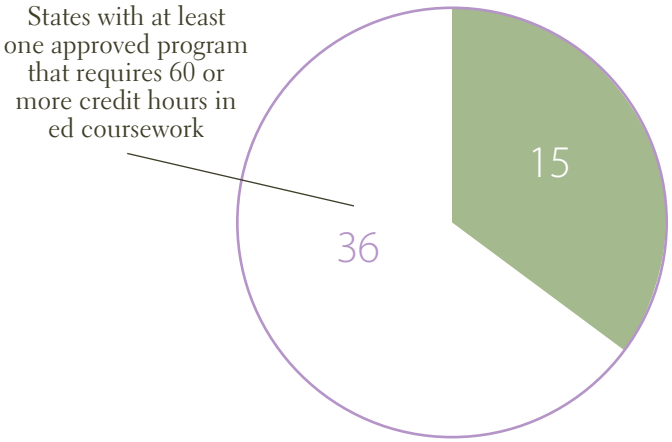
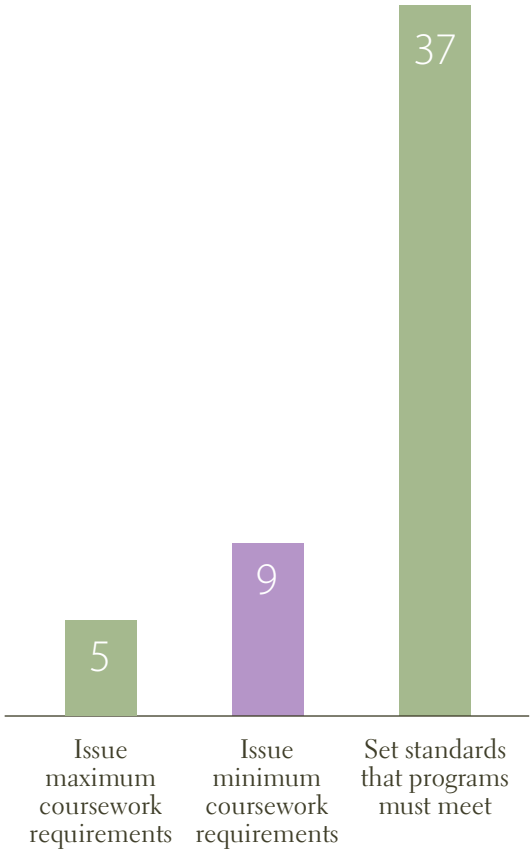


Figure 45 Controlling Coursework Creep
How do States Regulate Teacher Prep Programs' Course of Study?



Area 5: Goal A – Genuine Alternatives

The state should ensure its alternate routes to certification are well structured, meeting the needs of new teachers.

GOAL COMPONENTS

There are nine features that define a genuine, high-quality alternate route.

1. **Amount of coursework.** The state should ensure that the number of credit hours it either requires or allows should be manageable for the new teacher.
2. **Program length**. The alternate route program should be no longer than two years in length, at which time the new teacher should be eligible for a standard certificate.
3. **Relevant coursework**. Any coursework requirements should target the *immediate* instructional needs of the new teacher.
4. **New teacher support**. The state should ensure that candidates have an opportunity to practice teach in a summer training program. Alternatively, the state can provide an intensive mentoring experience.
5. **Broad Usage**. The state should not treat the alternate route as a program of "last resort," restricting the availability of alternate routes to certain geographic areas, grades, or subject areas.
6. **Diversity of providers**. The state should allow districts and nonprofit organizations other than institutions of higher education to operate programs.

The three remaining features, described in the next goal, address the criteria that should be considered in accepting individuals into a high-quality alternate route program: 7. **Evidence of strong academic performance**; 8. **Verification of subject matter knowledge**; and 9. **Availability of "test-out" options to meet standards**.

FINDINGS

While nearly every state now has something on its books that is classified as an "alternate route to certification," only six states offer a fully genuine alternative that provides an accelerated and responsible pathway into the profession, and that is designed for talented individuals. With some modification of one or two components, an additional 15 states could also meet a genuine standard. The remaining states have shifted away from the original vision of the alternate route movement established in the 1980s. Interpret-

Figure 46 Genuine Alternatives
How States are Faring

Best Practice
0

State Meets Goal
6
Arkansas, Connecticut, Georgia, Kentucky, Louisiana, Maryland

State Nearly Meets Goal
6
Florida, Massachusetts, Mississippi, New Jersey, Virginia, Washington

State Partly Meets Goal
14
Alabama, California, Colorado, Delaware, Idaho, Missouri, New Hampshire, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Texas, Utah

State Meets a Small Part of Goal
7
Arizona, Indiana, New Mexico, New York, South Carolina, Vermont, West Virginia

State Does Not Meet Goal
18
Alaska, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Maine, Michigan, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Oregon, Rhode Island, Wisconsin, Wyoming

Goals with this icon are especially important for attracting science and mathematics teachers.

Figure 47 Genuine Alternatives

What distinguishes a genuine alternate route from other postbaccalaureate paths into the teaching profession?

	Genuine Alternate Route	Postbaccalaureate Traditional Route	Classic Emergency Licensure
Premise	Candidates with strong academic backgrounds begin teaching while completing streamlined preparation program.	Candidates pursue traditional preparation program at the graduate rather than undergraduate level.	Virtually any candidate is given a temporary license to teach; standard certification requirements must be fulfilled to convert it to a regular license.
Selectivity	Teacher provides evidence of above average academic performance (e.g., 2.75 or 3.0 GPA)–with some flexibility for mid-career applicants.	Teacher has a 2.5 GPA.	Teacher need not provide any evidence of previous academic performance.
Subject matter knowledge	Teacher can demonstrate subject matter knowledge on test.	Teacher has a major in the subject; may have to pass test.	Teacher need not have major, college degree, or pass test until program completion.
Annual course requirements	Requires no more than one course at a time during school year (roughly 12 credits per year, exclusive of mentoring credits).	15 credits per year on average.	Requirements vary with teacher.
Cap on coursework	Offers accelerated study (e.g., would not exceed 6 courses, exclusive of any credit for mentoring, over duration of program).	30 credits total on average.	Unlimited—depends on individual.
Types of courses required	Relevant to immediate needs of teacher–such as reading instruction; seminars grouped by grade or content.	Full program of professional study.	Full program of professional study and any missing content coursework.
Program length	Earns standard certificate after two years.	Earns standard certificate after two years.	Awards standard certificate when coursework is completed; maximum generally set for number of years emergency license is valid.
New teacher support	Has practice-teaching opportunity and/or strong induction program—does not require teacher to quit previous job before summer.	Has practice-teaching and/or strong induction—may require teacher to quit previous job before summer.	Goes through standard district induction program.
Provider diversity	Districts, nonprofit providers, and IHE can operate programs; coursework need not be credit bearing.	Only IHE.	Only IHE.
Use	State actively encourages districts to use the route.	State actively encourages districts to use the route.	State terms route "source of last resort."

Figure 48 Genuine Alternatives

Are States Really Offering Alternate Routes into Teaching?

	Genuine or nearly genuine alternate route	Alternate route that needs significant revision	Offered route is disingenuous	No alternate route offered
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	15	27	3

ing alternate route as little more than "earn as you learn," 27 states require or permit program providers to insist that teachers complete the same program of study as traditional route teachers. No fewer than 17 states now classify as alternate routes what used to be labeled as emergency routes to certification (no admissions criteria, no reduction in coursework).

Mentoring and induction are critical needs of new teachers, particularly for nontraditional candidates who have not had a lot of student teaching experience. Although many states require programs to provide mentoring, they are typically vague about the extent and nature of services to be provided. Only 15 states require that alternate route teachers receive mentoring of high quality and intensity.

In a promising development, a handful of states are beginning to broaden the scope of authorized providers. Both Teach For America and The New Teacher Project have been given permission in a few states to prepare their own teachers without being required to partner with a higher education institution.

BEST PRACTICE

Although all have areas that could use some improvement, **Arkansas**, **Connecticut**, **Georgia**, **Kentucky**, **Louisiana**, and **Maryland** all offer structurally sound alternate routes to teacher certification.

Figure 49 Genuine Alternatives

How Many States Really Offer Alternate Routes into Teaching?

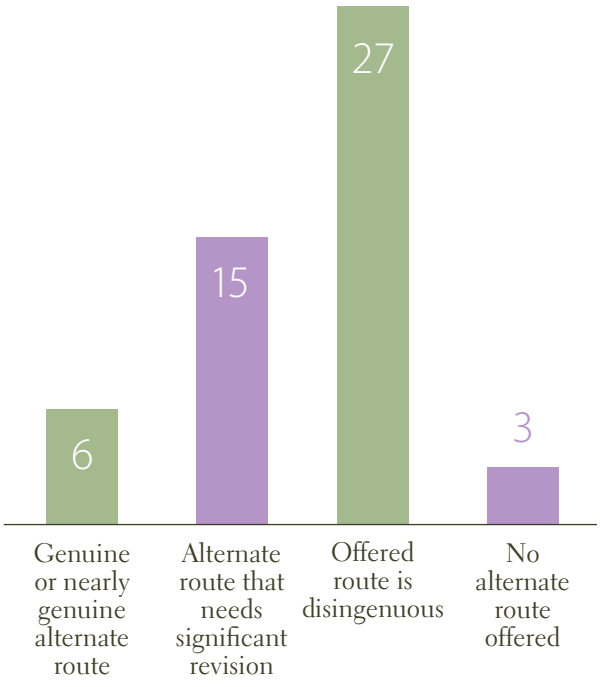


Figure 50 Genuine Alternatives
Are States Curbing Excessive Coursework Requirements?

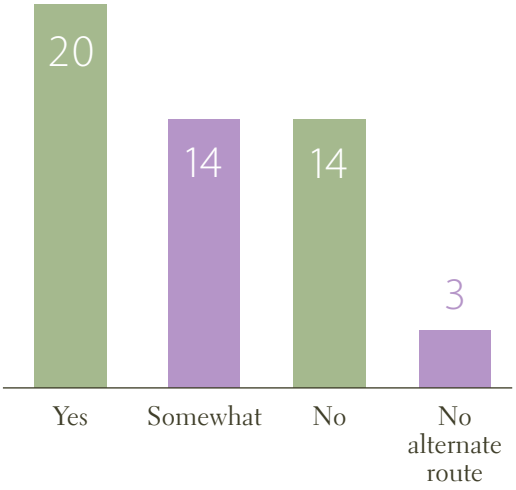
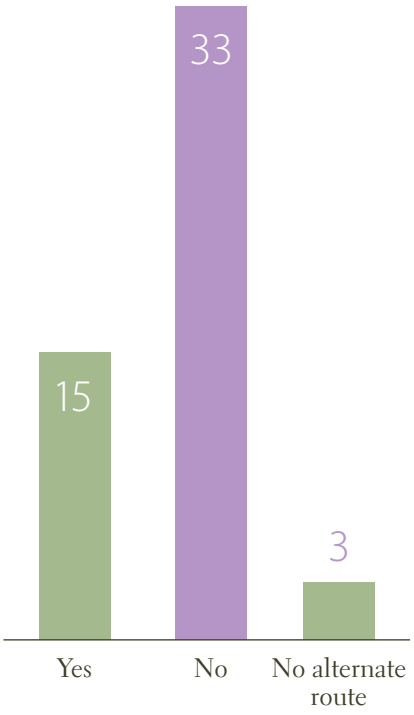


Figure 51 Genuine Alternatives
Are States Requiring Mentoring of High Quality and Intensity?



Area 5: Goal B – Limiting Alternate Routes to Teachers with Strong Credentials

The state should require all of its alternate route programs to be both academically selective and accommodating to the nontraditional candidate.

GOAL COMPONENTS

- With some accommodation for work experience, alternate route programs should screen candidates for academic ability, such as a 2.75 overall college grade point average (GPA).
- All candidates, including elementary candidates and candidates who have a major in their intended subject area, should be required to pass a subject matter test.
- A candidate lacking a major in the intended subject area should be able to demonstrate sufficient subject matter knowledge by passing a test of sufficient rigor.

FINDINGS

The concept behind the alternate route in teaching is that the nontraditional candidate is able to concentrate on acquiring professional knowledge and skills because he or she has demonstrated strong subject-area knowledge and/or an above-average academic background. Beyond the three states that do not offer alternate routes, 21 states do not require alternate route candidates to meet any academic standard. Fifteen states have set a standard that is too low, as it is about the same as what is expected of a traditional candidate entering a four-year program. Only 12 states set a sufficient academic standard.

While 28 states require all alternate route candidates to pass a subject-area test no later than one year after starting to teach, 20 states have insufficient testing requirements. These states either do not require candidates to pass a subject-area test, exempt some candidates from testing or do not require candidates to pass until the program has been completed.

Only 16 states have admissions criteria that are flexible to the needs of nontraditional candidates. The remaining 32 states require candidates to have a subject-area major but do not permit candidates to demonstrate subject knowledge by taking a test.

Figure 52
Limiting Alternate Routes to Teachers with Strong Credentials
How States are Faring

Best Practice
0

State Meets Goal
2
Arizona, Arkansas

State Nearly Meets Goal
6
Georgia, Louisiana, Massachusetts, New Jersey, Tennessee, Washington

State Partly Meets Goal
18
California, Colorado, Connecticut, Florida, Idaho, Indiana, Kentucky, Maryland, Mississippi, Nevada, New Hampshire, New York, North Carolina, Oregon, Pennsylvania, Vermont, Virginia, Wyoming

State Meets a Small Part of Goal
14
Alabama, Delaware, District of Columbia, Illinois, Kansas, Minnesota, Missouri, New Mexico, Ohio, Oklahoma, South Carolina, South Dakota, Texas, West Virginia

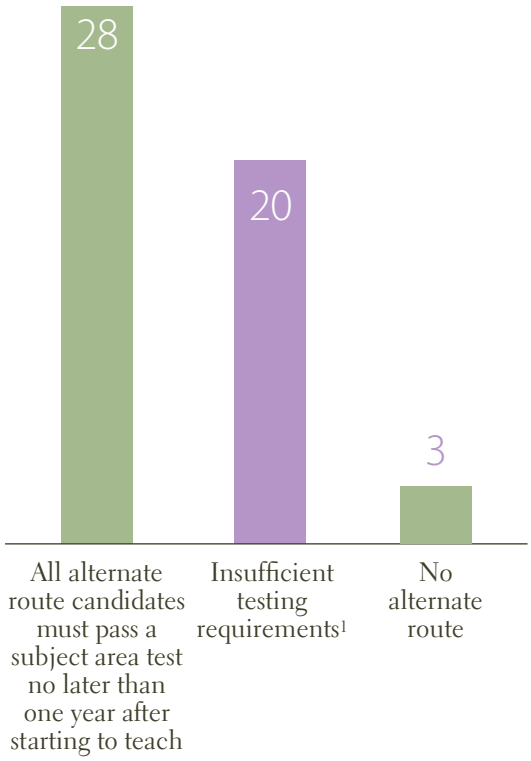
State Does Not Meet Goal
11
Alaska, Hawaii, Iowa, Maine, Michigan, Montana, Nebraska, North Dakota, Rhode Island, Utah, Wisconsin

Goals with this icon are especially important for attracting science and mathematics teachers.

BEST PRACTICE

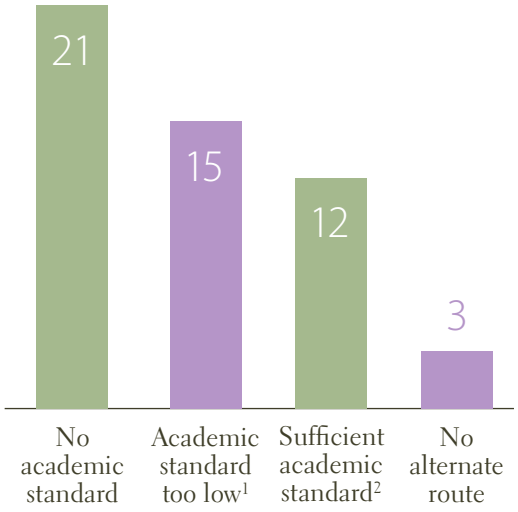
Arizona meets three admission criteria for a quality alternate route: 1) a requirement that all candidates pass a subject-area test; 2) flexibility built into its policy that respects nontraditional candidates' diverse backgrounds; and 3) some evidence from candidates of good academic performance.

Figure 53
Limiting Alternate Routes to Teachers with Strong Credentials
Are States Ensuring that Alternate Route Teachers Have Subject Matter Knowledge?



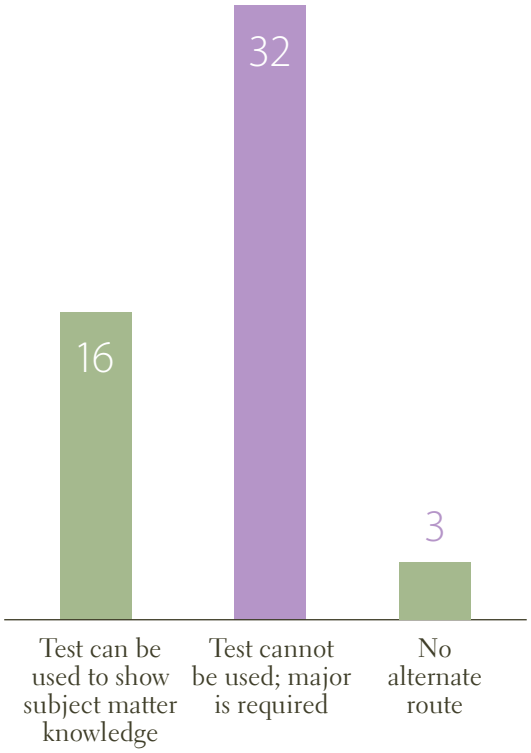
1 State does not require subject area test at all; or exempts some candidates from having to take it; or does not require candidate to pass test until program has been completed.

Figure 54
Limiting Alternate Routes to Teachers with Strong Credentials
Are States Requiring Alternate Route Programs to be Selective?



1 State sets a primary standard of a minimum 2.5 GPA, about the same expected of a traditional candidate entering four-year teacher preparation program.
2 State sets primary academic standard above a 2.5 GPA, acknowledging the need of the nontraditional candidate on fast track to have above average academic credentials.

Figure 55
Limiting Alternate Routes to Teachers with Strong Credentials
Do States Accommodate the Nontraditional Background of Alternate Route Candidates?



Area 5: Goal C – Program Accountability

The state should hold alternate route programs accountable for the performance of their teachers.

GOAL COMPONENTS

- The state should collect the following performance data to hold alternate route programs accountable: average raw score of each program's teachers on state licensing tests, evaluation results from first and/or second year of teaching; academic achievement gains of graduates' students, and retention rate of graduates.
- The state should also establish the minimum standard of performance for each of these categories of data. Programs must be held accountable for meeting these standards and the state, after due process, should shut down programs that do not do so.
- The state should produce an annual report card, published on the state's website, which shows all of the data that the state collects on individual teacher preparation programs.
- The state can also collect evidence that the program limits admission to certification areas that produce too many teachers, that it trains teachers in high-shortage areas, and about the number of its graduates who take jobs in-state, out-of-state, or who do not enter the profession. It may be unwise to use these data as accountability measures.

FINDINGS

States are doing a poor job of holding alternate route programs accountable for the performance of their teachers, as only one state even comes close to meeting this goal.

Few states collect any standardized, objective data from alternate route programs, and still fewer have established minimum standards to hold programs accountable for the quality of their teachers. Just eight states collect the results of program graduates first-year evaluations, and a mere four states require programs to report on the academic achievement of their graduates' students.

BEST PRACTICE

While no state earns a Best Practice designation in this goal, **Kentucky** comes the closest.

Figure 56 Program Accountability
How States are Faring

Best Practice
0

State Meets Goal
0

State Nearly Meets Goal
1
Kentucky

State Partly Meets Goal
8
Arizona, Colorado, Delaware, Georgia, Kansas, Maryland, New Jersey, South Carolina

State Meets a Small Part of Goal
8
California, Florida, Illinois, Michigan, Pennsylvania, Texas, Virginia, Wisconsin

State Does Not Meet Goal
34
Alabama, Alaska, Arkansas, Connecticut, District of Columbia, Hawaii, Idaho, Indiana, Iowa, Louisiana, Maine, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, Wyoming

Area 5: Goal D – Interstate Portability

The state should treat out-of-state teachers who completed an approved alternate route program no differently than out-of-state teachers who completed a traditional program.

GOAL COMPONENTS

- The state should accord the same license to an experienced teacher who was prepared in an alternate route as it accords an experienced teacher prepared in a traditional teacher preparation program.
- The terms under which the state offers licensure reciprocity to teachers who completed a program but who have not yet taught three years should be no different for the teacher prepared in an alternate route as the teacher prepared in a traditional route.

FINDINGS

Many states have unnecessarily restrictive policies when it comes to granting licenses to teachers originally licensed in other states. States are even more inflexible when it comes to teachers prepared in alternate route programs.

Twenty-six states will still not grant reciprocal licenses to experienced (three plus years) out of state teachers who completed alternate routes, without a lot of strings attached. States are even less likely to grant license reciprocity to out-of-state teachers prepared in alternate route programs who have been teaching less than three years. Only 15 states will grant licenses without additional requirements.

BEST PRACTICE

Georgia's policies on teachers prepared through an alternate route are the most fair. Georgia offers a standard license to a teacher who completed a program but who did not yet have a standard license in the previous state, provided the only reason that prevented the teacher from earning the license was time served.

Figure 57 Interstate Portability
How States are Faring

Best Practice
1
Georgia

State Meets Goal
10
Alabama, Colorado, Maine, Missouri, New Hampshire, Oklahoma, Tennessee, Texas, Virginia, West Virginia

State Nearly Meets Goal
4
Alaska, Arkansas, Mississippi, New Jersey

State Partly Meets Goal
8
California, Delaware, Florida, Maryland, Massachusetts, New York, Rhode Island, South Carolina

State Meets a Small Part of Goal
10
Connecticut, District of Columbia, Hawaii, Kentucky, Louisiana, Michigan, New Mexico, North Carolina, South Dakota, Washington

State Does Not Meet Goal
18
Arizona, Idaho, Illinois, Indiana, Iowa, Kansas, Minnesota, Montana, Nebraska, Nevada, North Dakota, Ohio, Oregon, Pennsylvania, Utah, Vermont, Wisconsin, Wyoming

Goals with this icon are especially important for attracting science and mathematics teachers.

Area 6: Goal A – Special Education Teacher Preparation

The state should articulate the professional knowledge needed by the special education teacher and monitor teacher preparation programs for efficiency of delivery.

GOAL COMPONENTS

- Standards for special education teachers need to be explicit and research based. It should not be possible for programs to train teachers in any method, strategy or assessment and still meet the state standards.
- The standards should be specific enough to drive the instruction of teacher preparation programs and inform teacher candidates of what they need to know in order to become licensed teachers.
- The standards should be testable.
- States should adopt policies that ensure efficient delivery of professional coursework and a corresponding balance between academic and professional coursework. Absent formal policies, the state can still do much to achieve this balance.

FINDINGS

Most states have weak and ineffective policies related to the preparation of special education teachers.

A mere four states have strong standards for the preparation of special education teachers that are clear, explicit and comprehensive. Twenty-nine states have standards that provide little guidance about what special education teachers should know and be able to do. In the absence of solid standards, teacher preparation programs are left to decide for themselves how special education teachers should be trained.

States are also doing little to ensure that special education candidates receive an efficient and balanced program of study. Few states monitor the number of credit hours that preparation programs require, if only to ensure that they are delivering content efficiently, eliminating outdated or redundant courses. NCTQ found approved programs in 41 states that require the equivalent of more than two full majors of education coursework; 16 of these programs require the equivalent of three full majors. While more extensive requirements may be appropriate for teachers preparing to work with students with severe disabilities, these requirements seem excessive for general special education preparation and may discourage prospective teachers from entering the field.

Figure 58
Special Education Teacher Preparation
How States are Faring

Best Practice
0

State Meets Goal
0

State Nearly Meets Goal
4
New Mexico, North Carolina, Texas, Virginia

State Partly Meets Goal
2
Alabama, Hawaii

State Meets a Small Part of Goal
23
Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Illinois, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, West Virginia, Wyoming

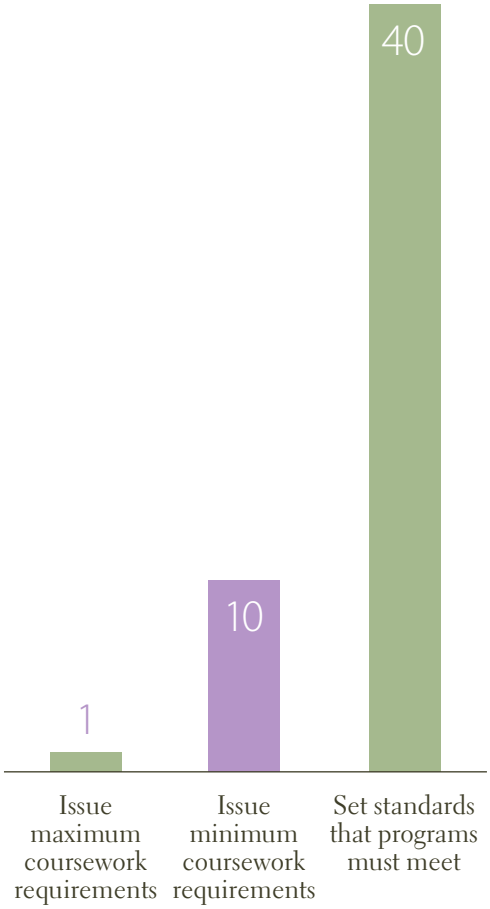
State Does Not Meet Goal
22
Arizona, Colorado, Florida, Idaho, Indiana, Iowa, Kansas, Louisiana, Maine, Michigan, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New York, North Dakota, Oregon, Pennsylvania, Vermont, Washington, Wisconsin

BEST PRACTICE

While no state fully meets this goal, **Virginia** comes closest. Virginia's standards for special education teachers are explicit and focus on the key areas for providing effective instruction to students with disabilities. In addition, Virginia's policy allows for flexibility while still providing proper guidance to teacher preparation programs regarding the role of professional coursework in special education teacher preparation.

Figure 59 Special Education Teacher Preparation
Do States Articulate the Professional Knowledge Needed by Special Education Teachers?

Figure 60 Special Education Teacher Preparation
How do States Regulate Teacher Prep Programs' Course of Study?



Area 6: Goal B – Elementary Special Education Teachers

The state should require that teacher preparation programs provide a broad liberal arts program of study to elementary special education candidates.

GOAL COMPONENTS

- All elementary education candidates should have preparation in five content areas: math, science, English, social studies and fine arts.
- States should ensure that the coursework elementary special education teachers take is relevant to what is taught in the Pre-K through grade six classroom.

FINDINGS

States are doing little to ensure that elementary special education teachers are well-prepared to teach academic subject matter.

Few states require that elementary special education teacher candidates complete broad liberal arts coursework that is relevant to the elementary classroom. Twenty-one states do not require elementary special education candidates to take subject-matter coursework or demonstrate content knowledge on a subject-matter test. The remaining states have requirements that vary tremendously in terms of the quality of content area preparation they require.

States not requiring special education teachers to be well-trained in academic subject matter are shortchanging special education students, who deserve the opportunity to learn grade-level content. Even special education teachers who are not assigned to a self-contained classroom (for example, co-teaching) need to have knowledge in subject matter.

Figure 61
Elementary Special Education Teachers
How States are Faring

Best Practice
0

State Meets Goal
2
Massachusetts, Oregon

State Nearly Meets Goal
4
Illinois, Kansas, New Jersey, New York

State Partly Meets Goal
13
Alabama, Arkansas, California, Colorado, Georgia, Iowa, Michigan, North Dakota, Tennessee, Texas, Virginia, West Virginia, Wisconsin

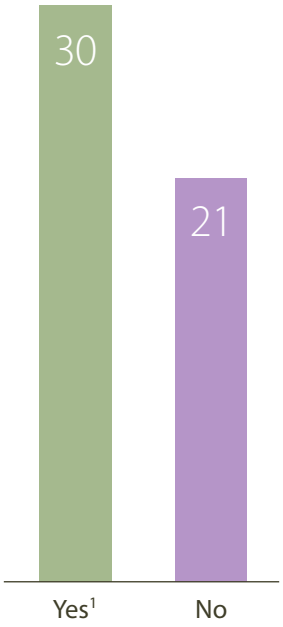
State Meets a Small Part of Goal
11
Delaware, Indiana, Louisiana, Mississippi, New Hampshire, New Mexico, Oklahoma, Pennsylvania, Rhode Island, Utah, Washington

State Does Not Meet Goal
21
Alaska, Arizona, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Kentucky, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, Nevada, North Carolina, Ohio, South Carolina, South Dakota, Vermont, Wyoming

BEST PRACTICE

Massachusetts requires elementary special education teacher candidates to complete the same coursework (and pass the same test) as other elementary candidates. They must complete 36 credit hours of arts and sciences coursework including: composition, American literature, world literature, U.S. history, world history, geography, economics, U.S. government, child development, science laboratory work and appropriate math and science coursework.

Figure 62 Elementary Special Education Teachers
Do States Require Any Subject-Matter Preparation?



1 State requires either subject-matter coursework or a subject-matter test.

Area 6: Goal C – Secondary Special Education Teachers

The state should require that teacher preparation programs graduate secondary special education teacher candidates who are "highly qualified" in at least two subjects.

GOAL COMPONENTS

- The most efficient route to becoming adequately prepared to teach multiple subjects may be for teacher candidates to earn the equivalent of two subject-area minors and pass tests in those areas.
- Preparation should also include broad coursework in remaining core subject areas, covering topics relevant to PK-12 teaching. Secondary special education teacher candidates would therefore need to become highly qualified in as few additional subject areas as possible upon completion of a teacher preparation program (see Goal 6-D).

FINDINGS

States are not requiring that teacher preparation programs assume their fair share of ensuring that secondary special education teachers are highly qualified, leaving the task up to districts instead.

Only one state ensures that secondary special education teachers are highly qualified in two subject areas upon program completion. An additional 13 states require secondary special education teachers to be qualified in one core academic area. The remainder – 37 states – do not require that programs graduate secondary special education teachers who are highly qualified in any core academic areas.

These policies place too much burden on districts and shortchange special education students by denying them teachers who are prepared to teach subject-area content.

Figure 63
Secondary Special Education Teachers
How States are Faring

Best Practice
0

State Meets Goal
0

State Nearly Meets Goal
2
Michigan, New Jersey

State Partly Meets Goal
12
California, Idaho, Iowa, Kansas, Louisiana, New Mexico, New York, North Dakota, Utah, West Virginia, Wisconsin, Wyoming

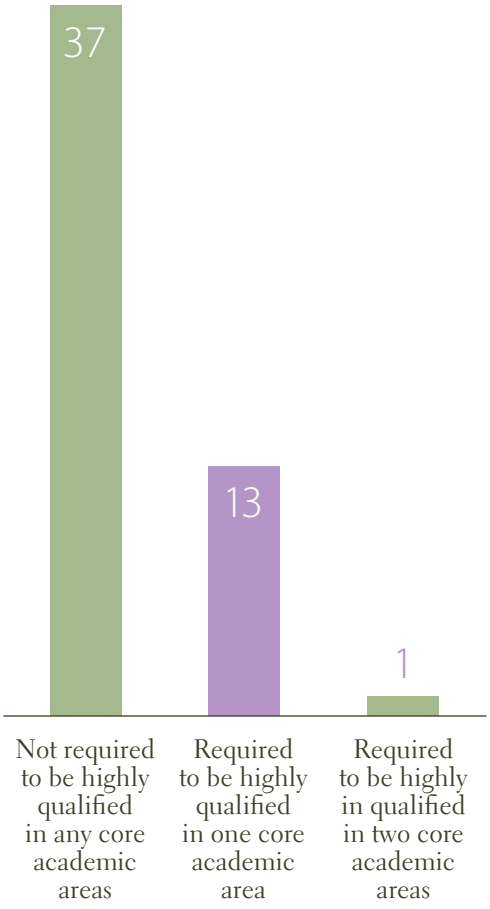
State Meets a Small Part of Goal
14
Alabama, Arkansas, Colorado, Georgia, Illinois, Massachusetts, Mississippi, Missouri, Nebraska, New Hampshire, Oklahoma, South Dakota, Tennessee, Texas

State Does Not Meet Goal
23
Alaska, Arizona, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Indiana, Kentucky, Maine, Maryland, Minnesota, Montana, Nevada, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Vermont, Virginia, Washington

BEST PRACTICE

While no state fully meets this goal, **Michigan** and **New Jersey** come closest. Michigan requires secondary special education teachers to have dual certification. As part of their certification, all secondary teacher candidates must complete a major in the subject area they intend to teach and a minor in another area. New Jersey is phasing in a new special education certificate that requires a grade and subject matter-appropriate endorsement. New Jersey requires middle school teacher candidates to complete a major in one area and a minor in each additional teaching area; it requires high school teacher candidates to complete a major or the equivalent in their intended teaching area. All new secondary teachers are also required to pass a subject-area test in order to attain licensure.

Figure 64 Secondary Special Education Teachers
What do States Require of New Teachers Upon Program Completion?



Area 6: Goal D – Special Education Teachers and HQT

The state should customize a "HOUSSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.

GOAL COMPONENTS

- The state should offer a customized High Objective Uniform State System of Evaluation (HOUSSE) route for new secondary special education teachers who may find the existing state HOUSSE route a mismatch.
- This unique route should be focused only on increasing teacher subject matter knowledge, not pedagogical skills.

FINDINGS

Currently, no state has a separate HOUSSE route designed especially for new secondary special education teachers.

States' regular HOUSSE routes for veteran teachers are inappropriate for meeting this goal, as they typically award significant points for teaching experience, professional development and other qualifications that new teachers lack. Moreover, these options are usually insufficient for ensuring adequate content knowledge.

Although ideally secondary special education teachers will graduate with highly qualified status in two core areas, states should provide a practical and meaningful way for them to meet highly qualified status in all remaining core subjects once they are in the classroom.

BEST PRACTICE

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

Figure 65
Special Education Teachers and HQT
How States are Faring

Best Practice
0

State Meets Goal
0

State Nearly Meets Goal
0

State Partly Meets Goal
0

State Meets a Small Part of Goal
0

State Does Not Meet Goal
51

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, 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, Virginia, Vermont, Washington, West Virginia, Wisconsin, Wyoming

Figure 66 Goal Summary

Progress Toward Meeting Teacher Quality Goals

	Best practice	Fully meets	Nearly meets	Meets in part	Meets small part	Does not meet
Alabama	0	5	3	6	8	5
Alaska	0	1	4	0	6	16
Arizona	0	4	1	4	8	10
Arkansas	0	4	6	3	8	6
California	0	2	3	9	5	8
Colorado	1	4	1	6	9	6
Connecticut	0	7	1	4	6	9
Delaware	0	4	3	5	8	7
District of Columbia	0	2	4	1	5	15
Florida	2	3	4	5	6	7
Georgia	1	5	1	7	6	7
Hawaii	0	2	2	2	8	13
Idaho	0	1	2	8	3	13
Illinois	0	2	3	3	10	9
Indiana	1	2	0	2	6	16
Iowa	0	2	0	6	9	10
Kansas	0	1	2	6	7	11
Kentucky	0	2	3	4	9	9
Louisiana	0	4	6	4	6	7
Maine	0	3	0	3	2	19
Maryland	0	2	2	7	5	11
Massachusetts	2	6	3	4	5	7
Michigan	0	2	3	8	7	7
Minnesota	0	2	1	6	3	15
Mississippi	0	3	3	4	11	6
Missouri	1	2	4	2	7	11
Montana	0	1	1	1	7	17
Nebraska	0	1	2	1	11	12
Nevada	0	1	2	5	3	16
New Hampshire	0	2	2	4	5	14
New Jersey	1	3	8	6	3	6
New Mexico	0	3	1	7	8	8
New York	1	2	6	6	5	7
North Carolina	0	2	3	8	3	11
North Dakota	0	2	2	4	5	14
Ohio	0	4	1	3	8	11
Oklahoma	0	5	4	4	8	6
Oregon	0	3	2	2	6	14
Pennsylvania	1	1	2	6	9	8
Rhode Island	0	1	3	3	6	14
South Carolina	0	4	4	5	7	7
South Dakota	0	4	0	2	8	13
Tennessee	2	5	3	2	8	7
Texas	1	5	4	4	9	4
Utah	0	2	1	5	6	13
Vermont	0	2	2	3	6	14
Virginia	1	3	7	4	9	3
Washington	0	4	4	4	6	9
West Virginia	0	6	2	4	9	6
Wisconsin	0	2	1	5	5	14
Wyoming	0	3	2	4	4	14

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NCTQ is available to work with individual states to improve teacher policies. For more information please contact:

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