

2009 State Teacher Policy Yearbook

National
Summary



National Council on Teacher Quality

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their extensive experience has helped to ensure the factual accuracy of the final product. Every state formally received a draft of the *Yearbook* in July 2009 for comment and correction; states also received a final draft of their reports a month prior to release. All states graciously reviewed and responded to our drafts. While states do not always agree with our recommendations, the willingness of most states to acknowledge the imperfections of their teacher policies is an important first step toward reform.

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

FUNDERS

The primary funders for the 2009 *Yearbook* were:

- Bill and Melinda Gates Foundation
- Daniels Fund
- Fisher Family Foundation
- Gleason Family Foundation
- George Gund Foundation
- Houston Endowment
- The Joyce Foundation

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

STAFF

Sandi Jacobs, *Project Director*

Sarah Brody, *Project Assistant*

Kelli M. Rosen, *Lead Researcher*

Trisha M. Madden, Stephanie T. Maltz and Tracey L. Myers-Preston, *Researchers*

Thank you to Bryan Gunning and the team at CPS Inc. for their design of the 2009 *Yearbook*. Thanks also to Colleen Hale at Summerhouse Studios for the original *Yearbook* design and to Jeff Hale for technical support.

About the 2009 Yearbook

The 2009 edition of the *State Teacher Policy Yearbook* is the National Council on Teacher Quality's third annual review of state laws, rules and regulations that govern the teaching profession. This year's report is a comprehensive analysis of the full range of each state's teacher policies, measured against a realistic blueprint for reform.

The release of the 2009 *Yearbook* comes at a particularly opportune time. Race to the Top, the \$4.5 billion federal discretionary grant competition, has put unprecedented focus on education reform in general, and teacher quality in particular. In many respects, the *Yearbook* provides a road map to the Race to the Top, addressing key policy areas such as teacher preparation, evaluation, alternative certification and compensation. Our analysis makes clear that states have a great deal of work to do in order to ensure that every child has an effective teacher.

The 2009 *Yearbook* revisits most of the goals from our first two editions, with a few new goals added for good measure. With ongoing feedback from state officials, practitioners, policy groups and other education organizations, as well as NCTQ's own nationally respected advisory group, we have continued to refine and develop our policy goals. Consequently, many of the goals and related indicators have changed from previous reviews. We therefore have not published comparisons with prior ratings, but look forward to tracking state progress in future editions.

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

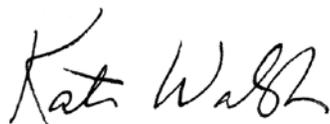
1. They are supported by a strong rationale, grounded in the best research available.
(A full list of the citations supporting each goal can be found at www.nctq.org/stpy.)
2. They offer practical, rather than pie-in-the-sky, solutions for improving teacher quality.
3. They take on the teaching profession's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

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

In addition to giving an overall grade, we also give "sub-grades" in each of the five areas organizing the goals. These grades break down even further, with an eye toward giving a full perspective on the states' progress. We rate state progress on the individual goals using a familiar and useful graphic: ● ●● ●● ●●● ○.

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

Sincerely,



Kate Walsh, *President*

Goals

AREA 1: DELIVERING WELL PREPARED TEACHERS

1-A: Admission into Preparation Programs

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

1-B: Elementary Teacher Preparation

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

1-C: Teacher Preparation in Reading Instruction

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

1-D: Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of mathematics content.

1-E: Middle School Teacher Preparation

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

1-F: Special Education Teacher Preparation

The state should ensure that special education teachers are prepared to teach content-area subject matter.

1-G: Assessing Professional Knowledge

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

1-H: Teacher Preparation Program Accountability

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

1-I: State Authority for Program Approval

The state should retain full authority over its process for approving teacher preparation programs.

1-J: Balancing Professional Coursework

The state should ensure that teacher preparation programs provide an efficient and balanced program of study.

AREA 2: EXPANDING THE POOL OF TEACHERS

2-A: Alternate Route Eligibility

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

2-B: Alternate Route Preparation

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

2-C: Alternate Route Usage and Providers

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

2-D: Alternate Route Program Accountability

The state should ensure that its approval process for alternate route programs holds them accountable for the performance of their teachers.

2-E: Licensure Reciprocity

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

Goals

AREA 3: IDENTIFYING EFFECTIVE TEACHERS

3-A: State Data Systems

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

3-B: Evaluation of Effectiveness

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

3-C: Frequency of Evaluations

The state should require annual evaluations of all teachers and multiple evaluations of all new teachers.

3-D: Tenure

The state should require that tenure decisions be meaningful.

3-E: Licensure Advancement

The state should ensure that licensure advancement is based on evidence of effectiveness.

3-F: Equitable Distribution

The state should contribute to the equitable distribution of teacher talent among schools in its districts by means of good reporting.

AREA 4: RETAINING EFFECTIVE TEACHERS

4-A: Induction

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

4-B: Pay Scales

The state should give local districts full authority for pay scales, eliminating potential barriers such as state salary schedules and other regulations that control how districts pay teachers.

4-C: Retention Pay

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

4-D: Compensation for Prior Work Experience

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

4-E: Differential Pay

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

4-F: Performance Pay

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

4-G: Pension Sustainability

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

4-H: Pension Flexibility

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

4-I: Pension Neutrality

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

AREA 5: EXITING INEFFECTIVE TEACHERS

5-A: Licensure Loopholes

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

5-B: Unsatisfactory Evaluations

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

5-C: Dismissal for Poor Performance

The state should ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

APPENDIX

Executive Summary: Key Findings

1. Taken as a whole, state teacher policies are broken, outdated and inflexible.

While the focus on teacher quality and human capital has never been greater, the broad range of state laws, rules and regulations that govern the teaching profession remains in need of comprehensive reform.

- The average overall state grade for the 2009 *State Teacher Policy Yearbook* is a "D."
- States fare worst in the critical area of "Identifying Effective Teachers," with an average grade of "D-."
- The highest average grades are in the areas of "Retaining Effective Teachers" and "Expanding the Teaching Pool," a "D+."
- Florida received the highest overall grade, a "C." Seven other states received a "C-": Alabama, Arkansas, Georgia, Louisiana, South Carolina, Tennessee and Texas.
- Three states received an overall grade of "F": Maine, Montana and Vermont.

Figure A *Average State Grades*

Delivering Well Prepared Teachers	D
Expanding the Teaching Pool	D+
Identifying Effective Teachers	D-
Retaining Effective Teachers	D+
Exiting Ineffective Teachers	D
Average Overall Grade	D

2. Evaluation and tenure policies do not consider what should count the most about teacher performance: classroom effectiveness.

Although states control most features of teacher evaluation and tenure, student learning is noticeably absent from the conversation.

- Only four states require evidence of student learning to be the preponderant criterion in teacher evaluations. Just 16 states require *any* objective measures of student learning. Twenty-one states do not even require that evaluations must include classroom observations.
- Only 24 states require that new teachers be evaluated more than once a year. Nine states do not require *any* evaluations of new teachers. Further, only 17 states require that new teachers be evaluated early enough in the school year to provide the essential feedback and support that all new teachers need.
- States are even more lax when it comes to holding veteran teachers accountable for their classroom performance. Only 15 states require annual evaluations, with some states permitting teachers to go five years or even longer without an evaluation.
- Only four states require the consideration of *any* evidence of teacher performance as part of tenure decisions; the remaining 47 states permit districts to award tenure virtually automatically.

47 states allow tenure to be awarded virtually automatically

15 states require annual evaluations of all teachers

- Even if states were to require evidence of effectiveness for tenure, 43 states allow teachers to earn tenure in three years or less, which does not give schools enough time to accumulate the necessary data to make a responsible decision about teacher performance.
- Although most states have the preliminary pieces of longitudinal data systems in place, only 21 states have the capacity to match individual student records with individual teacher records. Of these 21 states, only three make any use of the data to assess teacher effectiveness.

3. States are complicit in keeping ineffective teachers in the classroom.

States fail to articulate that poor classroom performance is grounds for dismissal, create obstacles for districts seeking to dismiss poor performers and provide loopholes that allow ineffective teachers to remain in the classroom.

- All but three states have laws on their books that address teacher dismissal, but these laws are much more likely to consider criminal and moral violations than teacher effectiveness. Only one state articulates a separate policy for dismissing teachers for poor performance. In addition, 38 states allow (and another 8 states appear to allow) multiple appeals of dismissals, taking decisions about who stays and who goes away from those with educational expertise and making it too difficult for districts to attempt to dismiss poor performers.
- Just 13 states specify that teachers who have been rated unsatisfactory on multiple evaluations should be eligible for dismissal. Only 25 states require districts to place a teacher with an unsatisfactory evaluation on an improvement plan.
- Licensure tests are meant to ensure that an individual meets the minimal qualifications to be a teacher, yet 21 states permit teachers to remain in the classroom for three years or more without passing all required licensing tests. A mere nine states require teachers to pass all tests before entering the classroom.
- Although the No Child Left Behind Act theoretically banned the practice of employing teachers under emergency licenses, 40 states still allow teachers in classrooms under such licenses in at least some circumstances. Sixteen of these 40 states issue *renewable* emergency licenses, meaning that teachers who have not met all minimum requirements are allowed to remain in classrooms for extended—and perhaps indefinite—periods of time.

1 state separates dismissal policy for poor performance from criminal and morality violations

46 states allow multiple appeals of teacher dismissals

4. Few states' alternate routes to certification provide a genuine alternative pathway into the teaching profession.

Instead of offering a real alternative, most states' alternate routes either mirror traditional routes or appear to be little more than emergency certificates in disguise.

5 states offer a genuine alternate route to certification

- Although all but one state claim they have an alternate route, only five states offer a genuine alternate route that provides an accelerated, responsible and flexible pathway into the profession for talented individuals. While the routes in 24 states could be improved with some regulatory adjustments, the routes on the books in the remaining 21 states are in need of fundamental and extensive restructuring.
- States do little to effectively screen candidates seeking admission to their alternate routes. Just 11 states require alternate route candidates to meet an appropriate standard of past academic performance, and only 28 states require all alternate route candidates to pass a subject-matter test before starting to teach.

- Alternate route admissions criteria in only 19 states are flexible to the needs and backgrounds of nontraditional candidates. The remaining 32 states require candidates to have a subject-area major without permitting candidates to alternatively demonstrate subject knowledge by passing a test.
- In terms of coursework requirements, many alternate route programs closely resemble traditional preparation programs. Only 14 states appropriately limit the amount of coursework that can be required of alternate route teachers. In addition, only 12 states require that alternate route teachers receive mentoring of high quality and intensity.
- Most states still view alternative certification as the route reserved for needy districts or shortage subject areas. Only 20 states allow broad usage of their alternate routes across subjects, grades and geographic areas, and also allow organizations other than higher education institutions to train teachers.

20 states have no limitations on the usage or providers of their alternate routes

5. States' requirements for elementary teacher preparation ill equip teachers of the youngest students to teach the basic building blocks of all learning: reading and mathematics.

Few states are doing enough to make sure that prospective elementary teachers know how to teach reading or mathematics, arguably the most important job of an elementary teacher.

5 states have an adequate test in reading instruction

1 state has an adequate test of mathematics

- Only 25 states require teacher preparation programs to fully address the science of reading either through coursework requirements or standards that programs must meet. Even fewer states make sure that prospective teachers actually have acquired this knowledge. Only five states use an appropriate, rigorous test that ensures teachers are well prepared to teach their students to read.
- Aspiring elementary teachers must acquire a deep conceptual knowledge of the mathematics that they will teach. Massachusetts is the only state that requires such preparation and is also the only state that requires an appropriate, rigorous test that ensures teachers are well prepared to teach mathematics.
- States' requirements also neglect preparation in the broad content that elementary teachers must deliver. For example, only two states require elementary teacher candidates to study American literature, and only 17 states require introductory study of American history. While more states require study of science, preparation is still generally lacking, with 36 states requiring physical science, and just two states requiring chemistry. While 32 states recognize the importance of arts education in the elementary classroom by requiring preparation in music, only one requires art history.

6. States' requirements for middle school teachers do not prepare these teachers to transition students to more advanced secondary-level content.

Middle school grades are critical years of schooling, a time when far too many students fall through the cracks. Yet many states fail to distinguish the knowledge and skills needed by middle school teachers from those needed by elementary teachers.

21 states permit middle school teachers to teach on a K-8 generalist license

- Sixteen states allow teachers to teach grades seven and eight with a K-8 generalist license. Another five states allow this license to be used under certain circumstances. By offering such licenses, states suggest the content and pedagogy needed to teach eighth grade math or science is no different than what is required of early elementary grade teachers.
- Twenty-six states require insufficient content preparation for middle school teachers. Only nine states require middle school teachers to earn two minors, the most flexible way to ensure that middle school teachers will be qualified to teach two subject areas.

26 states require insufficient content preparation for middle school teachers

7. States' requirements for the preparation of special education teachers are one of the most neglected and dysfunctional areas of teacher policy.

States' low expectations for what special education teachers should know stand in stark contradiction to state and federal expectations that special education students should meet the same high standards as other students.

- Twenty-six states do not require elementary special education teacher candidates to take *any* 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.
- Although secondary special education teachers must be highly qualified in every subject they will teach, not one state requires teacher preparation programs to ensure that secondary special education teachers are highly qualified in two subject areas upon program completion. Sixteen states require secondary special education teachers to be qualified in one core area, while the remainder—35 states—do not require that programs graduate secondary special education teachers who are highly qualified in any core academic areas.
- No state offers a separate HOUSE route for new secondary special education teachers to use to achieve highly qualified status, although this is specifically permitted under the Individuals with Disabilities Education Act.

26 states require no content preparation for elementary special education teachers

35 states do not require secondary special education teachers to graduate highly qualified in even one subject area

8. States fail to exercise appropriate oversight of their teacher preparation programs.

States do not hold their teacher preparation programs accountable for their admission standards, efficiency of program delivery or, most importantly, the quality of their graduates.

- Although 46 states require teacher candidates to pass a basic skills test in order to receive a license, only 15 states make such test a condition of admission into a teacher preparation program, with the result that programs spend too much time remediating skill deficits and not enough time preparing teachers for the classroom.
- Few states connect their program-approval process to measurable outcome data about programs' graduates. Only 21 states collect any meaningful objective data that reflect program effectiveness, and just five of these states have taken the next step of setting minimum standards that programs must meet to continue receiving approval.
- Despite the absence of evidence linking accreditation to the preparation of more effective teachers, seven states require their programs to attain national accreditation in order to receive state approval. One state allows programs to bypass state approval if they earn national accreditation. Another 12 states too closely tie their approval process to national accreditation.
- States do little to keep programs' tendencies to require too much professional coursework in check. Programs with excessive professional-coursework requirements leave little room for electives, make it difficult to graduate in four years and may leave insufficient room for adequate subject-matter preparation. In 44 states, NCTQ found approved programs that require 60 or more credit hours in education coursework. Just 4 states have policies that regulate the amount of professional coursework that may be required.

15 states require a basic skills test for admission to a teacher preparation program

5 states set minimum standards for teacher preparation program performance

9. States cling to outmoded compensation structures, providing few financial incentives to retain effective teachers.

States do not encourage—or in some cases even allow—districts to move away from traditional “step and lane” salary schedules and toward compensation structures that reward high-performing teachers.

18 states require districts to pay more to teachers with advanced degrees

16 states have performance pay initiatives connected to evidence of student achievement

- Seventeen states require districts to adhere to a state-dictated salary schedule that sets minimum pay for every level, and 18 states require districts to pay more to teachers with advanced degrees—generally master's degrees—which have never been shown to add value to teachers' effectiveness.
- Only 28 states help districts by supporting incentives (differential pay or loan forgiveness) to teach in high-needs schools, and just 25 states provide incentives to teach shortage subject areas such as mathematics or science.
- Of the 19 states that support performance pay, not all have programs that recognize its appropriate uses and limitations. Only 16 states explicitly connect performance pay to evidence of student achievement, and only 14 states ensure that all teachers are able to participate, whether or not they have students who take standardized tests.
- Only six states ensure that districts fairly compensate new teachers who bring with them relevant prior work experience.
- Not a single state encourages local districts to provide significant pay increases to teachers when they are awarded tenure, a milestone in a teacher's career that should be significant, but is instead automatic. Such pay increases would be smart policy if tenure decisions were based on a review of evidence of teacher effectiveness.

10. State pension systems are not flexible or fair, and many are in questionable financial health.

States continue to provide teachers with expensive and inflexible pension plans that do not reflect the realities of the modern workforce and that they may be unable to sustain.

27 states have teacher pension systems in questionable financial health

4 states offer teachers a defined contribution plan as their primary pension plan

- Based on states' own reports, the pension systems in 27 states do not meet actuarial benchmarks for funding level and/or amortization period, making their financial sustainability uncertain.
- A mere three states offer teachers the option of selecting a defined contribution plan as their primary pension plan; one additional state provides only a defined contribution plan. The portability of these plans can be attractive to an increasingly mobile workforce.
- Forty-eight states make teachers wait more than three years to vest in their pension plans; nine states make teachers wait for 10 years. Teachers who leave the system before vesting do not receive benefits upon retiring; they can only withdraw their funds. In some states, teachers are not even entitled to withdraw the full amount they contributed.
- States pass on much of the expense of their generous pension systems to school districts, committing districts' limited resources to funding retirement benefits. Local districts in some states are required to contribute as much as 20 percent of teachers' salaries to the pension system and/or Social Security.
- Although retirement eligibility and benefit payments are often tied to the number of years a teacher has worked, 18 states do not allow teachers to purchase time for approved leaves of absence, such as maternity or paternity care. Another 19 states limit how much time can be purchased.
- Fifteen states use a formula to calculate retirement benefits that changes based on number of years of teaching, meaning that some years are worth more than others.
- Forty-six states pay out much more in retirement benefits to some teachers than others by allowing retirement based on years of service rather than age, at a price of hundreds of thousands of dollars in additional benefits per teacher. For example, a teacher who can retire at age 50 collects 15 years of benefits more than a teacher with comparable experience who retires at age 65.

Figure B

Summary Grade Chart

	<i>Delivering Well Prepared Teachers</i>	<i>Expanding the Pool of Teachers</i>	<i>Identifying Effective Teachers</i>	<i>Retaining Effective Teachers</i>	<i>Exiting Ineffective Teachers</i>	<i>Overall</i>
Florida	C	B-	C-	C	C	C
Alabama	C-	C+	D	C-	C-	C-
Arkansas	C-	B	D	C	C-	C-
Georgia	C-	B-	D+	D	C	C-
Louisiana	C+	C	D+	C	C-	C-
South Carolina	D+	D	C	C	C+	C-
Tennessee	B-	C	C	C	F	C-
Texas	C	B-	D	C-	D	C-
Arizona	D	C-	D	D+	C-	D+
California	C	D+	D-	C+	D-	D+
Colorado	D-	D+	D-	C-	B-	D+
Connecticut	C	B-	D+	F	C-	D+
Illinois	D	D+	D	D	B-	D+
Kentucky	D+	C	D+	C-	F	D+
Massachusetts	C+	C	D-	D+	D	D+
Mississippi	C	C	D	D	C	D+
New Jersey	D	B-	D+	C-	D+	D+
New Mexico	D+	D	C-	D	B-	D+
New York	D+	C	D-	C-	D	D+
North Carolina	D	D+	C-	C	D	D+
Ohio	D	D	C-	C	D	D+
Oklahoma	C-	C-	D+	C-	D+	D+
Virginia	C	C	D-	C	D+	D+
Washington	D+	C-	D	C	D+	D+
West Virginia	C-	C	D	D	C-	D+
Alaska	F	C-	D-	C	D+	D
Delaware	F	C+	D	C-	D	D
Indiana	D	D+	D	D+	F	D
Iowa	D	D	D	C-	D+	D
Maryland	D-	C+	D-	C-	F	D
Missouri	C-	D-	D+	D	D-	D
Pennsylvania	D+	C-	D	D+	D-	D
Rhode Island	D	C	D	D	F	D
South Dakota	D	C-	F	C	F	D
Utah	D-	D	D	C	D-	D
Wisconsin	D-	D-	D-	C	D	D
District of Columbia	D	D+	F	D-	D+	D-
Hawaii	D-	F	D	D	D	D-
Idaho	D	D	D-	D+	F	D-
Kansas	D+	F	D	C-	F	D-
Michigan	D	F	D-	C-	D	D-
Minnesota	D	D-	D	C-	F	D-
Nebraska	D	F	D	C-	F	D-
Nevada	D-	D-	D-	D	D+	D-
New Hampshire	D	D	F	D-	D-	D-
North Dakota	D	F	D-	D	D+	D-
Oregon	D+	F	F	D+	D-	D-
Wyoming	D-	D	D	D	D-	D-
Maine	F	F	F	C-	F	F
Montana	D-	D-	F	D	F	F
Vermont	D	D-	F	D	F	F

Figure C

States successfully addressing teacher quality goals

Area 1: Delivering Well Prepared Teachers

	★ Best Practice State	● States Meet Goal
1-A: Admission into Preparation Programs		Connecticut, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, West Virginia
1-B: Elementary Teacher Preparation		
1-C: Teacher Preparation in Reading Instruction	Connecticut, Massachusetts, Virginia	Oklahoma, Tennessee
1-D: Teacher Preparation in Mathematics	Massachusetts	
1-E: Middle School Teacher Preparation	Georgia	Connecticut, Kentucky, Louisiana, Mississippi, New Jersey
1-F: Special Education Teacher Preparation		
1-G: Assessing Professional Knowledge		Arizona, Arkansas, California, Florida, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, West Virginia
1-H: Teacher Preparation Program Accountability		
1-I: State Authority for Program Approval		Alabama, California, Colorado, District of Columbia, Florida, Idaho, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, Wisconsin
1-J: Balancing Professional Coursework		California, Tennessee, Virginia

Area 2: Expanding the Pool of Teachers

	★ Best Practice State	● States Meet Goal
2-A: Alternate Route Eligibility	Connecticut	
2-B: Alternate Route Preparation		Arkansas, Connecticut, Georgia, New Jersey
2-C: Alternate Route Usage and Providers		Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Massachusetts, New Hampshire, North Carolina, Rhode Island, South Dakota, Tennessee, Texas, Utah, Virginia, Wisconsin
2-D: Alternate Route Program Accountability		
2-E: Licensure Reciprocity	Alabama	Texas

Area 3: Identifying Effective Teachers

	★ Best Practice State	● States Meet Goal
3-A: State Data Systems	Tennessee	
3-B: Evaluation of Effectiveness	Florida	South Carolina, Tennessee, Texas
3-C: Frequency of Evaluations	Oklahoma	Idaho, Nevada, New Jersey, North Dakota, Washington
3-D: Tenure		
3-E: Licensure Advancement	New Mexico	
3-F: Equitable Distribution		

Area 4: Retaining Effective Teachers

	★ Best Practice State	● States Meet Goal
4-A: Induction	South Carolina	Alabama, Arkansas, Indiana, Kentucky, Louisiana, Massachusetts, New Jersey, North Carolina, West Virginia
4-B: Pay Scales		
4-C: Retention Pay		
4-D: Compensation for Prior Work Experience	North Carolina	California
4-E: Differential Pay	Georgia	Arkansas, California, Florida, Hawaii, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia, Wyoming
4-F: Performance Pay	Tennessee	Arizona, Arkansas, Florida, Iowa, Minnesota, Ohio, South Carolina, South Dakota, Texas, Utah
4-G: Pension Sustainability	Delaware, New York, Wisconsin	District of Columbia, North Carolina, South Dakota, Tennessee
4-H: Pension Flexibility		Alaska, South Dakota
4-I: Pension Neutrality	Alaska	Minnesota

Area 5: Exiting Ineffective Teachers

	★ Best Practice State	● States Meet Goal
5-A: Licensure Loopholes	Colorado, Mississippi, New Jersey	Arizona, Illinois, Nevada, New Mexico, South Carolina, Virginia
5-B: Unsatisfactory Evaluations	Illinois, Oklahoma	Alaska, Colorado, Florida, Louisiana, New Mexico, Washington
5-C: Dismissal for Poor Performance		

State Summaries: **Introduction**

The following pages summarize each state's progress in meeting the *Yearbook* goals. An overall grade is provided for each state, as well as a grade for each of the five areas: Delivering Well Prepared Teachers, Expanding the Teaching Pool, Identifying Effective Teachers, Retaining Effective Teachers and Exiting Ineffective Teachers.

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?

Area 1: C-

Delivering Well Prepared Teachers

Alabama's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its recently adopted elementary teacher standards address some important subject areas, Alabama does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Alabama is on the right track when it comes to sufficiently preparing middle school teachers to teach appropriate grade-level content; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Alabama also does not require new teachers to pass a pedagogy test to attain licensure. The state's efforts to hold preparation programs accountable for the quality of teachers they produce is commendable, as is Alabama's retention of full authority over its program approval process. However, the state lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C+

Expanding the Pool of Teachers

Alabama's alternate routes to teacher certification need improvement. The state's alternate routes are not sufficiently selective or flexible to the needs of nontraditional candidates and are limited in terms of both usage and providers. Commendably, Alabama does streamline alternate route preparation requirements. The state also collects and publishes some objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Alabama's policies targeting licensure reciprocity for teachers from other states are exemplary.

Area 3: D

Identifying Effective Teachers

Alabama's efforts to identify teacher effectiveness are in need of improvement. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Its teacher evaluation system utilizes classroom observations but fails to require evidence of student learning through objective measures such as standardized test scores. Alabama commendably requires multiple evaluations for its new teachers, including one early in the year; however, the state fails to require annual evaluations for its nonprobationary teachers. In addition, the probationary period for new teachers in Alabama is just three years, and the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Although Alabama's policies for new teacher induction are commendable, the state's policies regarding teacher compensation are sorely lacking. Alabama does not give districts full authority for how teachers are paid and does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, Alabama's teacher pension system is not financially sustainable. The state only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C-

Exiting Ineffective Teachers

Although Alabama only issues nonrenewable emergency certificates, it still allows teachers who have not passed licensing tests to teach for up to one year. The state commendably requires all teachers who receive unsatisfactory evaluations to be placed on improvement plans; however, it fails to insist that teachers who do not improve be considered automatically eligible for dismissal. Regrettably, Alabama allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: C-

How is Alaska Faring?

Area 1: F

Delivering Well Prepared Teachers

Alaska's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Alaska does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Alaska also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Elementary teachers in Alaska are only required to pass either a content knowledge test or a pedagogy test; secondary teachers are not required to pass a pedagogy test. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Alaska lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C-

Expanding the Pool of Teachers

Alaska does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective, and although preparation is streamlined, Alaska does not ensure that it meets the immediate needs of new teachers. In addition, Alaska limits the route to secondary candidates and does not collect or publish objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Alaska's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Alaska's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and although it requires classroom observations as part of teacher evaluations, it offers minimal direction to districts about additional evaluation content, including objective measures such as standardized tests as evidence of student learning. Unfortunately, Alaska fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Alaska is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Alaska does not require mentoring or any other induction support for new teachers, although the state does require mentoring for new teachers in intervention districts. Alaska gives districts authority for how teachers are paid, and the state has a pilot performance pay program; however, Alaska's other policies regarding teacher compensation need improvement. Alaska does not support retention bonuses, compensation for relevant prior work experience or differential pay for teachers working in high-needs schools or shortage subject areas. The state does, however, have commendable pension policies. Alaska offers flexibility to its teachers by providing retirement benefits through a fair, portable defined contribution plan. However, the current system is not financially sustainable.

Area 5: D+

Exiting Ineffective Teachers

Alaska allows new teachers to teach in the classroom for up to three years before they must pass subject-matter tests. However, the state does require that teachers, who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan and then made eligible for dismissal if they do not improve. Regrettably, Alaska allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is Arizona Faring?

Area 1: D

Delivering Well Prepared Teachers

Arizona's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its testing standards address some important subject areas, Arizona does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Arizona also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Arizona requires all new teachers to pass a pedagogy test to attain licensure. Unfortunately, although the state relies on some objective, meaningful data, it does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Arizona lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C-

Expanding the Pool of Teachers

Arizona's alternate route to teacher certification needs improvement. The state's alternate route is sufficiently selective, but it lacks flexibility for nontraditional candidates and does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. While Arizona allows for diversity of providers, it limits the usage of its alternate route to secondary teachers and collects little objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Arizona's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Arizona's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and although it requires classroom observations as part of teacher evaluations, it offers minimal direction to districts about additional evaluation content, including objective measures such as standardized tests as evidence of student learning. Arizona requires multiple evaluations for new teachers but fails to require one early in the year; commendably, nonprobationary teachers must be evaluated annually. In addition, the probationary period for new teachers in Arizona is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: D+

Retaining Effective Teachers

Although Arizona does not require mentoring or induction support for all new teachers, the state does target new-teacher retention in high-needs schools. Arizona gives districts authority for how teachers are paid and the state has a performance pay program, but its other policies regarding teacher compensation need improvement. Arizona does not support retention bonuses, compensation for relevant prior work experience or differential pay for teachers working in high-needs schools or shortage subject areas. Commendably, Arizona's pension system for teachers is currently financially sustainable. However, the state only provides a defined benefit pension plan for teachers. While Arizona offers teachers leaving the system more flexibility than most states, its pension policies are not fair to all teachers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C-

Exiting Ineffective Teachers

Arizona commendably no longer issues emergency teaching certificates to teachers of core academic subjects. However, although the state requires some assistance for teachers receiving unsatisfactory evaluations, it is unclear if subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, Arizona allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Arkansas Faring?

Area 1: C-

Delivering Well Prepared Teachers

Arkansas's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does require teacher candidates to pass a basic skills test prior to program admission, but it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Arkansas is on the right track when it comes to sufficiently preparing middle school teachers to teach appropriate grade-level content; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Arkansas requires all new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Arkansas lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: B

Expanding the Pool of Teachers

Arkansas's policies for its alternate route to certification are better than most states'. The admission requirements do not exceed those of traditional preparation programs but do consider applicants' past academic performance and subject-matter knowledge. Arkansas's alternate route also offers streamlined preparation that meets the immediate needs of new teachers, and the state does not limit usage or providers. Regrettably, Arkansas collects little objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Arkansas's efforts to identify teacher effectiveness are in need of improvement. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Arkansas also does not direct districts to base teacher evaluations on subjective or objective measures of student learning. The state requires multiple evaluations for its new teachers, including one early in the year; however, it fails to establish administrative records of performance. Commendably, nonprobationary teachers must be evaluated annually, but the probationary period for new teachers in Arkansas is just three years, and the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded permanent status. Arkansas is on the right track when it comes to basing licensure requirements on evidence of teacher effectiveness; however, it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Arkansas's policies for new teacher induction are commendable. Arkansas offers differential pay for teachers working in high-needs schools and shortage subject areas, and the state supports a performance pay initiative; however, the state's other policies regarding teacher compensation need improvement. Arkansas does not give districts full authority for how teachers are paid and does not support retention bonuses or compensation for relevant prior work experience. Commendably, Arkansas's pension system for teachers is currently financially sustainable. However, the state only provides a defined benefit pension plan for teachers. Its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C-

Exiting Ineffective Teachers

Arkansas issues nonrenewable provisional certificates, allowing teachers who have not passed licensing tests to teach for up to one year. Also, although the state requires an improvement plan for teachers receiving unsatisfactory evaluations, it does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, Arkansas allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: C-

How is California Faring?

Area 1: C

Delivering Well Prepared Teachers

California's policies supporting the delivery of well-prepared teachers are better than most states but are still in need of improvement. Regrettably, the state does not require teacher candidates to pass a basic skills test prior to program admission. However, its strong testing standards and grading format help ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does require elementary candidates to pass a test that includes the science of reading, and its mathematics assessment is more rigorous than the national exam utilized by most states. Unfortunately, a passing mathematics subscore is not required. California also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist license. Additionally, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, California requires all new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. California has also articulated policy that ensures efficient delivery of content to teacher candidates by monitoring the amount of professional coursework that may be required by preparation programs.

Area 2: D+

Expanding the Pool of Teachers

California's alternate routes to teacher certification need improvement. The state's alternate routes are not sufficiently selective or flexible to the needs of nontraditional candidates and do not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, California does not limit the usage or providers of its alternate routes. However, the state collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, California's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

California's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and although it requires classroom observations as part of teacher evaluations, it fails to require evidence of student learning through objective measures such as standardized test scores. California also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in California is just two years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. California is on the right track when it comes to basing licensure requirements on evidence of teacher effectiveness; however, the state reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C+

Retaining Effective Teachers

California requires that all new teachers receive mentoring. Although the state does not support retention bonuses, its other policies regarding teacher compensation are commendable. California gives districts authority for how teachers are paid and supports compensation for relevant prior work experience, differential pay for teachers working in high-needs schools and shortage subject areas, as well as a performance pay initiative. However, the state's teacher pension system is not financially sustainable. California provides only a hybrid pension plan for teachers, which, although it has aspects that make it more flexible, is not portable or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D-

Exiting Ineffective Teachers

California issues renewable provisional licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to two years. Although the state requires an improvement plan for teachers receiving unsatisfactory evaluations, it does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, California allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Colorado Faring?

Area 1: D-

Delivering Well Prepared Teachers

Colorado's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its elementary teacher standards address some important subject areas, Colorado does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Colorado also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state does not ensure that special education teachers are adequately prepared to teach content-area subject matter, nor does it require new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Colorado lacks sufficient policy to ensure efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D+

Expanding the Pool of Teachers

Colorado's alternate routes to teacher certification need improvement. The state's alternate routes are not sufficiently selective or flexible to the needs of nontraditional candidates. Although preparation is streamlined, Colorado does not ensure that it meets the immediate needs of new teachers. Commendably, Colorado does not limit the usage or providers of its alternate routes. However, the state collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Colorado's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and its requirements regarding teacher evaluations are too ambiguous to ensure the use of objective measures such as standardized tests as evidence of student learning. Unfortunately, Colorado fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Colorado is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Colorado requires that all new teachers receive mentoring. The state gives districts authority for how teachers are paid and has differential pay for teachers working in high-needs schools, but its other policies regarding teacher compensation need improvement. Colorado does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in shortage subject areas or performance pay. In addition, the state's teacher pension system is not currently financially sustainable. Colorado only provides a defined benefit pension plan for teachers, and its pension policies are not fair to all teachers, although Colorado offers teachers leaving the system more flexibility than do most states. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: B-

Exiting Ineffective Teachers

Colorado commendably requires that all teachers pass all required subject-matter tests as a condition of initial licensure. The state also requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan and then made eligible for dismissal if they do not improve. Regrettably, Colorado allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Connecticut Faring?

Area 1: C

Delivering Well Prepared Teachers

Connecticut's policies supporting the delivery of well-prepared teachers are in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission; however, it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does require elementary candidates to pass a test of the science of reading, but it does not require a rigorous mathematics assessment. Connecticut's policy regarding the preparation of middle school teachers to teach appropriate grade-level content is excellent; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, Connecticut only requires new elementary teachers to pass a combination subject-matter and pedagogy test to attain licensure. The state also does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Connecticut lacks sufficient policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: B-

Expanding the Pool of Teachers

Connecticut's policies for its alternate routes to certification are better than most states. The admission requirements exceed those of traditional preparation programs and offer flexibility for nontraditional candidates. Connecticut also offers streamlined preparation that meets the immediate needs of new teachers and allows for a diversity of providers. Regrettably, Connecticut limits the usage of its alternate routes and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D+

Identifying Effective Teachers

Connecticut's efforts to identify effective teachers are in need of improvement. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and although it requires evidence of student performance garnered through multiple measures in teacher evaluations, the state does not require this evidence to be the preponderant criterion. Connecticut fails to require multiple evaluations for new teachers, but it does require annual evaluations for nonprobationary teachers. The probationary period for new teachers in Connecticut is a reasonable four years, but the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. The state's licensure requirements are not based on evidence of teacher effectiveness; however, Connecticut is on the right track when it comes to reporting school-level data that can help support the equitable distribution of teacher talent.

Area 4: F

Retaining Effective Teachers

Connecticut does not require mentoring or any other induction support for new teachers. The state gives districts authority for how teachers are paid, but other policies regarding teacher compensation are sorely lacking. Connecticut does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state's pension system for teachers is not currently financially sustainable. Connecticut only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C-

Exiting Ineffective Teachers

Connecticut issues nonrenewable interim certificates, allowing teachers who have not passed licensing tests to teach for up to one year. Although the state requires an improvement plan for teachers receiving unsatisfactory evaluations, it does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, Connecticut allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Delaware Faring?

Area 1: F

Delivering Well Prepared Teachers

Delaware's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Delaware does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Although Delaware commendably does not allow middle school teachers to teach on a generalist K-8 license, the state's policy in this area does not ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter, nor does it require new teachers to pass a pedagogy test to attain licensure. Unfortunately, Delaware does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Delaware lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C+

Expanding the Pool of Teachers

Delaware's alternate route to teacher certification is in need of improvement. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates, although it does offer mentoring aimed at meeting the immediate needs of new teachers. Commendably, Delaware does not limit the usage or providers of its alternate route. In addition, the state collects and publishes some objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Delaware's policies targeting licensure reciprocity for teachers from other states are on the right track; however, the state fails to insist that all out-of-state teachers meet its own testing requirements.

Area 3: D

Identifying Effective Teachers

Delaware's efforts to identify effective teachers are in need of improvement. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Delaware commendably includes subjective and objective evidence of student learning in its teacher evaluations but fails to make it the preponderant criterion. The state requires multiple evaluations for its new teachers, including one early in the year; however, it fails to require annual evaluations for its nonprobationary teachers. In addition, the probationary period for new teachers in Delaware is just three years, and the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Delaware requires that all new teachers receive mentoring. With the exception of compensation for relevant prior work experience, the state's policies regarding teacher compensation are sorely lacking. Delaware does not give districts full authority for how teachers are paid and does not support retention bonuses, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. Commendably, Delaware's pension system for teachers is currently financially sustainable. However, the state only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

Delaware issues emergency certificates, allowing teachers who have not passed licensing tests to teach for up to three years. Although the state requires an improvement plan for teachers receiving unsatisfactory evaluations, it does not make teachers eligible for dismissal until they have received unsatisfactory ratings for three consecutive years. Regrettably, Delaware allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is District of Columbia Faring?

Area 1: D

Delivering Well Prepared Teachers

The District of Columbia's policies supporting the delivery of well-prepared teachers are in need of improvement. The District does not require teacher candidates to pass a basic skills test prior to program admission. In addition, the District does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The District does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. The District is on the right track when it comes to sufficiently preparing middle school teachers to teach appropriate grade-level content; however, the District does not ensure that special education teachers are adequately prepared to teach content-area subject matter. The District also only requires some new teachers to pass a pedagogy test to attain licensure. Unfortunately, the District does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, the District lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D+

Expanding the Pool of Teachers

The District of Columbia's alternate routes to teacher certification need improvement. The admissions requirements for the District's alternate routes exceed those of traditional preparation programs but lack flexibility for nontraditional candidates. The District does not ensure that candidates receive streamlined preparation, but it does provide a quality mentoring opportunity for candidates. Commendably, the District does not limit the usage or providers of its alternate routes. However, it collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, the District's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: F

Identifying Effective Teachers

The District of Columbia's efforts to identify effective teachers are severely lacking. The District only has one of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it does not have a policy governing the design or implementation of teacher evaluations. It also does not address the number of times new teachers or nonprobationary teachers must be evaluated. Further, the District lacks a policy concerning probationary periods for teachers prior to attaining permanent status, and it does not address any type of process evaluating cumulative effectiveness in the classroom before teachers are awarded tenure. The District's licensure requirements are also not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D-

Retaining Effective Teachers

The District of Columbia does not require mentoring or any other induction support for new teachers. The District gives local school districts authority for how teachers are paid, but its other policies regarding teacher compensation need improvement. The District does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. Commendably, the District's pension system for teachers is currently financially sustainable; however, the District only provides a defined benefit pension plan for teachers to which it makes virtually no contribution. Its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D+

Exiting Ineffective Teachers

The District of Columbia issues nonrenewable interim certificates, allowing teachers who have not passed licensing tests to teach for up to one year. The District lacks a policy regarding teachers who receive unsatisfactory evaluations. Although the District commendably only allows a single appeal for tenured teachers who are terminated for poor performance, it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is Florida Faring?

Area 1: C

Delivering Well Prepared Teachers

Florida's policies supporting the delivery of well-prepared teachers are in need of improvement. The state only requires that most teacher candidates pass a basic skills test prior to program admission. Although its testing framework addresses some important subject areas, Florida does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does require elementary candidates to pass a test that includes the science of reading, and its mathematics assessment is more rigorous than the national exam utilized by most states, but, unfortunately, it fails to report a specific subscore for either area. Florida is on the right track when it comes to sufficiently preparing middle school teachers to teach appropriate grade-level content; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Appropriately, Florida requires all new teachers to pass a pedagogy test to attain licensure. The state's efforts to hold preparation programs accountable for the quality of teachers they produce is commendable, as is Florida's retention of full authority over its program approval process. Unfortunately, Florida lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: B-

Expanding the Pool of Teachers

Florida's policies for its alternate routes to certification are better than most states'. The state offers flexibility for nontraditional candidates and streamlined preparation, and it does not limit the usage or providers of its alternate routes. Florida collects and publishes some objective data to hold alternate route programs accountable for the performance of the teachers they prepare. However, the admission requirements for alternate route programs are not sufficiently selective, and the state could do more to ensure that coursework meets the immediate needs of new teachers. Finally, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: C-

Identifying Effective Teachers

Florida's efforts to identify teacher effectiveness are headed in the right direction but still leave room for improvement. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Commendably, the state not only directs districts to use both subjective and objective measures of student performance in their teacher evaluations, but it also makes student performance the preponderant criterion. Although Florida fails to require multiple evaluations for new teachers, it does require annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Florida is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Florida requires mentoring for only some of its new teachers. Although the state does not support retention bonuses or compensation for relevant prior work experience, Florida's other policies regarding teacher compensation are commendable. Florida gives districts authority for how teachers are paid, and it supports both differential pay for teachers working in high-needs schools and shortage subject areas and performance pay. The state also has a flexible pension system that is financially sustainable and gives teachers a choice between a defined contribution plan and a defined benefit plan. While the state is commended for providing teachers with the option of a fair, portable defined contribution plan, its defined benefit plan is not fair to all workers. Further, retirement benefits in this plan are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C

Exiting Ineffective Teachers

Florida issues renewable temporary certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. However, the state does require that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan and then made eligible for dismissal if they do not improve. Although Florida commendably only allows a single appeal for tenured teachers who are terminated for poor performance, it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: C

How is Georgia Faring?

Area 1: C-

Delivering Well Prepared Teachers

Georgia's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its standards for preparation programs address some important subject areas, Georgia does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does require elementary candidates to pass a test that includes the science of reading, although it fails to report a subscore for this area, but the state does not require a rigorous mathematics assessment. Georgia's policy regarding the preparation of middle school teachers to teach appropriate grade-level content is excellent; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Georgia also does not require new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, and it allows programs to substitute national accreditation for state approval. Further, Georgia lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: B-

Expanding the Pool of Teachers

Georgia's policies for its alternate route to certification are better than most states'. The state offers flexibility for nontraditional candidates and streamlined preparation that meets the immediate needs of new teachers and does not limit the usage or providers of its alternate route. However, the admission requirements are not sufficiently selective, and the state collects little objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Georgia's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D+

Identifying Effective Teachers

Georgia's efforts to identify teacher effectiveness often fall short. The state has all the elements of a student- and teacher-level longitudinal data system, but it does not use this data system to provide value-added evidence of teacher effectiveness. Although it requires evidence of student performance garnered through multiple measures in teacher evaluations, Georgia does not require this evidence to be the preponderant criterion. Georgia fails to require multiple evaluations for new teachers, but the state does require annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Georgia is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded permanent status. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Georgia does not require mentoring or any other induction support for new teachers. Georgia offers compensation for relevant prior work experience and has a particularly commendable policy regarding differential pay for teachers working in high-needs schools and shortage subject areas, but the state's other policies regarding teacher compensation need improvement. Georgia does not give districts full authority for how teachers are paid and does not support retention bonuses or performance pay. Commendably, Georgia's pension system for teachers is currently financially sustainable. However, the state only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C

Exiting Ineffective Teachers

Georgia issues nonrenewable waiver certificates, allowing teachers who have not passed licensing tests to teach for up to one year. Although the state requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan, it does not explicitly direct districts to make all teachers who receive subsequent negative evaluations eligible for dismissal. Regrettably, Georgia allows tenured teachers who are terminated for poor performance to appeal multiple times, and the state fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: C-

How is Hawaii Faring?

Area 1: D-

Delivering Well Prepared Teachers

Hawaii's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Hawaii does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Although Hawaii commendably does not allow middle school teachers to teach on a generalist K-8 license, the state's policy in this area does not ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Appropriately, Hawaii does require all new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Hawaii lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: F

Expanding the Pool of Teachers

Hawaii does not provide a genuine alternate route into the teaching profession. Hawaii's alternate route is not sufficiently selective and the state does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. In addition, Hawaii limits the usage and providers of its alternate route and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Hawaii's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Hawaii's efforts to identify teacher effectiveness often fall short. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Its teacher evaluation system utilizes classroom observations but fails to require evidence of student learning through objective measures such as standardized test scores. Hawaii fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Hawaii is only one year, and the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Hawaii does not require mentoring or any other induction support for new teachers. With the exception of support for differential pay for teachers working in high-needs schools and shortage subject areas, the state's policies regarding teacher compensation are sorely lacking. Hawaii does not give districts full authority for how teachers are paid and does not support retention bonuses, compensation for relevant prior work experience or performance pay. In addition, the state's pension system for teachers is not currently financially sustainable. Hawaii only provides a defined benefit pension plan for teachers. While Hawaii offers teachers leaving the system more flexibility than most states, its pension policies are not fair to all teachers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

Hawaii issues renewable emergency licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to four years. However, the state does require that teachers who receive an overall unsatisfactory rating be immediately dismissed. Hawaii does not address the appeal process for teachers who are terminated for poor performance.

Overall Grade: D-

How is Idaho Faring?

Area 1: D

Delivering Well Prepared Teachers

Idaho's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Idaho does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does require elementary candidates to pass a test that includes the science of reading, but it does not require a rigorous mathematics assessment. Idaho also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. Additionally, although the state's testing policies for special education teachers are on the right track, Idaho does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, only new elementary teachers in Idaho and those with foreign language endorsements are required to pass a pedagogy test to attain licensure. Idaho does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, the state lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D

Expanding the Pool of Teachers

Idaho does not provide a genuine alternate route into the teaching profession. Idaho's alternate routes are not sufficiently selective and lack flexibility for nontraditional candidates. In addition, Idaho does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. The state also limits the usage and providers of its alternate routes and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Idaho's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Idaho's efforts to identify effective teachers are in need of improvement. The state only has one of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it offers only minimal direction to districts about additional evaluation content, failing to require the use of objective measures such as standardized tests as evidence of student learning. Commendably, Idaho requires multiple evaluations for its new teachers, including one early in the year, and the state requires annual evaluations for its nonprobationary teachers. In addition, the probationary period for new teachers in Idaho is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: D+

Retaining Effective Teachers

Idaho offers minimal guidance regarding induction support for new teachers. The state does give districts authority for how teachers are paid, but its other policies regarding teacher compensation need improvement. Idaho does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, the state only provides a defined benefit pension plan for teachers. Its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Idaho issues nonrenewable interim certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. The state also fails to articulate consequences for teachers with unsatisfactory evaluations such as mandatory improvement plans and does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, Idaho allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is Illinois Faring?

Area 1: D

Delivering Well Prepared Teachers

Illinois's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does require teacher candidates to pass a basic skills test prior to program admission. Although Illinois's elementary teacher standards address some important subject areas, the state does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Illinois does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-9 license. Although the state's preparation programs are required to provide a broad liberal arts program to teacher candidates for elementary special education, Illinois does not ensure that all special education teachers are adequately prepared to teach content-area subject matter. Commendably, Illinois requires all new teachers to pass its pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, and the state has not retained full authority over its program approval process. Further, Illinois lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D+

Expanding the Pool of Teachers

Illinois's alternate routes to teacher certification need significant improvement. Although the state offers flexibility for nontraditional candidates, its alternate routes are not sufficiently selective and do not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Illinois also limits the providers of its alternate routes and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Illinois's efforts to identify effective teachers often fall short. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system. Its teacher evaluation system utilizes classroom observations but fails to require evidence of student learning through objective measures such as standardized test scores. Illinois fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Illinois is a reasonable four years, but the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded permanent status. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Illinois does not require mentoring or any other induction support for new teachers. With the exception of support for differential pay for teachers working in high-needs schools, the state's policies regarding teacher compensation are sorely lacking. Illinois does not give districts full authority for how teachers are paid and does not support retention bonuses, compensation for relevant prior work experience or performance pay. In addition, the state's pension system is not currently financially sustainable. Illinois only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: B-

Exiting Ineffective Teachers

Illinois commendably only grants nine-month nonrenewable provisional certificates to out-of-state teachers who have not met licensure requirements. The state also requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan and then made eligible for dismissal if they do not improve. Regrettably, Illinois allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Indiana Faring?

Area 1: D

Delivering Well Prepared Teachers

Indiana's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its elementary content standards address some important subject areas, Indiana does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Indiana is on the right track when it comes to sufficiently preparing middle school teachers to teach appropriate grade-level content; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, Indiana only requires new elementary teachers to pass a combination subject-matter and pedagogy test to attain licensure. The state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Indiana lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D+

Expanding the Pool of Teachers

Indiana does not provide a genuine alternate route into the teaching profession. Although Indiana's alternate route is sufficiently selective, it lacks flexibility for nontraditional candidates. The state does not ensure that preparation addresses the immediate needs of new teachers and limits the providers of its alternate route. In addition, Indiana does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Indiana's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Indiana's efforts to identify effective teachers are lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system. It also does not direct districts to base teacher evaluations on subjective or objective measures of student learning. Indiana requires an evaluation for new teachers early in the year but fails to require multiple evaluations or annual evaluations for nonprobationary teachers. Although the probationary period for new teachers in Indiana is a commendable five years, the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Indiana is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, the state reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D+

Retaining Effective Teachers

Indiana's policies for new teacher induction are commendable. However, the state's policies regarding teacher compensation need improvement. Indiana does not give districts full authority for how teachers are paid and does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state's pension system is not currently financially sustainable. Indiana only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Indiana issues renewable emergency permits, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. The state also lacks a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Indiana allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is Iowa Faring?

Area 1: D

Delivering Well Prepared Teachers

Iowa's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does require teacher candidates to pass a basic skills test prior to program admission, but it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Iowa is on the right track when it comes to coursework requirements for middle school teachers; however, the state does not require subject-matter testing. Therefore, middle school teachers in Iowa are not sufficiently prepared to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, Iowa does not require new teachers to pass a pedagogy test to attain licensure. The state relies on some objective, meaningful data, but it does not hold preparation programs accountable for the quality of teachers they produce. It has, however, retained full authority over its program approval process. Further, Iowa lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D

Expanding the Pool of Teachers

Iowa does not provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. In addition, Iowa does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Iowa also limits the usage and providers of its alternate route and collects little objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Iowa's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Iowa's efforts to identify effective teachers are in need of improvement. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system. Although Iowa does consider student performance in teacher evaluations, it fails to require evidence of student learning to be the preponderant criterion. The state also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Iowa is just three years, and the state does not ensure that cumulative teacher effectiveness is the preponderant criterion in tenure decisions. Iowa is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, the state does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Iowa requires that all new teachers receive mentoring. The state gives districts authority for how teachers are paid, and it supports differential pay for teachers working in shortage subject areas as well as performance pay, but Iowa's other policies regarding teacher compensation need improvement. Iowa does not support retention bonuses, compensation for relevant prior work experience or differential pay for teachers working in high-needs schools. In addition, the state's pension system is not currently financially sustainable. Iowa only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D+

Exiting Ineffective Teachers

Iowa has adopted subject-matter requirements only for elementary teachers, and it allows new teachers who have not passed licensing tests to teach on its nonrenewable teaching license for up to one year. Although it requires improvement plans for teachers who receive unsatisfactory evaluations, the state does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, Iowa allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is Kansas Faring?

Area 1: D+

Delivering Well Prepared Teachers

Kansas's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its general education standards address some important subject areas, Kansas does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Kansas is on the right track when it comes to sufficiently preparing middle school teachers to teach appropriate grade-level content; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Kansas requires all new teachers to pass a pedagogy test to attain licensure. The state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Kansas lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: F

Expanding the Pool of Teachers

Kansas does not provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. Kansas does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. The state also limits the usage of its alternate route and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Kansas's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Kansas's efforts to identify effective teachers often come up short. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system. Although Kansas does consider student performance in teacher evaluations, it fails to require evidence of student learning to be the preponderant criterion. Kansas commendably requires multiple evaluations for its new teachers, including one early in the year; however, the state fails to require annual evaluations for its nonprobationary teachers. In addition, the probationary period for new teachers in Kansas is just three years, and the state does not ensure that cumulative teacher effectiveness is the preponderant criterion in tenure decisions. Kansas is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, the state reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Kansas requires that all new teachers receive mentoring. Kansas gives districts authority for how teachers are paid, but the state's other policies regarding teacher compensation need improvement. Kansas does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state's pension system is not currently financially sustainable. Kansas only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Kansas issues a nonrenewable teaching license, allowing teachers who have not passed licensing tests to teach for up to one year, and a prestandard license, allowing teachers from other states to teach for up to two years, without passing subject-matter assessments. The state fails to articulate a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Kansas allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is Kentucky Faring?

Area 1: D+

Delivering Well Prepared Teachers

Kentucky's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. It also does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Kentucky's policy regarding the preparation of middle school teachers to teach appropriate grade-level content is excellent; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Kentucky requires all new elementary teachers to pass a pedagogy test to attain licensure. Although the state relies on some objective, meaningful data, it does not hold preparation programs accountable for the quality of teachers they produce. It has, however, retained full authority over its program approval process. Further, Kentucky lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

Kentucky's alternate routes to teacher certification are in need of improvement. The state's alternate routes are not consistently selective, and all routes do not provide flexibility for nontraditional candidates. Kentucky does take steps to meet the immediate needs of new teachers but could do more to provide meaningful preparation. Commendably, the state does not limit the usage or providers of its alternate routes. Kentucky collects and publishes some objective data to hold alternate route programs accountable for the performance of the teachers they prepare. However, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D+

Identifying Effective Teachers

Kentucky's efforts to identify teacher effectiveness often fall short. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Its teacher evaluation system utilizes classroom observations but fails to require evidence of student learning through objective measures such as standardized test scores. Kentucky commendably requires multiple evaluations for its new teachers, including one early in the year; however, the state fails to require annual evaluations for its nonprobationary teachers. The probationary period for new teachers in Kentucky is a reasonable four years, but the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Kentucky's policies for new teacher induction are commendable. The state supports differential pay for teachers working in high-needs schools and shortage subject areas and performance pay, but its other policies regarding teacher compensation need improvement. Kentucky does not give districts full authority for how teachers are paid and does not support retention bonuses or compensation for relevant prior work experience. In addition, the state's pension system is not currently financially sustainable. Kentucky only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Kentucky issues renewable emergency certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for more than one year. The state also does not address whether teachers who receive unsatisfactory evaluations must be placed on improvement plans or whether there are consequences to having two unsatisfactory evaluations. Regrettably, Kentucky allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Louisiana Faring?

Area 1: C+

Delivering Well Prepared Teachers

Louisiana's policies supporting the delivery of well-prepared teachers are in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission; however, it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Louisiana's policy regarding the preparation of middle school teachers to teach appropriate grade-level content is excellent; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Louisiana requires all new teachers to pass a pedagogy test to attain licensure. The state is on the right track when it comes to holding preparation programs accountable for the quality of teachers they produce; however, it has not retained full authority over its program approval process. Further, Louisiana lacks sufficient policy to ensure efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

Louisiana's alternate routes to teacher certification need improvement. The state's alternate routes are not sufficiently selective and do not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, Louisiana offers flexibility for nontraditional candidates and does not limit the usage or providers of its alternate routes. The state collects some objective data, sets minimum standards for program performance and publishes data to hold alternate route programs accountable for the performance of the teachers they prepare. Regrettably, Louisiana's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D+

Identifying Effective Teachers

Louisiana's efforts to identify teacher effectiveness are in need of improvement. The state has all the elements of a student- and teacher-level longitudinal data system, and it commendably uses its value-added data to assess certain aspects of teacher effectiveness. However, Louisiana fails to require evidence of student learning garnered through objective and subjective measures as the preponderant criterion of teacher evaluations. Unfortunately, it also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Louisiana is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Louisiana is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, the state reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Louisiana's policies for new teacher induction are commendable. The state supports differential pay for teachers working in high-needs schools and shortage subject areas and performance pay, but its other policies regarding teacher compensation need improvement. Louisiana does not give districts full authority for how teachers are paid and does not support retention bonuses or compensation for relevant prior work experience. In addition, the state's pension system is not currently financially sustainable. Louisiana only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C-

Exiting Ineffective Teachers

Louisiana issues temporary certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. However, the state does require that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan and then made eligible for dismissal if they do not improve. Although Louisiana commendably only allows a single appeal for tenured teachers who are terminated for poor performance, it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: C-

How is Maine Faring?

Area 1: F

Delivering Well Prepared Teachers

Maine's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Maine does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Maine also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, all new teachers in Maine are required to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Maine lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: F

Expanding the Pool of Teachers

Maine does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. In addition, Maine does not ensure that alternate route candidates receive streamlined preparation that meets the immediate needs of new teachers. The state also limits the usage and providers of its alternate route and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Maine's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: F

Identifying Effective Teachers

Maine's efforts to identify effective teachers are lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it offers little direction to districts about teacher evaluation content, failing to require the use of subjective or objective measures such as standardized tests as evidence of student learning. Unfortunately, Maine also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Maine is at most two years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Maine requires that all new teachers receive mentoring. Maine gives districts authority for how teachers are paid, but the state's other policies regarding teacher compensation need improvement. Maine does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state's pension system is not currently financially sustainable. Maine only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Maine offers conditional certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. The state also lacks policy regarding teachers who receive unsatisfactory evaluations, and it does not address the appeal process for teachers who are terminated for poor performance.

Overall Grade: F

How is Maryland Faring?

Area 1: D-

Delivering Well Prepared Teachers

Maryland's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Maryland does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Although Maryland commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Maryland is on the right track when it comes to pedagogy testing; however, its current policy only requires new elementary teachers to pass an assessment that combines subject matter and pedagogy. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Maryland lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C+

Expanding the Pool of Teachers

Maryland's alternate route to teacher certification needs improvement. The state's alternate route is sufficiently selective, but it lacks flexibility for nontraditional candidates and does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, Maryland does not limit the usage or providers of its alternate route. The state collects some objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Regrettably, Maryland's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Maryland's efforts to identify teacher effectiveness are sorely lacking. The state does not have any of the elements of a student- and teacher-level longitudinal data system, and although its teachers are evaluated for "instructional effectiveness," Maryland fails to require the use of objective measures such as standardized tests as evidence of student learning. The state commendably requires multiple evaluations for its new teachers, including one early in the year; however, it fails to require annual evaluations for all nonprobationary teachers. In addition, the probationary period for new teachers in Maryland is only two years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Maryland only requires mentoring for some new teachers. The state gives districts authority for how teachers are paid and it supports differential pay for teachers working in high-needs schools, but Maryland's other policies regarding teacher compensation need improvement. Maryland does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in shortage subject areas or performance pay. In addition, the state's pension system is not currently financially sustainable. Maryland only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Maryland issues conditional certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for up to two years. The state fails to articulate a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Maryland allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is Massachusetts Faring?

Area 1: C+

Delivering Well Prepared Teachers

Massachusetts's policies supporting the delivery of well-prepared teachers are better than most states but are still in need of improvement. Regrettably, the state does not require teacher candidates to pass a basic skills test prior to program admission. However, its strong general curriculum requirements help ensure that elementary teachers are provided with a broad liberal arts education, even though the state's content test lacks specific passing scores for each subject area. Elementary teacher preparation programs are required to address the science of reading, and the state requires candidates to pass a reading assessment prior to certification. Massachusetts's mathematics requirements for elementary teachers are exemplary, thus ensuring that teachers have sufficient knowledge of mathematics content. Although the state commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. Additionally, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, Massachusetts does not require new teachers to pass a pedagogy test to attain licensure, and although it relies on some objective, meaningful data, the state does not hold preparation programs accountable for the quality of teachers they produce. Massachusetts has retained full authority over its program approval process, but it lacks sufficient policy to ensure efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

Massachusetts's alternate routes to teacher certification need improvement. The state's alternate routes are not sufficiently selective, and the state does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, Massachusetts does provide flexibility for nontraditional candidates and does not limit the usage or providers of its alternate routes. However, the state collects little objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Massachusetts's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Massachusetts's efforts to identify teacher effectiveness are lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it fails to require the use of objective measures such as standardized tests as evidence of student learning in teacher evaluations. Unfortunately, Massachusetts also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Massachusetts is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D+

Retaining Effective Teachers

Massachusetts's policies for new teacher induction are commendable. Massachusetts gives districts authority for how teachers are paid, and the state supports differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Massachusetts does not support retention bonuses, compensation for relevant prior work experience or performance pay. In addition, the state's pension system is not financially sustainable. Massachusetts only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

Although Massachusetts only issues nonrenewable temporary and emergency certificates, it still allows teachers who have not passed licensing tests to teach for up to one year. The state does not articulate a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Massachusetts allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Michigan Faring?

Area 1: D

Delivering Well Prepared Teachers

Michigan's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. However, it is on the right track when it comes to ensuring that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Michigan also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Michigan does not require new teachers to pass a pedagogy test to attain licensure. However, its efforts to hold preparation programs accountable for the quality of teachers they produce are commendable. Unfortunately, Michigan has not retained full authority over its program approval process, and the state lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: F

Expanding the Pool of Teachers

Michigan does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. In addition, Michigan does not offer streamlined preparation that meets the immediate needs of new teachers and limits the usage and providers of its alternate route. The state collects little objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Michigan's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Michigan's efforts to identify teacher effectiveness often fall short. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and although Michigan requires classroom observations as part of teacher evaluations, it fails to require evidence of student learning through objective measures such as standardized test scores. Unfortunately, Michigan also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Michigan is a reasonable four years, but the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before tenure is awarded. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Michigan requires that all new teachers receive mentoring. Michigan gives districts authority for how teachers are paid, and the state supports performance pay, but its other policies regarding teacher compensation need improvement. Michigan does not support retention bonuses, compensation for relevant prior work experience or differential pay for teachers working in high-needs schools or shortage subject areas. Commendably, Michigan's pension system for teachers is currently financially sustainable. However, the state only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

Michigan issues renewable emergency licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for more than one year. Although it requires an improvement plan for teachers receiving unsatisfactory evaluations, the state does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, Michigan allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is Minnesota Faring?

Area 1: D

Delivering Well Prepared Teachers

Minnesota's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. It also does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Minnesota also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. It also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Minnesota requires all new teachers to pass a pedagogy test to attain licensure. The state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Minnesota lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D-

Expanding the Pool of Teachers

Minnesota does not currently provide a genuine alternate route into the teaching profession. The state's alternate routes are not sufficiently selective and do not offer streamlined preparation that meets the immediate needs of new teachers. Minnesota also limits the providers of its alternate routes and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Minnesota's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Minnesota's efforts to identify teacher effectiveness leave room for improvement. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and although Minnesota's performance pay plan includes a teacher evaluation system that requires classroom observations and evidence of student achievement gains, this program is optional. The state requires multiple evaluations for new teachers but fails to require one early in the year, and it does not address the frequency of evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Minnesota is just three years, and the state not ensure that cumulative teacher effectiveness is the preponderant criterion in tenure decisions. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Minnesota does not require mentoring or any other induction support for new teachers. Minnesota gives districts authority for how teachers are paid and it supports performance pay, but the state's other policies regarding teacher compensation need improvement. Minnesota does not support retention bonuses, compensation for relevant prior work experience or differential pay for teachers working in high-needs schools or shortage subject areas. In addition, the state's pension system is not currently financially sustainable. Minnesota only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. However, the state is commended for providing retirement benefits determined by a formula that is neutral, meaning that pension wealth accumulates uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Minnesota issues renewable temporary licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. The state fails to articulate a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Minnesota allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is Mississippi Faring?

Area 1: C

Delivering Well Prepared Teachers

Mississippi's policies supporting the delivery of well-prepared teachers are in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission; however, it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Mississippi's policy regarding the preparation of middle school teachers to teach appropriate grade-level content is excellent; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Mississippi requires all new teachers to pass a pedagogy test to attain licensure. Although it relies on some objective, meaningful data, the state does not hold preparation programs accountable for the quality of teachers they produce. Mississippi has, however, retained full authority over its program approval process. Further, the state lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

Mississippi's alternate routes to teacher certification need improvement. The state's alternate routes are not sufficiently selective, and coursework does not adequately address the needs of new teachers. Commendably, the state offers streamlined coursework, provides flexibility for nontraditional candidates and does not place restrictions on providers. However, Mississippi limits the usage of its alternate routes and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Mississippi's efforts to identify teacher effectiveness leave room for improvement. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Its teacher evaluation system considers limited measures of student learning, but the state fails to require evidence of student learning through objective measures such as standardized test scores. Unfortunately, Mississippi also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Mississippi is a mere 12 months, and the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded permanent status. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Mississippi requires that all new teachers receive mentoring. The state supports differential pay for teachers working in high-needs schools and shortage subject areas and performance pay, but its other policies regarding teacher compensation are sorely lacking. Mississippi does not give districts full authority for how teachers are paid and does not support retention bonuses or compensation for relevant prior work experience. In addition, the state's pension system is not currently financially sustainable. Mississippi only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C

Exiting Ineffective Teachers

Mississippi commendably requires that all teachers pass all required subject-matter tests as a condition of initial licensure. However, the state only requires that teachers in "Priority Schools" who receive an unsatisfactory evaluation be placed on an improvement plan and then made eligible for dismissal if they do not improve. Regrettably, Mississippi allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Missouri Faring?

Area 1: C-

Delivering Well Prepared Teachers

Missouri's policies supporting the delivery of well-prepared teachers are in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission, but it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. Missouri does require elementary candidates to pass a test that includes the science of reading; however, it does not adequately verify such knowledge. The state does not require a rigorous mathematics assessment. Although Missouri commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. It also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, Missouri does not require all new teachers to pass a pedagogy test to attain licensure. Although the state relies on some objective, meaningful data, it also does not hold preparation programs accountable for the quality of teachers they produce. The state has, however, retained full authority over its program approval process. Further, Missouri lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D-

Expanding the Pool of Teachers

Missouri does not currently provide a genuine alternate route into the teaching profession. The state's alternate routes are not sufficiently selective and lack flexibility for nontraditional candidates. In addition, Missouri does not offer streamlined preparation that meets the immediate needs of new teachers and limits the usage and providers of its alternate routes. The state does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Missouri's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D+

Identifying Effective Teachers

Missouri's efforts to identify teacher effectiveness often fall short. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Its teacher evaluation system considers limited measures of student learning, but the state fails to require evidence of student learning through objective measures such as standardized test scores. Missouri requires multiple evaluations for new teachers but fails to require one early in the year, and it does not require annual evaluations for nonprobationary teachers. The probationary period for new teachers in Missouri is a commendable five years, but the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Missouri requires that all new teachers receive mentoring. With the exception of support for performance pay, the state's policies regarding teacher compensation are sorely lacking. Missouri does not give districts full authority for how teachers are paid and does not support retention bonuses, compensation for relevant prior work experience or differential pay for teachers working in high-needs schools or shortage subject areas. In addition, the state's pension system is not financially sustainable. Missouri only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D-

Exiting Ineffective Teachers

Missouri issues renewable temporary certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. Although the state does require that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan, it does not address whether subsequent negative evaluations would make a teacher automatically eligible for dismissal. Regrettably, Missouri allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is Montana Faring?

Area 1: D-

Delivering Well Prepared Teachers

Montana's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Montana does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Montana does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, Montana does not require new teachers to pass a pedagogy test to attain licensure, and although it relies on some objective, meaningful data, the state does not hold preparation programs accountable for the quality of teachers they produce. Commendably, the state has retained full authority over its program approval process, but it lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D-

Expanding the Pool of Teachers

Montana does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. In addition, Montana does not ensure that preparation meets the immediate needs of new teachers and limits the usage and providers of its alternate route. The state does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Montana's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: F

Identifying Effective Teachers

Montana's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it does not articulate any policy regarding teacher evaluations. Unfortunately, Montana also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Montana is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Montana does not require mentoring or any other induction support for new teachers, although mentorship programs are encouraged by the state. Montana gives districts authority for how teachers are paid, and the state supports differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Montana does not support retention bonuses, compensation for relevant prior work experience or performance pay. In addition, the state's pension system is not financially sustainable. Montana only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Montana has not implemented mandatory subject-matter testing as part of its teacher certification process, nor has it articulated policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Montana allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: F

How is Nebraska Faring?

Area 1: D

Delivering Well Prepared Teachers

Nebraska's policies supporting the delivery of well-prepared teachers are sorely lacking. The state requires teacher candidates to pass a basic skills test prior to program admission, but it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Nebraska also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. It also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, Nebraska does not require new teachers to pass a pedagogy test to attain licensure. The state also does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Nebraska lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: F

Expanding the Pool of Teachers

Nebraska does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. In addition, Nebraska does not offer streamlined preparation that meets the immediate needs of new teachers and limits the usage and providers of its alternate route. The state does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Nebraska's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Nebraska's efforts to identify teacher effectiveness are in need of improvement. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it fails to require the use of objective measures such as standardized tests as evidence of student learning in teacher evaluations. Nebraska commendably requires multiple evaluations for its new teachers, including one early in the year; however, the state fails to require annual evaluations for its nonprobationary teachers. In addition, the probationary period for new teachers in Nebraska is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Nebraska requires that all new teachers receive mentoring. Nebraska gives districts authority for how teachers are paid, and the state supports differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Nebraska does not support retention bonuses, compensation for relevant prior work experience or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, Nebraska only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Nebraska has not implemented mandatory subject-matter testing as part of its teacher certification process, nor has it articulated policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Nebraska allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is Nevada Faring?

Area 1: D-

Delivering Well Prepared Teachers

Nevada's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Nevada does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Nevada also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Nevada requires all new teachers to pass a pedagogy test to attain licensure, and the state's efforts to hold preparation programs accountable for the quality of teachers they produce are on the right track. Unfortunately, the state has not retained full authority over its program approval, and it lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D-

Expanding the Pool of Teachers

Nevada does not currently provide a genuine alternate route into the teaching profession. The state's alternate routes are not sufficiently selective and coursework does not adequately address the needs of new teachers. In addition, Nevada limits the usage and providers of its alternate routes and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Nevada's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Nevada's efforts to identify effective teachers are in need of improvement. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system. Although it requires classroom observations as part of teacher evaluations, it fails to require evidence of student learning through objective measures such as standardized test scores and prohibits the use of student achievement data from the state data system. Commendably, Nevada requires multiple evaluations for its new teachers, including one early in the year, and the state requires annual evaluations for its nonprobationary teachers. The probationary period for new teachers in Nevada is only two years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Nevada does not require mentoring or any other induction support for new teachers. Nevada gives districts authority for how teachers are paid, and the state supports differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Nevada does not support retention bonuses, compensation for relevant prior work experience or performance pay. In addition, the state's pension system is not currently financially sustainable. Nevada only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D+

Exiting Ineffective Teachers

Beginning in 2010, Nevada will commendably require that all teachers of core subject areas pass subject-matter tests before entering the classroom. However, the state fails to articulate a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Nevada allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is New Hampshire Faring?

Area 1: D

Delivering Well Prepared Teachers

New Hampshire's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. However, it is on the right track when it comes to ensuring that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. New Hampshire also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter, nor does it require new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, New Hampshire lacks sufficient policy to ensure efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D

Expanding the Pool of Teachers

New Hampshire does not currently provide a genuine alternate route into the teaching profession. The state's alternate routes are not sufficiently selective, and coursework does not adequately address the needs of new teachers. Commendably, the state does not restrict the usage or providers of its alternate routes. However, New Hampshire collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, New Hampshire's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: F

Identifying Effective Teachers

New Hampshire's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it does not offer any direction to districts about teacher evaluation content, including requiring the use of subjective and objective measures such as standardized tests as evidence of student learning. New Hampshire also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in New Hampshire is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: D-

Retaining Effective Teachers

New Hampshire does not require mentoring or any other induction support for new teachers. The state gives districts authority for how teachers are paid; however, its other policies regarding teacher compensation need improvement. New Hampshire does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or performance pay. In addition, the state's pension system is not currently financially sustainable. New Hampshire only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D-

Exiting Ineffective Teachers

New Hampshire offers intern licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. The state also lacks policy regarding teachers who receive unsatisfactory evaluations. Although New Hampshire commendably ensures that its appeal process takes place in a timely manner for tenured teachers who are terminated for poor performance, it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is New Jersey Faring?

Area 1: D

Delivering Well Prepared Teachers

New Jersey's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. It also does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. New Jersey's policy supporting the preparation of middle school teachers to teach appropriate grade-level content is excellent; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. New Jersey also does not require new teachers to pass a pedagogy test to attain licensure. Unfortunately, although the state relies on some objective, meaningful data, it does not hold preparation programs accountable for the quality of teachers they produce and it has not retained full authority over its program approval process. However, New Jersey's policy targeting the efficient preparation of teacher candidates in terms of the professional coursework that may be required is on the right track.

Area 2: B-

Expanding the Pool of Teachers

New Jersey's policies for its alternate route to certification are better than most states'. The state's alternate route is sufficiently selective, and offers candidates streamlined preparation that meets the immediate needs of new teachers. Commendably, New Jersey does not restrict the usage of its alternate route. However, the state collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, New Jersey's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D+

Identifying Effective Teachers

New Jersey's efforts to identify effective teachers often fall short. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and although its teacher evaluation system considers measures of student learning, New Jersey fails to require evidence of student learning through objective measures such as standardized test scores. Commendably, New Jersey requires multiple evaluations for its new teachers, including one early in the year, and the state requires annual evaluations for its nonprobationary teachers. The probationary period for new teachers in New Jersey is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. The state's licensure requirements are not based on evidence of teacher effectiveness; however, it is on the right track when it comes to reporting school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

New Jersey's policies for new teacher induction are commendable. New Jersey gives districts authority for how teachers are paid, but the state's other policies regarding teacher compensation need improvement. New Jersey does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state's pension system is not currently financially sustainable. New Jersey only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D+

Exiting Ineffective Teachers

New Jersey commendably requires that all teachers pass all required subject-matter tests as a condition of initial licensure. However, the state fails to articulate a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, New Jersey does not address the appeal process for tenured teachers who are terminated for poor performance, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is New Mexico Faring?

Area 1: D+

Delivering Well Prepared Teachers

New Mexico's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its content knowledge standards address some important subject areas, New Mexico does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. New Mexico also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, New Mexico requires all new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, New Mexico lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D

Expanding the Pool of Teachers

New Mexico does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. In addition, New Mexico does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. New Mexico also limits the providers of its alternate route, although it does not restrict usage. The state does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, New Mexico's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: C-

Identifying Effective Teachers

New Mexico's efforts to identify teacher effectiveness often fall short. Although it has all the elements of a student- and teacher-level longitudinal data system, New Mexico does not use this system to provide value-added evidence of teacher effectiveness. The state's teacher evaluation system considers multiple measures of student learning, but it fails to require evidence of student learning through objective measures such as standardized test scores. New Mexico fails to require multiple evaluations for new teachers, but it does require annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in New Mexico is just three years, and although it mandates additional requirements to qualify for permanent status, the state does not ensure that cumulative teacher effectiveness is the preponderant criterion in tenure decisions. Commendably, the state's licensure requirements are based on evidence of teacher effectiveness; however, the state reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

New Mexico requires that all new teachers receive mentoring. With the exception of giving districts authority for how teachers are paid, the state's other policies regarding teacher compensation are sorely lacking. New Mexico does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state's pension system is not currently financially sustainable. New Mexico only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: B-

Exiting Ineffective Teachers

New Mexico commendably requires that all teachers of core subject areas pass subject-matter tests before entering the classroom. The state also requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan and then made eligible for dismissal if they do not improve. Regrettably, New Mexico allows tenured teachers who are terminated for poor performance to appeal multiple times, and the state fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is New York Faring?

Area 1: D+

Delivering Well Prepared Teachers

New York's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, New York does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading, although the state's content test includes some relevant questions. Unfortunately, subscores are not reported. Preparation programs are not required to provide mathematics content specifically geared to the needs of elementary teachers, nor does the state require a rigorous mathematics assessment. New York's policy to prepare middle school teachers to teach appropriate grade-level content is on the right track, but the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, all new teachers in New York are required to pass a pedagogy test to attain licensure. New York does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, the state lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

New York's alternate routes to teacher certification need improvement. Although its alternate routes are sufficiently selective, the state does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers and does not offer flexibility for nontraditional candidates. In addition, New York collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, New York's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

New York's efforts to identify effective teachers are lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system. New York does not require any use of objective measures as evidence of student learning in teacher evaluations. Unfortunately, New York fails to require multiple evaluations for new teachers, but it does require annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in New York is just three years, and the state prohibits the use of student performance data in tenure decisions. The state's licensure requirements are not based on evidence of teacher effectiveness; however, the state is on the right track when it comes to reporting school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

New York requires that all new teachers receive mentoring. New York gives districts authority for how teachers are paid, and the state supports differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. New York does not support retention bonuses, compensation for relevant prior work experience or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, New York only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

New York issues conditional initial licenses, allowing teachers who have not passed licensing tests to teach for up to two years. Although the state requires an improvement plan for teachers receiving unsatisfactory evaluations, it does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, New York allows tenured teachers who are terminated for poor performance to appeal multiple times, but it does make an effort to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is North Carolina Faring?

Area 1: D

Delivering Well Prepared Teachers

North Carolina's policies supporting the delivery of well-prepared teachers are sorely lacking. Although the state requires teacher candidates to pass a basic skills test prior to program admission, it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Although North Carolina commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. In addition, North Carolina does not require all new teachers to pass a pedagogy test. Unfortunately, although the state relies on some objective, meaningful data, it does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, North Carolina lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D+

Expanding the Pool of Teachers

North Carolina does not currently provide a genuine alternate route into the teaching profession. North Carolina's alternate route is not sufficiently selective, and the state does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. North Carolina also collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Commendably, the state does not restrict the usage or providers of its alternate route. Finally, North Carolina's policies targeting licensure reciprocity for teachers from other states are on the right track; however, the state fails to insist that all out-of-state teachers meet its own testing requirements.

Area 3: C-

Identifying Effective Teachers

North Carolina's efforts to identify effective teachers leave room for improvement. Although it has all the elements of a student- and teacher-level longitudinal data system, the state does not use this data system to provide value-added evidence of teacher effectiveness. North Carolina's teacher evaluation system considers multiple measures of student learning, but it fails to require evidence of student learning through objective measures such as standardized test scores. The state requires multiple evaluations for new teachers but does not require one early in the year, and it does not require annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in North Carolina is a reasonable four years, but the state does not ensure that cumulative teacher effectiveness is the preponderant criterion in tenure decisions. The state is on the right track when it comes to both basing its licensure requirements on evidence of teacher effectiveness and reporting school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

North Carolina's policies for new teacher induction are commendable. North Carolina supports compensation for relevant prior work experience, as well as differential pay for teachers working in high-needs schools, but the state's other policies regarding teacher compensation need improvement. North Carolina does not give districts authority for how teachers are paid and does not support retention bonuses, differential pay for teachers working in subject shortage areas or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, North Carolina only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

North Carolina issues lateral entry certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. The state requires an improvement plan for teachers receiving unsatisfactory evaluations, but, except for those teachers in low-performing schools, it does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, North Carolina allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is North Dakota Faring?

Area 1: D

Delivering Well Prepared Teachers

North Dakota's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its standards address some important subject areas, North Dakota does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. North Dakota also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, North Dakota requires all new teachers to pass a pedagogy test to attain licensure. The state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, North Dakota lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: F

Expanding the Pool of Teachers

North Dakota does not currently offer an alternate route to teacher certification. The state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

North Dakota's efforts to identify effective teachers are in need of improvement. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it does not offer any direction to districts about teacher evaluation content, including requiring the use of subjective and objective measures such as standardized tests as evidence of student learning. Commendably, North Dakota requires multiple evaluations for its new teachers, including one early in the year, and the state requires annual evaluations for its nonprobationary teachers. The probationary period for new teachers in North Dakota is only two years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

North Dakota does not require mentoring or any other induction support for new teachers. North Dakota gives districts authority for how teachers are paid, but the state's other policies regarding teacher compensation need improvement. North Dakota does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state pension system is not currently financially sustainable. North Dakota only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D+

Exiting Ineffective Teachers

North Dakota issues alternative access licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to one year. The state has not articulated policy regarding teachers who receive unsatisfactory evaluations. Although North Dakota commendably only allows a single appeal for tenured teachers who are terminated for poor performance, it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is Ohio Faring?

Area 1: D

Delivering Well Prepared Teachers

Ohio's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Ohio does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Ohio's policy to prepare middle school teachers to teach appropriate grade-level content is on the right track, but the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, all new teachers in Ohio are required to pass a pedagogy test to attain licensure. Ohio does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, the state lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D

Expanding the Pool of Teachers

Ohio does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. In addition, Ohio restricts the usage and providers of its alternate route and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Ohio's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: C-

Identifying Effective Teachers

Ohio's efforts to identify effective teachers often fall short. The state has all the elements of a student- and teacher-level longitudinal data system, and the state uses its value-added data to improve classroom instruction. Although the state considers student performance when evaluating teachers, it fails to require evidence of student learning to be the preponderant criterion of teacher evaluations. Ohio requires multiple evaluations for its new teachers, including one early in the year; however, the state fails to require annual evaluations for its nonprobationary teachers. In addition, the probationary period for new teachers in Ohio is a commendable seven years, but the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded permanent status. Ohio is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Ohio requires that all new teachers receive mentoring. Ohio offers differential pay for teachers working in high-needs schools and subject shortage areas, and the state supports performance pay; however, the state's other policies regarding teacher compensation need improvement. Ohio does not give districts full authority for how teachers are paid and does not support retention bonuses or compensation for relevant prior work experience. However, the state does provide a financially sustainable, flexible pension system that gives teachers a choice for their pension plan among a defined contribution plan, a defined benefit plan or a combination plan. While the state is commended for providing teachers with the option of a fair, portable defined contribution plan, its defined benefit plan and the combination plan are not fair to all workers. Further, retirement benefits in the defined benefit plan are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

Ohio issues supplemental licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to one year. The state has not articulated policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Ohio allows tenured teachers who are terminated for poor performance to appeal multiple times, and the state fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Oklahoma Faring?

Area 1: C-

Delivering Well Prepared Teachers

Oklahoma's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission, and it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs will be required to address the science of reading (as of the 2010-2011 school year), but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state will also require elementary candidates to pass a test that includes the science of reading, but it does not require a rigorous mathematics assessment. Oklahoma does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Appropriately, Oklahoma requires all new teachers to pass a pedagogy test to attain licensure. The state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Oklahoma lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C-

Expanding the Pool of Teachers

Oklahoma's alternate routes to teacher certification need improvement. The state's alternate routes are not sufficiently selective and do not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, the state provides flexibility for nontraditional candidates and does not restrict the providers of its alternate routes. However, Oklahoma limits the usage of its alternate routes and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Oklahoma's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D+

Identifying Effective Teachers

Oklahoma's efforts to identify effective teachers often fall short. Although it has all the elements of a student- and teacher-level longitudinal data system, the state does not use this data system to provide value-added evidence of teacher effectiveness. Oklahoma requires measures of student learning in its teacher evaluations; however, it does not require this evidence to be the preponderant criterion. Commendably, Oklahoma requires multiple evaluations for its new teachers, including one early in the year, and the state requires annual evaluations for its nonprobationary teachers. The probationary period for new teachers in Oklahoma is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Oklahoma requires that all new teachers receive mentoring. The state supports differential pay for teachers working in high-needs schools and subject shortage areas as well as performance pay; however, the state's other policies regarding teacher compensation need improvement. Oklahoma does not give districts full authority for how teachers are paid and does not support retention bonuses or compensation for relevant prior work experience. In addition, the state pension system is not currently financially sustainable. Oklahoma only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D+

Exiting Ineffective Teachers

Oklahoma issues emergency licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for more than one year. The state also requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan and then made eligible for dismissal if they do not improve. Regrettably, Oklahoma allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Oregon Faring?

Area 1: D+

Delivering Well Prepared Teachers

Oregon's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. However, with its strong content knowledge standards and testing format, Oregon is on the right track when it comes to ensuring that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. Oregon does require elementary candidates to pass a test that includes the science of reading, although it fails to report a subscore for this area. The state does not require a rigorous mathematics assessment. Oregon does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist 3-8 license. The state also does not ensure that all special education teachers are adequately prepared to teach content-area subject matter. In addition, Oregon does not require all new teachers to pass a pedagogy test to attain licensure. Although it relies on some objective, meaningful data, the state does not hold preparation programs accountable for the quality of teachers they produce. It has, however, retained full authority over its program approval process. Further, Oregon lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: F

Expanding the Pool of Teachers

Oregon does not currently provide a genuine alternate route into the teaching profession. The state's alternate routes are not sufficiently selective and do not provide flexibility for nontraditional candidates. In addition, the state does not ensure that alternate route candidates receive streamlined preparation that meets the immediate needs of new teachers. Oregon also limits the usage and providers of its alternate routes and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: F

Identifying Effective Teachers

Oregon's policies regarding the identification of effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it does not offer any direction to districts about teacher evaluation content, including requiring the use of subjective and objective measures such as standardized tests as evidence of student learning. Unfortunately, Oregon also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. The probationary period for new teachers in Oregon is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D+

Retaining Effective Teachers

Oregon does not require mentoring or any other induction support for new teachers. The state gives districts full authority for how teachers are paid and supports for differential pay for teachers working in high-needs schools; however, the state's other policies regarding teacher compensation need improvement. Oregon does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in shortage subject areas or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, Oregon only provides a hybrid pension plan for teachers, which, although it has aspects that make it more flexible, is not portable or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D-

Exiting Ineffective Teachers

Oregon issues transitional licenses, allowing teachers who have not passed licensing tests to teach for up to three years. Although the state requires an improvement plan for teachers receiving unsatisfactory evaluations, it does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, Oregon allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

How is Pennsylvania Faring?

Area 1: D+

Delivering Well Prepared Teachers

Pennsylvania's policies supporting the delivery of well-prepared teachers are in need of improvement. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its standards address some important subject areas, Pennsylvania does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Pennsylvania's policy to prepare middle school teachers to teach appropriate grade-level content is on the right track, but the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, not all new teachers in Pennsylvania are required to pass a pedagogy test to attain licensure. In addition, the state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Pennsylvania lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C-

Expanding the Pool of Teachers

Pennsylvania's alternate routes to teacher certification need improvement. Pennsylvania does not ensure that its alternate route candidates receive streamlined preparation that meets the immediate needs of new teachers. Although the state's routes are sufficiently selective, they lack flexibility for nontraditional candidates. The state also limits the providers of its alternate routes, but it does not place restrictions on usage. Pennsylvania does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Pennsylvania's efforts to identify teacher effectiveness often fall short. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Its teacher evaluation system utilizes classroom observations but fails to require evidence of student learning through objective measures such as standardized test scores. Pennsylvania requires multiple evaluations for new teachers but does not require one early in the year; however, it does require annual evaluations for nonprobationary teachers. The probationary period for new teachers in Pennsylvania is just three years, and the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: D+

Retaining Effective Teachers

Pennsylvania requires that all new teachers receive mentoring. Pennsylvania gives districts authority for how teachers are paid, and the state supports differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Pennsylvania does not support retention bonuses, compensation for relevant prior work experience or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, Pennsylvania only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D-

Exiting Ineffective Teachers

Pennsylvania issues emergency certificates, allowing teachers who have not passed licensing tests to teach for up to three years. Although the state requires that teachers who receive two consecutive unsatisfactory evaluations be formally eligible for dismissal, it does not address whether these teachers are first placed on improvement plans. Regrettably, Pennsylvania allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is Rhode Island Faring?

Area 1: D

Delivering Well Prepared Teachers

Rhode Island's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Rhode Island does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Rhode Island does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Rhode Island is on the right track when it comes to pedagogy testing; however, its current policy only requires new elementary teachers to pass an assessment that combines subject matter and pedagogy. Unfortunately, although it relies on some meaningful, objective data, the state does not hold preparation programs accountable for the quality of teachers they produce. It has, however, retained full authority over its program approval process. Further, Rhode Island lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

Rhode Island's alternate route to teacher certification needs improvement. The state's alternate route lacks flexibility for nontraditional candidates and does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, the state's route is sufficiently selective, and the state does not restrict the usage or providers of its alternate route. However, Rhode Island does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Rhode Island's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Rhode Island's efforts to identify teacher effectiveness leave room for improvement. The state has all the elements of a student- and teacher-level longitudinal data system, but it does not use this data system to provide value-added evidence of teacher effectiveness, nor does it articulate any policy regarding the content of teacher evaluations. Rhode Island also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Rhode Island is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. The state's licensure requirements are not based on evidence of teacher effectiveness; however, the state is on the right track when it comes to reporting school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Rhode Island requires that all new teachers receive mentoring. The state's policies regarding teacher compensation are sorely lacking. Rhode Island does not give districts full authority for how teachers are paid, nor does the state support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state's pension system is not currently financially sustainable. Rhode Island only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers (e.g., teachers must have 10 years of service to vest). Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Rhode Island issues renewable emergency permits, allowing new teachers who have not passed licensing tests to teach for more than one year. The state also lacks a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Rhode Island allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is South Carolina Faring?

Area 1: D+

Delivering Well Prepared Teachers

South Carolina's policies supporting the delivery of well-prepared teachers are in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission. However, South Carolina does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. South Carolina's policy to prepare middle school teachers to teach appropriate grade-level content is on the right track, but the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, all new teachers in South Carolina are required to pass a pedagogy test to attain licensure. Although the state relies on some objective, meaningful data, it does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, the state lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D

Expanding the Pool of Teachers

South Carolina's alternate route needs improvement. The state's alternate route is not sufficiently selective and does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. South Carolina also limits the usage and providers of its alternate route and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, South Carolina's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: C

Identifying Effective Teachers

South Carolina's efforts to identify teacher effectiveness are headed in the right direction but still leave room for improvement. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Commendably, the state not only directs districts to use both subjective and objective measures of student performance in their teacher evaluations, but it also makes student performance the preponderant criterion. South Carolina also requires multiple evaluations for its new teachers, including one early in the year, but the state fails to require annual evaluations for its nonprobationary teachers. In addition, the probationary period for new teachers in South Carolina is only two years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. The state, however, is on the right track when it comes to both basing its licensure requirements on evidence of teacher effectiveness and reporting school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

South Carolina's policies for new teacher induction are commendable. South Carolina supports differential pay for teachers working in high-needs schools and subject shortage areas as well as performance pay; however, the state's other policies regarding teacher compensation need improvement. South Carolina does not give districts full authority for how teachers are paid, nor does the state support retention bonuses or compensation for relevant prior work experience. In addition, the state's pension system for teachers is not currently financially sustainable. However, South Carolina's pension system does give teachers a choice for their pension plan between a defined contribution plan and a defined benefit plan. While the state is commended for providing teachers with the option of a fair, portable defined contribution plan, its defined benefit plan is not fair to all workers. Further, retirement benefits in the defined benefit plan are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C+

Exiting Ineffective Teachers

South Carolina commendably requires that all teachers of core subject areas pass subject-matter tests before entering the classroom. The state also requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan; however, only annual contract teachers are made eligible for dismissal if they do not improve. Regrettably, South Carolina allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: C-

How is South Dakota Faring?

Area 1: D

Delivering Well Prepared Teachers

South Dakota's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, South Dakota does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Although South Dakota commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Appropriately, South Dakota requires all new teachers to pass a pedagogy test to attain licensure. The state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, South Dakota lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C-

Expanding the Pool of Teachers

South Dakota's alternate routes need improvement. The state's alternate routes are not sufficiently selective and do not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, South Dakota does not restrict the usage or providers of its alternate routes. However, South Dakota collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, South Dakota's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: F

Identifying Effective Teachers

South Dakota's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it fails to articulate policy regarding the content of teacher evaluations. South Dakota also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in South Dakota is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

South Dakota does not require mentoring or any other induction support for new teachers. South Dakota gives districts authority for how teachers are paid, and the state supports differential pay for teachers working in high-needs schools as well as performance pay; however, the state's other policies regarding teacher compensation need improvement. South Dakota does not support retention bonuses, compensation for relevant prior work experience or differential pay for teachers working in shortage subject areas. Commendably, the state's pension system for teachers is currently financially sustainable. However, South Dakota only provides a defined benefit pension plan for teachers. While South Dakota is commended for offering teachers leaving the system a great deal more flexibility than the policies of most states, its pension policies are not fair to all teachers. Further, retirement benefits in the defined benefit plan are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

South Dakota issues renewable one-year certificates, allowing new teachers who have not passed licensing tests to teach for up to two years. The state also lacks a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, South Dakota allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is Tennessee Faring?

Area 1: B-

Delivering Well Prepared Teachers

Tennessee's policies supporting the delivery of well-prepared teachers are better than most states but are still in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission. Although its elementary teacher standards address some important subject areas, Tennessee does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does require elementary candidates to pass a test that includes the science of reading, but it does not require a rigorous mathematics assessment. Tennessee's policy to sufficiently prepare middle school teachers to teach appropriate grade-level content is on the right track, but the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Tennessee requires all new teachers to pass a pedagogy test to attain licensure. The state is also headed in the right direction when it comes to holding preparation programs accountable for the quality of teachers they produce, and it has retained full authority over its program approval process. In addition, Tennessee has articulated policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

Tennessee's alternate route needs improvement. The state does not provide consistent flexibility for nontraditional candidates and does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, Tennessee's alternate route is sufficiently selective, and the state does not restrict alternate route usage or providers. Tennessee collects and publishes some objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Regrettably, the state's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: C

Identifying Effective Teachers

Tennessee's efforts to identify teacher effectiveness are better than most states, but they still leave room for improvement. Not only does the state have all the elements of a student- and teacher-level longitudinal data system, it commendably uses this value-added data to consider teacher effectiveness. The state also commendably requires both subjective and objective measures of student performance in its teacher evaluations and makes student performance the preponderant criterion. Tennessee requires multiple evaluations for new teachers but fails to require one early in the year, and it does not require annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Tennessee is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Tennessee is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, the state reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Tennessee requires that all new teachers receive mentoring. The state supports differential pay for teachers working in high-needs schools and shortage subject areas and performance pay; however, the state's other policies regarding teacher compensation need improvement. Tennessee does not give districts full authority for how teachers are paid and does not support retention bonuses or compensation for relevant prior work experience. Commendably, the state's pension system for teachers is currently financially sustainable. However, Tennessee only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Tennessee issues renewable interim and transitional licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. The state does not articulate policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Tennessee allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: C-

How is Texas Faring?

Area 1: C

Delivering Well Prepared Teachers

Texas's policies supporting the delivery of well-prepared teachers are in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission, and it is on the right track when it comes to ensuring that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. Texas does require elementary candidates to pass a test that includes the science of reading, although a subscore for this area is not provided. The state does not require a rigorous mathematics assessment. Although Texas commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Commendably, Texas requires all new teachers to pass a pedagogy test to attain licensure. With its new performance requirements for preparation programs, the state has taken a step in the right direction toward holding preparation programs accountable for the quality of teachers they produce, and it has retained full authority over its program approval process. Unfortunately, Texas lacks sufficient policy to ensure efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: B-

Expanding the Pool of Teachers

Texas's alternate routes need improvement. The state's alternate routes are not sufficiently selective and do not provide streamlined preparation that meets the immediate needs of new teachers. Commendably, Texas does not limit the usage or providers of its alternate routes. The state collects and publishes some objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Texas's policies targeting licensure reciprocity for teachers from other states are exemplary.

Area 3: D

Identifying Effective Teachers

Texas's efforts to identify teacher effectiveness leave room for improvement. Although the state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, it commendably requires both subjective and objective measures of student performance in its teacher evaluations and makes student performance a necessary criterion. Unfortunately, Texas fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. The probationary period for new teachers in Texas is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C-

Retaining Effective Teachers

Texas does not require mentoring or any other induction support for new teachers. Texas supports compensation for relevant prior work experience, differential pay for teachers working in high-needs schools and shortage subject areas, and performance pay, but the state's other policies regarding teacher compensation need improvement. Texas does not give districts full authority for how teachers are paid and does not support retention bonuses. Commendably, the state's pension system for teachers is currently financially sustainable. However, Texas only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

Texas issues emergency licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. Although the state requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan, it is unclear whether these teachers are eligible for dismissal if they do not improve. Regrettably, Texas allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: C-

How is Utah Faring?

Area 1: D-

Delivering Well Prepared Teachers

Utah's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Utah does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Utah also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist 1-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter, nor does it require all new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Utah lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D

Expanding the Pool of Teachers

Utah's alternate routes need improvement. The state's alternate routes are not sufficiently selective and lack flexibility for nontraditional candidates. Utah does not ensure that its alternate route candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, Utah does not restrict the usage or providers of its alternate routes. However, the state collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Utah's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Utah's efforts to identify teacher effectiveness often fall short. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. The state also fails to require that districts use objective measures such as standardized tests as evidence of student learning in their teacher evaluations. Utah requires multiple evaluations for new teachers but does not require one early in the year, and it does not require annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Utah is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Utah is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Utah requires that all new teachers receive mentoring. Utah does give districts authority for how teachers are paid and supports differential pay for teachers working in shortage subject areas as well as performance pay; however, the state's other policies regarding teacher compensation need improvement. Utah does not support retention bonuses, compensation for relevant prior work experience or differential pay for teachers working in high-needs schools. Commendably, the state's pension system for teachers is currently financially sustainable. However, Utah only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D-

Exiting Ineffective Teachers

Utah issues conditional and alternate licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to three years. The state requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan, but it does not address whether a number of negative evaluations would make a teacher eligible for dismissal. Utah does not address the appeal process for teachers who are terminated for poor performance.

Overall Grade: D

How is Vermont Faring?

Area 1: D

Delivering Well Prepared Teachers

Vermont's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. Although its elementary teacher standards address some important subject areas, Vermont does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Although Vermont commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter, nor does the state require all new teachers to pass a pedagogy test to attain licensure. Unfortunately, although the state relies on some objective, meaningful data, it does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Vermont lacks sufficient policy to ensure efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D-

Expanding the Pool of Teachers

Vermont does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. In addition, Vermont does not ensure that its alternate route candidates receive streamlined preparation that meets the immediate needs of new teachers. The state also limits the usage and providers of its alternate route and collects little objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Vermont's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: F

Identifying Effective Teachers

Vermont's efforts to identify effective teachers are lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and it offers only minimal direction to districts about teacher evaluation content, failing to require the use of subjective and objective measures such as standardized tests as evidence of student learning. Unfortunately, Vermont also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Vermont is only two years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Vermont is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, the state does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Vermont does not require mentoring or any other induction support for new teachers. Vermont gives districts authority for how teachers are paid and supports differential pay for teachers working in shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Vermont does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, Vermont only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: F

Exiting Ineffective Teachers

Vermont issues provisional licenses, allowing new teachers who have not passed licensing tests to teach for up to two years. The state lacks a policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Vermont allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: F

How is Virginia Faring?

Area 1: C

Delivering Well Prepared Teachers

Virginia's policies supporting the delivery of well-prepared teachers are in need of improvement. The state only requires that most teacher candidates pass a basic skills test prior to program admission. Although its elementary teaching standards address some important subject areas, Virginia does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does require elementary candidates to pass a test of the science of reading, but it does not require a rigorous mathematics assessment. Virginia is on the right track when it comes to sufficiently preparing middle school teachers to teach appropriate grade-level content; however, the state does not ensure that special education teachers are adequately prepared to teach content-area subject matter. Unfortunately, Virginia does not require all new teachers to pass a pedagogy test to attain licensure. In addition, although the state relies on some objective, meaningful data, it does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Commendably, Virginia ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

Virginia's alternate routes to teacher certification are in need of improvement. Although the state's alternate routes do provide flexibility for nontraditional candidates, they are not sufficiently selective. Virginia does ensure streamlined preparation, but it could do more to meet the immediate needs of new teachers. The state does not limit the usage or providers of its alternate routes; however, it collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Virginia's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Virginia's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and its requirements regarding teacher evaluations are too ambiguous to ensure the use of subjective and objective measures such as standardized tests as evidence of student learning. Virginia also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Virginia is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Virginia requires that all new teachers receive mentoring. Virginia gives districts authority for how teachers are paid and supports differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Virginia does not support retention bonuses, compensation for relevant prior work experience or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, Virginia only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D+

Exiting Ineffective Teachers

Virginia commendably requires that all teachers of core subject areas pass subject-matter tests before entering the classroom. However, the state fails to articulate consequences for teachers with unsatisfactory evaluations such as mandatory improvement plans and does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, Virginia allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Washington Faring?

Area 1: D+

Delivering Well Prepared Teachers

Washington's policies supporting the delivery of well-prepared teachers are in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission, and is on the right track when it comes to ensuring that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Washington does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and it allows middle school teachers to teach on a generalist K-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter, nor does it require all new teachers to pass a pedagogy test to attain licensure. Unfortunately, Washington does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Washington lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C-

Expanding the Pool of Teachers

Washington's alternate routes need improvement. The state's alternate routes are not sufficiently selective and do not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, Washington provides flexibility for nontraditional candidates and does not place restrictions on alternate route usage. However, the state limits the providers of its alternate routes and collects little objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Washington's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Washington's efforts to identify teacher effectiveness are lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and although its teacher evaluation system utilizes classroom observations, Washington fails to require evidence of student learning through objective measures such as standardized test scores. Washington requires multiple evaluations for its new teachers, including one early in the year, and the state requires annual evaluations for its nonprobationary teachers. The probationary period for new teachers in Washington is only two years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Washington is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Although district participation is not required, Washington provides a mentoring program for new teachers. Washington supports compensation for relevant prior work experience and differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Washington does not give districts full authority for how teachers are paid and does not support retention bonuses, relevant prior work experience or performance pay. The state provides a financially sustainable, flexible pension system that gives teachers a choice for their pension plan between a defined benefit plan and a hybrid plan. Although the hybrid plan has aspects that make it more flexible, neither plan is portable or fair to all workers. The state is commended for offering a benefit formula that is fairer than most states; however, the formula is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D+

Exiting Ineffective Teachers

Washington issues limited certificates, allowing new teachers who have not passed licensing tests to remain in the classroom for up to two years. Commendably, the state requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan and then made eligible for dismissal if they do not improve. Regrettably, Washington allows tenured teachers who are terminated for poor performance to appeal multiple times, and the state fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is West Virginia Faring?

Area 1: C-

Delivering Well Prepared Teachers

West Virginia's policies supporting the delivery of well-prepared teachers are in need of improvement. The state requires teacher candidates to pass a basic skills test prior to program admission; however, it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are required to address the science of reading, but they are not required to provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Although West Virginia commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter. West Virginia requires all new teachers to pass a pedagogy test to attain licensure. However, the state does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, West Virginia lacks any policy to ensure efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: C

Expanding the Pool of Teachers

West Virginia's alternate route needs improvement. The state's alternate route is not sufficiently selective and does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. In addition, West Virginia does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Although West Virginia limits the usage of its alternate route, it does not restrict providers. Finally, West Virginia's policies targeting licensure reciprocity for teachers from other states are on the right track; however, the state fails to insist that all out-of-state teachers meet its own testing requirements.

Area 3: D

Identifying Effective Teachers

West Virginia's efforts to identify teacher effectiveness often fall short. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. Its teacher evaluation system utilizes classroom observations but fails to require evidence of student learning through objective measures such as standardized test scores. West Virginia requires multiple evaluations for its new teachers, including one early in the year; however, the state fails to require annual evaluations for its nonprobationary teachers. In addition, the probationary period for new teachers in West Virginia is just three years, and the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and the state reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Although West Virginia's policies for new teacher induction are commendable, the state's policies regarding teacher compensation are sorely lacking. West Virginia does not give districts authority for how teachers are paid and does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in high-needs schools or shortage subject areas or performance pay. In addition, the state's pension system is not currently financially sustainable. West Virginia provides only a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: C-

Exiting Ineffective Teachers

Although West Virginia only issues nonrenewable temporary certificates, it still allows teachers who have not passed licensing tests to teach for up to one year. The state requires that teachers who receive an unsatisfactory evaluation, regardless of employment status, be placed on an improvement plan, but it does not address whether subsequent negative evaluations would make a teacher eligible for dismissal. Regrettably, West Virginia allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D+

How is Wisconsin Faring?

Area 1: D-

Delivering Well Prepared Teachers

Wisconsin's policies supporting the delivery of well-prepared teachers are sorely lacking. The state requires teacher candidates to pass a basic skills test prior to program admission, but it does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Wisconsin also does not sufficiently prepare middle school teachers to teach appropriate grade-level content, and the state allows middle school teachers to teach on a generalist 1-8 license. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter, nor does it require all new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, but it has retained full authority over its program approval process. Further, Wisconsin lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D-

Expanding the Pool of Teachers

Wisconsin does not currently provide a genuine alternate route into the teaching profession. The state's alternate routes are not sufficiently selective and lack flexibility for nontraditional candidates. In addition, Wisconsin does not ensure that candidates receive streamlined preparation that meets the immediate needs of new teachers. Commendably, the state does not restrict the usage or providers of its alternate routes. However, Wisconsin collects no objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Further, Wisconsin's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D-

Identifying Effective Teachers

Wisconsin's efforts to identify effective teachers are sorely lacking. The state only has two of the three necessary elements for the development of a student- and teacher-level longitudinal data system, and Wisconsin's requirements regarding teacher evaluations are too weak to ensure the use of subjective and objective measures such as standardized tests as evidence of student learning. Wisconsin also fails to require multiple evaluations for new teachers or annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Wisconsin is just three years, and the state does not require any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Wisconsin is on the right track when it comes to basing its licensure requirements on evidence of teacher effectiveness; however, it reports little school-level data that can help support the equitable distribution of teacher talent.

Area 4: C

Retaining Effective Teachers

Wisconsin offers only minimal guidance regarding induction support for new teachers. Wisconsin gives districts authority for how teachers are paid and supports differential pay for teachers working in high-needs schools; however, the state's other policies regarding teacher compensation need improvement. Wisconsin does not support retention bonuses, compensation for relevant prior work experience, differential pay for teachers working in shortage subject areas or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, Wisconsin only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D

Exiting Ineffective Teachers

Wisconsin issues renewable emergency permits, allowing teachers who have not passed licensing tests to teach for more than one year. The state also fails to articulate a policy regarding teachers who receive unsatisfactory evaluations. Although Wisconsin commendably only allows a single appeal for tenured teachers who are terminated for poor performance, the state fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D

How is Wyoming Faring?

Area 1: D-

Delivering Well Prepared Teachers

Wyoming's policies supporting the delivery of well-prepared teachers are sorely lacking. The state does not require teacher candidates to pass a basic skills test prior to program admission. In addition, Wyoming does not ensure that elementary teachers are provided with a broad liberal arts education. Elementary teacher preparation programs are not required to address the science of reading or provide mathematics content specifically geared to the needs of elementary teachers. The state does not require elementary candidates to pass a test of the science of reading or a rigorous mathematics assessment. Although Wyoming commendably does not allow middle school teachers to teach on a K-8 generalist license, it does not sufficiently prepare middle school teachers to teach appropriate grade-level content. The state also does not ensure that special education teachers are adequately prepared to teach content-area subject matter, nor does it require all new teachers to pass a pedagogy test to attain licensure. Unfortunately, the state does not hold preparation programs accountable for the quality of teachers they produce, and it has not retained full authority over its program approval process. Further, Wyoming lacks any policy that ensures efficient preparation of teacher candidates in terms of the professional coursework that may be required.

Area 2: D

Expanding the Pool of Teachers

Wyoming does not currently provide a genuine alternate route into the teaching profession. The state's alternate route is not sufficiently selective and lacks flexibility for nontraditional candidates. In addition, Wyoming does not ensure that preparation meets the immediate needs of new teachers, limits the usage and providers of its alternate route and does not collect objective data to hold alternate route programs accountable for the performance of the teachers they prepare. Finally, Wyoming's policies targeting licensure reciprocity create unnecessary obstacles for out-of-state teachers.

Area 3: D

Identifying Effective Teachers

Wyoming's efforts to identify teacher effectiveness are lacking. Although the state has all the elements of a student- and teacher-level longitudinal data system, it does not use this data system to provide value-added evidence of teacher effectiveness. It also offers minimal direction to districts about teacher evaluation content, including subjective and objective measures such as standardized tests as evidence of student learning. Wyoming requires multiple evaluations for new teachers but fails to require one early in the year; however, it does require annual evaluations for nonprobationary teachers. In addition, the probationary period for new teachers in Wyoming is just three years, and the state lacks any meaningful process to evaluate cumulative effectiveness in the classroom before teachers are awarded tenure. Further, the state's licensure requirements are not based on evidence of teacher effectiveness, and it does not report any school-level data that can help support the equitable distribution of teacher talent.

Area 4: D

Retaining Effective Teachers

Wyoming does not require mentoring or any other induction support for new teachers. Wyoming gives districts authority for how teachers are paid and supports differential pay for teachers working in high-needs schools and shortage subject areas; however, the state's other policies regarding teacher compensation need improvement. Wyoming does not support retention bonuses, compensation for relevant prior work experience or performance pay. Commendably, the state's pension system for teachers is currently financially sustainable. However, Wyoming only provides a defined benefit pension plan for teachers, and its pension policies are not portable, flexible or fair to all workers. Further, retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5: D-

Exiting Ineffective Teachers

Wyoming issues emergency licenses, allowing new teachers who have not passed licensing tests to remain in the classroom for up to one year, and it requires only subject-matter testing for elementary education and social studies teachers. The state fails to articulate policy regarding teachers who receive unsatisfactory evaluations. Regrettably, Wyoming allows tenured teachers who are terminated for poor performance to appeal multiple times, and it fails to distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duty or felony and/or morality violations.

Overall Grade: D-

Goal Summaries: **Introduction**

The following pages summarize states' overall progress in meeting the *Yearbook* goals.

The rationale and supporting research for each goal are available at: www.nctq.org/stpy.

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

Area 1: Delivering Well Prepared Teachers

Goal A – Admission into Preparation Programs

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

Goal Components

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

1. The state should require teacher candidates to pass a basic skills test that assesses reading, writing and mathematics as a criterion for admission to teacher preparation programs. All preparation 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 from this test 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, these tests—assessing skills typically acquired during middle school—are not being used as intended.

Although 46 states require teacher candidates to pass a basic skills test, 31 states make this a requirement for licensure, rather than a condition of admission to a teacher preparation program. Five states do not require 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 students who cannot pass a basic skills test may lower the rigor of their courses, or spend course time 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 1

How States are Faring in Admission Requirements



★ Examples of Best Practice

A number of states--Connecticut, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and West Virginia--require candidates to pass a basic skills test as a condition of admission to a teacher preparation program. These states set a minimum passing score for the test and also eliminate 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 2

When do states test teacher candidates' basic skills?

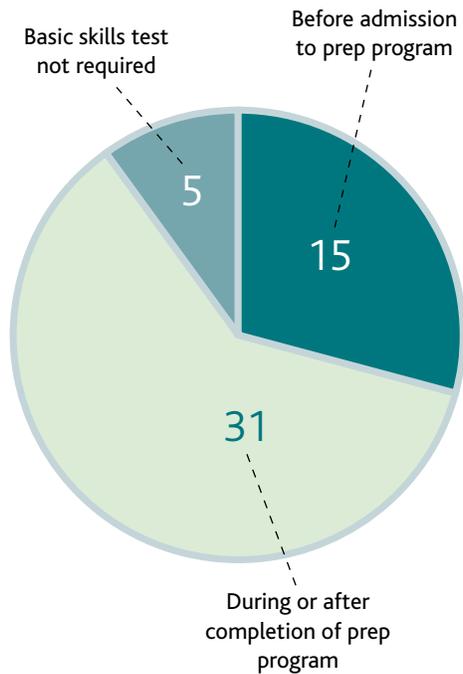


Figure 3

- 1 California requires teacher candidates to take, but not pass, a basic skills test prior to admission.
- 2 Programs in Florida may accept up to 10 percent of an entering class who have not passed a basic skills test.
- 3 Programs in Virginia may accept candidates who have not met the required passing score.

Figure 3

When do states test teacher candidates' basic skills?

	Before admission to prep program	During or after completion of prep program	Basic skills test not required
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia ³	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

15 31 5

Area 1: Delivering Well Prepared Teachers

Goal B – Elementary Teacher Preparation

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

Goal Components

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

1. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (Mathematics preparation for elementary teachers is discussed in Goal 1-D.) An appropriate elementary teacher preparation program should be something like:

- three credit hours (or standards to justify) of a survey of American literature;
- three credit hours (or standards to justify) of the technical aspects of good writing and grammar;
- three credit hours (or standards to justify) of a survey of children's literature;
- six credit hours (or standards to justify) of general science, covering basic topics in earth science, biology, physics, and chemistry;
- six credit hours (or standards to justify) of a survey of U.S. history and/or U.S. government;
- six credit hours (or standards to justify) of a survey of world history, including ancient history;
- three credit hours (or standards to justify) of world cultures and religion, including geography;
- three credit hours (or standards to justify) of a survey of music appreciation; and
- three credit hours (or standards to justify) of a survey of art history.

Figure 4

How States are Faring in the Preparation of Elementary Teachers



Goal Components cont.

2. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement also ensures that prospective teachers have taken higher level academic coursework.
3. Arts and sciences faculty, rather than education faculty, should teach liberal arts coursework to teacher candidates.
4. The state should allow elementary teacher candidates to test out of specific coursework requirements, provided the test that is limited to a single particular subject area.

Figure 5

Which states require in-depth preparation for elementary school teachers?

AMERICAN LITERATURE

None

BIOLOGY/LIFE SCIENCE

Alabama, Arizona, California, Florida, Georgia, Illinois, Kansas, Michigan, Oregon, Tennessee, Texas, Virginia, Washington

AMERICAN HISTORY

Arizona, Arkansas, California, Connecticut, Oregon, Texas, Virginia

WORLD HISTORY

California, Oregon, Virginia

MUSIC

Arizona, California, Oregon, Texas

Findings

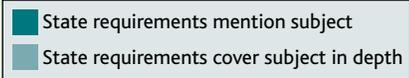
Few states' preparation requirements reflect an appreciation of the need for elementary teachers to be broadly educated in the content they will deliver.

Even states that do have subject-matter requirements tend to leave them so ambiguous that prospective teachers may fulfill them with courses that bear no connection to the pre-K-6 classroom. For example, only two states require elementary teacher candidates to study American literature, and only 17 states require introductory study of American history. While more states require study of science, preparation is still generally lacking, with 36 states requiring physical science, and just two states requiring chemistry. Not one state requires elementary teachers to study physics. While 32 states recognize the importance of arts education in the elementary classroom by requiring preparation in music, only one state requires art history.

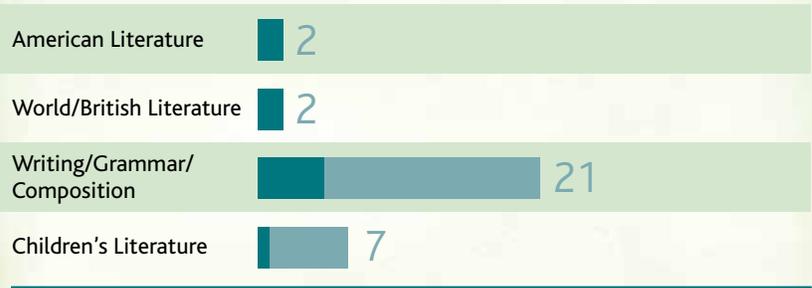
In addition, states' licensing tests offer little assurance that elementary teachers have the needed content knowledge. Most states use subject-matter tests that verify only that teachers meet a general passing score. A teacher with an extreme weakness in a particular subject may pass the licensing test if he or she does well enough in other areas to compensate. While a small number of states use tests that report subject-area subscores, no state uses an assessment with a required passing score for each tested subject.

Figure 6

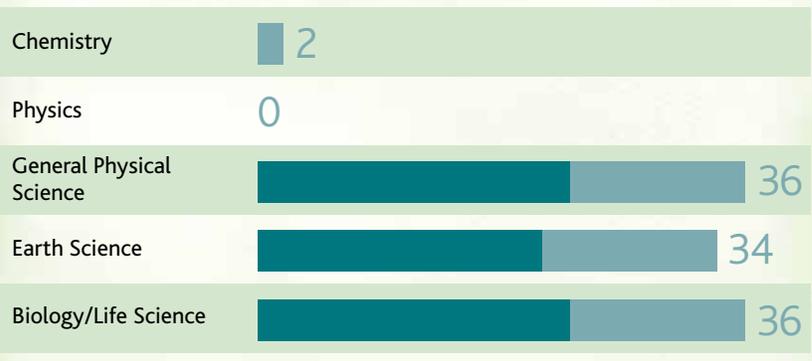
Do states expect elementary teachers to know core content?



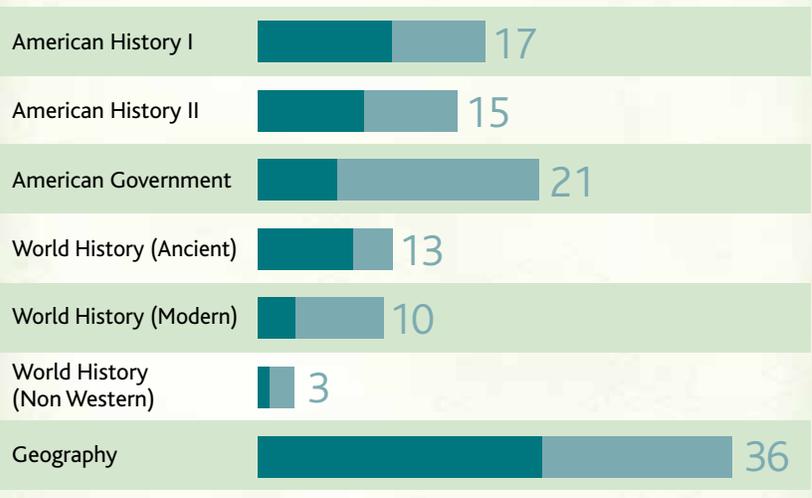
ENGLISH



SCIENCE



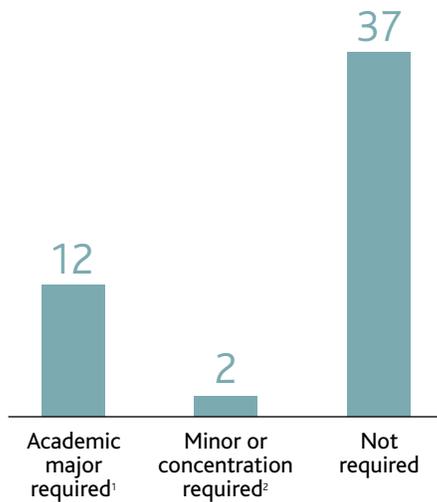
SOCIAL STUDIES



FINE ARTS



Figure 7
Do states expect elementary teachers to complete an academic concentration?



- 1 California, Colorado, Connecticut, Iowa³, Massachusetts, Michigan⁴, New Jersey, New Mexico, Tennessee, Texas, Vermont, Virginia.
- 2 Mississippi, New Hampshire. Mississippi requires two content concentrations.
- 3 Although Iowa requires a subject-area major, it consists mostly of education courses.
- 4 Michigan also allows a group major with a minor, or three minors.

★ Examples of Best Practice

Although no state meets this goal, two have articulated noteworthy policies. **Massachusetts's** testing requirements, which are based on the state's curriculum, ensure that elementary teachers are provided with a broad liberal arts education. **Texas** articulates detailed standards in which preparation programs must frame instruction for elementary teachers. Both states also require that arts and sciences faculty teach liberal arts courses to teacher candidates. Neither state requires separate passing scores for each subject area on general curriculum tests, but both utilize licensing assessments based on their own standards.

Area 1: Delivering Well Prepared Teachers

Goal C – Teacher Preparation in Reading Instruction

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

Goal Components

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

1. To ensure that teacher preparation programs adequately prepare candidates in the science of reading, the state should require that these programs train teachers in the five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The 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. Most current tests of pedagogy and reading instruction allow teachers to pass without knowing the science of reading instruction. If a state elects to test knowledge of reading instruction on a general test of pedagogy or elementary content, it should require that the testing company report a subscore clearly revealing the candidates' knowledge in the science of reading. Elementary teachers who do not possess the minimum knowledge needed should not be eligible for a teaching license.

Findings

Despite the compelling evidence about the most effective ways to teach reading and the dire consequences faced by children who do not become good readers, most states do not ensure that elementary teachers know the firmly established science of reading instruction.

Only 25 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.

Figure 8

How States are Faring in Preparing Teachers to Teach Reading



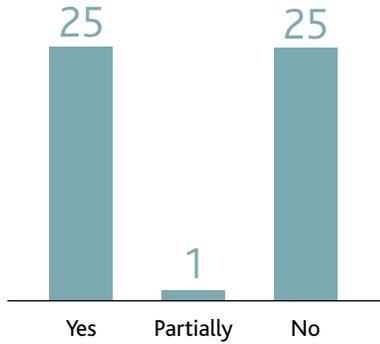
Even fewer states make sure that prospective teachers actually have acquired this knowledge. Only five states use an appropriate, rigorous test ensuring that teachers are well prepared to teach their students to read. Ten other states require a reading test or a pedagogy test that includes reading instruction, but these tests either inadequately address the science of reading, or the science of reading is such a small part that it is possible to pass the tests without demonstrating the essential knowledge.

Figure 9

Do states ensure elementary teachers know the science of reading?

	PREPARATION REQUIREMENTS			TESTING REQUIREMENTS		
	Fully address reading science	Partially address reading science	Do not address reading science	Appropriate test	Inadequate test	No reading test
Alabama	■	□	□	□	□	■
Alaska	□	□	■	□	□	■
Arizona	□	■	□	□	□	■
Arkansas	■	□	□	□	■	□
California	■	□	□	□	■	□
Colorado	■	□	□	□	□	■
Connecticut	■	□	□	■	□	□
Delaware	□	□	■	□	□	■
District of Columbia	□	□	■	□	□	■
Florida	■	□	□	□	■	□
Georgia	■	□	□	□	■	□
Hawaii	□	□	■	□	□	■
Idaho	■	□	□	□	■	□
Illinois	□	□	■	□	□	■
Indiana	□	□	■	□	■	□
Iowa	□	□	■	□	□	■
Kansas	□	□	■	□	□	■
Kentucky	□	□	■	□	□	■
Louisiana	■	□	□	□	□	■
Maine	□	□	■	□	□	■
Maryland	■	□	□	□	□	■
Massachusetts	■	□	□	■	□	□
Michigan	■	□	□	□	□	■
Minnesota	■	□	□	□	□	■
Mississippi	■	□	□	□	□	■
Missouri	■	□	□	□	■	□
Montana	□	□	■	□	□	■
Nebraska	□	□	■	□	□	■
Nevada	□	□	■	□	□	■
New Hampshire	□	□	■	□	□	■
New Jersey	□	□	■	□	□	■
New Mexico	□	□	■	□	□	■
New York	□	□	■	□	■	□
North Carolina	□	□	■	□	□	■
North Dakota	□	□	■	□	□	■
Ohio	■	□	□	□	□	■
Oklahoma	■	□	□	■	□	□
Oregon	■	□	□	□	■	□
Pennsylvania	■	□	□	□	□	■
Rhode Island	□	□	■	□	□	■
South Carolina	□	□	■	□	□	■
South Dakota	□	□	■	□	□	■
Tennessee	■	□	□	■	□	□
Texas	■	□	□	□	■	□
Utah	□	□	■	□	□	■
Vermont	■	□	□	□	□	■
Virginia	■	□	□	■	□	□
Washington	■	□	□	□	□	■
West Virginia	■	□	□	□	□	■
Wisconsin	□	□	■	□	□	■
Wyoming	□	□	■	□	□	■
	25	1	25	5	10	36

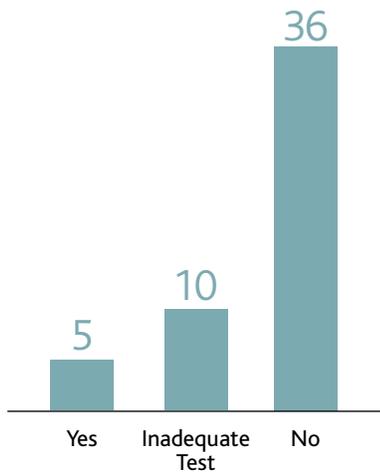
Figure 10
Do states require preparation for elementary teachers in the science of reading?



★ **Examples of Best Practice**

Connecticut, Massachusetts and Virginia presently require preparation programs for elementary teacher candidates to address the science of reading. All three states also require candidates to pass comprehensive assessments that specifically test the five elements of instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Figure 11
Do states measure new teachers' knowledge of the science of reading?



Area 1: Delivering Well Prepared Teachers

Goal D – Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of mathematics content.

Figure 12

How States are Faring in Preparing Teachers to Teach Math

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

Goal Components

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

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry, with some statistics).
2. The state should require elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure. Such test can also be used to test out of content requirements. Elementary teachers who do not possess the minimum knowledge needed should not be eligible for a teaching license.

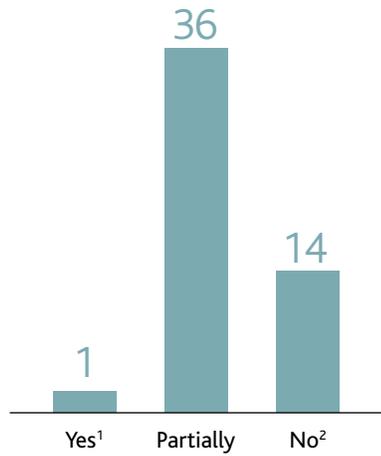
Findings

All but one state fail to ensure that elementary teachers are well trained to teach mathematics.

Aspiring elementary teachers must begin to acquire a deep conceptual knowledge of the mathematics that they will teach. Their training should focus on the critical areas of numbers and operations; algebra; geometry and measurement; and, to a lesser degree, data analysis and probability. Only one state requires such preparation. Thirty-six states require some coverage of these critical areas; the remaining 14 states do not address them at all.

Similarly, only one state requires an appropriate, rigorous test ensuring that teachers are well prepared to teach mathematics. Forty-nine states use wholly inadequate tests, either evaluating content at a level that is too superficial or combining mathematics with other subject areas into a composite passing score, or both. One additional state does not require prospective elementary teachers to pass any mathematics test at all.

Figure 13
Do states require appropriate mathematics preparation for elementary teachers?

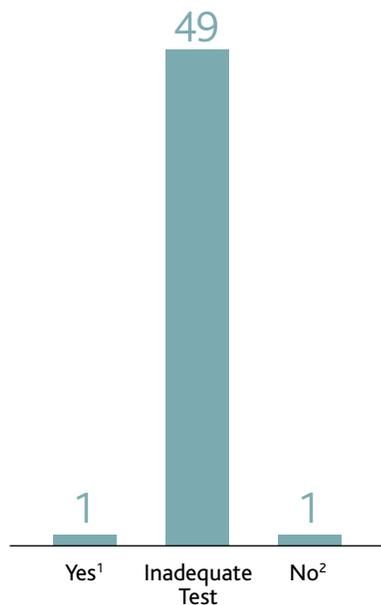


1 Massachusetts
2 Arkansas, Colorado, Connecticut, Iowa, Louisiana, Maine, Maryland, Nebraska, Nevada, New Jersey, North Carolina, Ohio, West Virginia, Wisconsin

★ **Examples of Best Practice**

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

Figure 14
Do states measure new elementary teachers' knowledge of math?



1 Massachusetts
2 Montana

Area 1: Delivering Well Prepared Teachers

Goal E – Middle School Teacher Preparation

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

Figure 15

How States are Faring in Preparing Middle School Teachers

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

Goal Components

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

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

Findings

Many states fail to ensure that middle school teachers are prepared to teach appropriate grade-level content.

An alarming number of states still offer a generalist K-8 license. Individuals with this license are fully certified to teach grades 7 and 8, although their preparation is identical to that of a teacher certified to teach first or second grade. By offering such licenses, states suggest that the content and pedagogy needed to teach eighth grade math or science is no different from what is required of early elementary teachers. Sixteen states allow any teacher with a generalist license to teach grades 7 and 8; an additional five states allow this under certain circumstances.

Figure 16

Do states allow middle school teachers to teach on a K-8 generalist license?

	Yes	Under certain circumstances	No
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma ³	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	16	5	30

States could also do more to ensure that all middle school teachers have appropriate content knowledge and meet No Child Left Behind's highly qualified requirements. Only nine states recognize that requiring middle school candidates to complete two minors and pass subject-matter tests is the most flexible way to ensure that middle school teachers will be qualified to teach two subject areas.

★ Examples of Best Practice

Georgia ensures that all middle school teachers are sufficiently prepared to teach middle school-level content. It requires teachers to earn two minors and pass the state's own single-subject content test. Other notables include **Louisiana**, **Mississippi** and **New Jersey**. These states require either two minors or a major for those teaching one content area, as well as a passing score on a single-subject content test.

Figure 16
¹ May teach grades 7 and 8 on generalist license if in self-contained classroom
² Generalist license is K-9
³ With the exception of mathematics

Figure 17

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

	Major or more	Major or two minors	Two minors	Less than a major	Loose requirements	No requirement of content major or minor
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Massachusetts ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Nebraska ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
West Virginia ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
	14	2	9	7	5	14

Figure 17

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

² West Virginia elementary candidates need only one minor to teach middle grades.

Area 1: Delivering Well Prepared Teachers

Goal F – Special Education Teacher Preparation

The state should ensure that special education teachers are prepared to teach content-area subject matter.

Goal Components

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

1. The state should require that teacher preparation programs provide a broad liberal arts program of study to elementary special education candidates. All elementary special education candidates should have preparation in the content areas of math, science, English, social studies and fine arts and should be required to pass a subject-matter test for licensure.
2. The state should require that teacher preparation programs graduate secondary special education teacher candidates who are "highly qualified" in at least two subjects. The most efficient route for these candidates to become adequately prepared to teach multiple subjects may be to earn the equivalent of two subject-area minors and pass tests in those areas.
3. The state should customize a "HOUSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.

Findings

Most states have weak and ineffective policies related to the preparation of special education teachers. These policies shortchange 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 need to have knowledge of subject matter.

Few states require that elementary special education teacher candidates complete broad liberal arts coursework that is relevant to the elementary classroom. Twenty-six states do not require elementary special education candidates to take subject-matter coursework or demonstrate content knowledge on a subject-matter test.

Figure 18

How States are Faring in Preparing Special Education Teachers



The remaining states have requirements that vary tremendously in terms of the quality of content area preparation they require.

In addition, states do little to ease the burden on secondary special education teachers to be highly qualified in each subject they teach. States should require that teacher preparation programs ensure that secondary special education teachers are highly qualified in two subject areas upon program completion; not one state has such a requirement. Sixteen states require secondary special education teachers to be qualified in one core area, while the remainder—35 states—do not require that programs graduate secondary special education teachers who are highly qualified in any core academic areas.

States could also help alleviate this problem by offering a separate HOUSS route to highly qualified status designed especially for new secondary special education teachers. No state offers such a route.

★ **Examples of Best Practice**

Unfortunately, NCTQ cannot highlight any state's policy in this area. Preparation of special education teachers is a topic in critical need of states' attention.

Figure 19

Do states require subject-matter preparation for elementary special education teachers?

	Adequate coursework requirements	Inadequate coursework requirements	Subject-matter test	No preparation required
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6	15	14	26

Figure 20

Do states require subject-matter preparation for secondary special education teachers?

	Required to be highly qualified in two academic areas	Required to be highly qualified in one academic area	Not required to be highly qualified in any academic areas
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	0	16	35

Area 1: Delivering Well Prepared Teachers

Goal G – Assessing Professional Knowledge

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

Figure 21

How States are Faring in Assessing Professional Knowledge

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

Goal Components

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

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

Findings

Most states rely on a set of teaching standards designed to articulate what teachers must know and be able to do. However, this approach requires a rigorous test to ensure that new teachers meet states' standards. Only 26 states require all new teachers to pass a pedagogy test in order to attain licensure.

It is also noteworthy that most states rely on a commercially available test, suggesting either that it may not be necessary for each state to maintain its own set of standards or that a common instrument may not be sufficiently aligned to each state's unique standards.

Figure 22

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

	State's own pedagogy test required of all new teachers	State's own pedagogy test required of some new teachers	Commercial pedagogy test required of all new teachers	Commercial pedagogy test required of some new teachers	No pedagogy test
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	8	0	18	8	17

★ Examples of Best Practice

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

¹ Not required until teacher advances from Level One to Level Two license.

Area 1: Delivering Well Prepared Teachers

Goal H – Teacher Preparation Program Accountability

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

Figure 23

How States are Faring in Holding Preparation Programs Accountable



Goal Components

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

1. The state should collect meaningful data about candidate pass rates on state licensing tests. This means collecting data beyond the pass rate of program completers. The state should require programs to report the percentage of teacher candidates who entered student teaching and who were able to pass state licensing tests.
2. In addition to better pass rate information, the state should create a more comprehensive index of program performance by collecting some or all of the following data:
 - Average raw scores of graduates on licensing tests, including basic skills, subject matter and professional knowledge tests;
 - Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
 - Evaluation results from the first and/or second year of teaching;
 - Academic achievement gains of graduates' students averaged over the first three years of teaching; and
 - Five-year retention rates of graduates in the teaching profession.
3. 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.
4. The state should produce and publish on its website an annual report card that shows all the data that the state collects on individual teacher preparation programs.

Figure 24

Do states hold teacher preparation programs accountable?

	State collects objective program-specific data	State sets minimum standards for performance	State makes data publicly available on website
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	□	□	□

21 5 17

Findings

States have ineffective processes for approving teacher preparation programs, collecting little data that can be used to hold programs accountable for the quality of the teachers they produce.

Few states connect the program approval process to measurable outcome data about programs' graduates. Only 21 states collect any meaningful objective data that reflect program effectiveness. Just five states collect the results of program graduates' first-year evaluations, and a mere three states require programs to report on the academic achievement of their graduates' students. Only five of the states that collect outcome data have set the minimum standards that programs must meet to continue receiving approval.

In addition, states do not provide the public with information about the effectiveness of programs. Only 17 states post any data at all about individual program performance on their websites.

★ **Examples of Best Practice**

Although no state meets this goal, **Alabama, Florida, Louisiana** and **Michigan** rely on some objective, meaningful data to measure the performance of teacher preparation programs, and they also all apply transparent measurable criteria for conferring program approval. Additionally, these four states post program report cards on their websites.

Figure 25

Which states collect meaningful data?

AVERAGE RAW SCORES ON LICENSING TESTS

Alabama, Louisiana, Michigan, New Jersey, Tennessee

SATISFACTION RATING FROM SCHOOLS

Alabama, Florida, Kentucky, Michigan, Mississippi, Missouri, Nevada, Texas, Virginia

EVALUATION RESULTS FOR PROGRAM GRADUATES

Florida, Rhode Island, South Carolina, Tennessee, Vermont

STUDENT LEARNING GAINS¹

New Jersey, Tennessee, Texas

TEACHER RETENTION RATES

Missouri, New Jersey, Oregon, Texas

¹ Louisiana is piloting the use of value-added data that connects student achievement to teacher preparation programs, but not yet using the results for accountability purposes.

Area 1: Delivering Well Prepared Teachers

Goal I – State Authority for Program Approval

The state should retain full authority over its process for approving teacher preparation programs.

Figure 26

How States are Faring in Maintaining Authority for Program Approval



Goal Components

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

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

Findings

Most states appropriately keep their approval processes for teacher preparation programs separate from accreditation.

However, some states have blurred the line between the public process of state program approval and the private process of national accreditation. Seven states require their teacher preparation programs to attain national accreditation in order to receive state approval, despite a lack of evidence that links accreditation to higher quality preparation or that shows accreditation has the effect of improving preparation. One state allows substitution of national accreditation for state approval. Another group of states fails to maintain a distinct approval process, although national accreditation is not technically required. In five states the approval process is indistinguishable from accreditation; four states delegate the program review to an accrediting organization, and an accrediting organization plays a role in the approval process in three other states.

★ Examples of Best Practice

Thirty-one states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it commends all states that retain full authority over their program approval process.

Figure 27

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

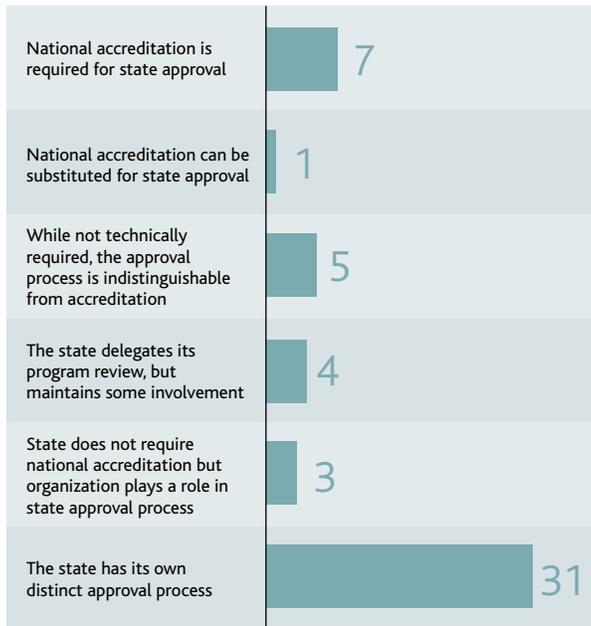


Figure 28

1 Maryland requires programs that enroll 2,000 or more students to attain national accreditation.

2 West Virginia public preparation programs are required to attain national accreditation.

Figure 28

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

	National accreditation is required for state approval	National accreditation can be substituted for state approval	While not technically required, the approval process is indistinguishable from accreditation	State delegates its program review, but maintains some involvement	State does not require national accreditation but organization plays a role in state approval process	State has its own distinct approval process
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland ¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 1 5 4 3 31

Area 1: Identifying Effective Teachers

Goal J – Balancing Professional Coursework

The state should ensure that teacher preparation programs provide an efficient and balanced program of study.

Figure 29

How States are Faring in Balancing Professional Coursework



Goal Components

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

1. The state should adopt policies designed to encourage efficient delivery of the professional sequence, for both its own requirements and those of individual programs.

Findings

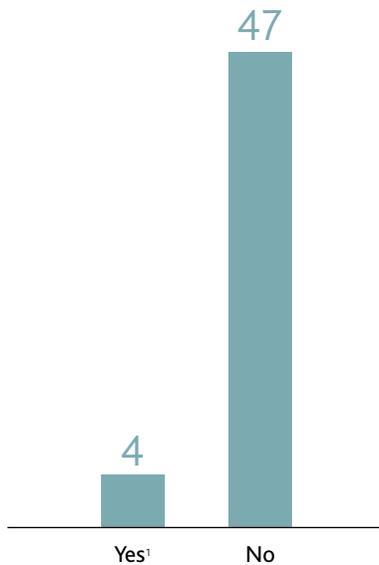
States do not do enough to ensure that teacher preparation programs offer an efficient program of study, balancing professional knowledge and skills with subject-area knowledge.

Most states now employ a standards-based approach to teacher preparation, moving away from the more traditional approach of specifying the coursework that teacher candidates must take to qualify for licensure. The current approach requires only that programs commit to teaching the state's standards in return for approval. 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 ultimately require to ensure that they deliver an efficient course of study.

Programs' tendency to require increasing amounts of professional coursework is of particular concern. Programs with excessive professional coursework requirements leave little room for electives and may leave insufficient room for adequate subject-matter preparation. Such excessive requirements may also discourage talented individuals from pursuing teaching. NCTQ found approved programs in 44 states that require 60 or more credit hours in education coursework. Further, just four states have policies that regulate the amount of professional coursework that may be required.

Figure 30

Do states cap the amount of professional coursework programs can require?



¹ California, New Jersey², Tennessee, Virginia.

² Although not technically a cap, New Jersey requires a minimum of 90 credit hours distributed among general education and an academic major.

Figure 31

Coursework that supports teacher effectiveness

In monitoring the amount of professional coursework required by teacher preparation programs, states also need to consider whether professional requirements support teacher effectiveness in the classroom. States should ensure that the following key areas are addressed:

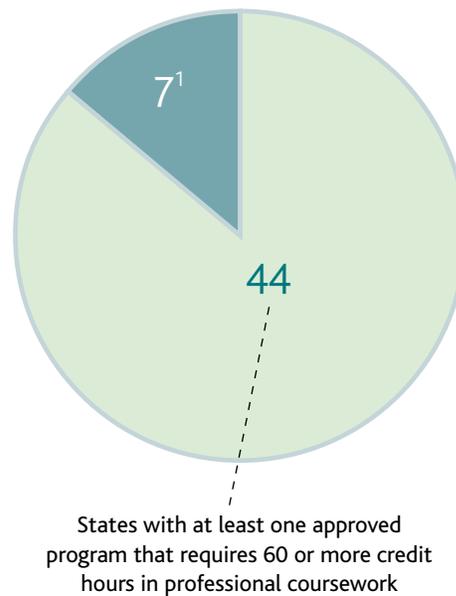
- Methods for teaching subject matter
- Child or adolescent development, with emphasis on cognitive psychology
- Classroom management
- Assessment
- Special education
- Contemporary issues in education, particularly the achievement gap

★ Examples of Best Practice

Although no state was awarded “best practice” honors, **Virginia** and **Tennessee** are notables because both keep a check on the amount of professional studies that preparation programs may require.

Figure 32

Are states controlling program excesses?



¹ California, Connecticut, Massachusetts, New Hampshire, New Jersey, Tennessee, Virginia

Area 2: Expanding the Pool of Teachers

Goal A – Alternate Route Eligibility

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

Goal Components

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

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

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. Yet states do little to effectively screen candidates seeking admission to their alternate routes nor do they offer flexibility in how the admissions requirements they do have can be met.

Only 11 states require alternate route candidates to meet an appropriate standard of past academic performance. Twenty-one states have set a standard that is too low, generally about the same as what is expected of a traditional candidate entering a four-year program. Eighteen states do not require candidates to meet any academic standard at all.

Figure 33

How States are Faring in Alternate Route Eligibility



AREA 2: EXPANDING THE POOL OF TEACHERS
GOAL A

While 28 states require all alternate route candidates to pass a subject-matter test before starting to teach, 22 states have insufficient testing requirements. These states 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 19 states have admissions criteria that are flexible to the needs and backgrounds of nontraditional candidates, who may have deep subject-area knowledge in a content area other than the one in which they have an undergraduate major. The remaining states require candidates to have a subject-area major but do not permit candidates to demonstrate subject knowledge by passing a test

★ Examples of Best Practice

Connecticut meets three admission criteria for a quality alternate route: 1) a requirement that candidates have a GPA higher than what is generally expected in a traditional preparation program, 2) a requirement that all candidates pass a subject-area test and 3) flexibility built into its policy that respects nontraditional candidates' diverse backgrounds.

Figure 34

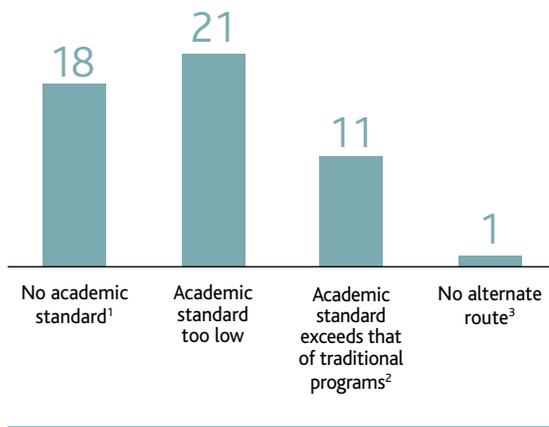
Are states' alternate routes selective yet flexible?

	Academic standard for admission exceeds traditional programs	Subject-matter test required	No major required or test can be used in lieu of major or coursework requirements	No alternate route
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11	28	19	1

¹ Elementary candidates only

Figure 35

Do states require alternate routes to be selective?



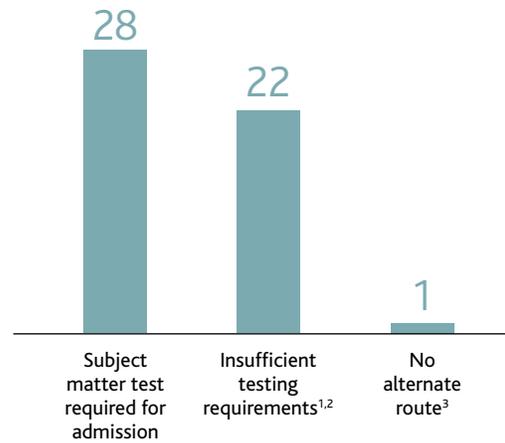
1 California, Colorado, Delaware, Hawaii, Maine, Massachusetts, Michigan, Nebraska, Nevada, New Hampshire, New Mexico, Oregon, South Carolina, Utah, Vermont, Virginia, Washington, Wisconsin

2 Arizona, Connecticut, District of Columbia, Illinois, Indiana, Maryland, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee

3 North Dakota

Figure 36

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



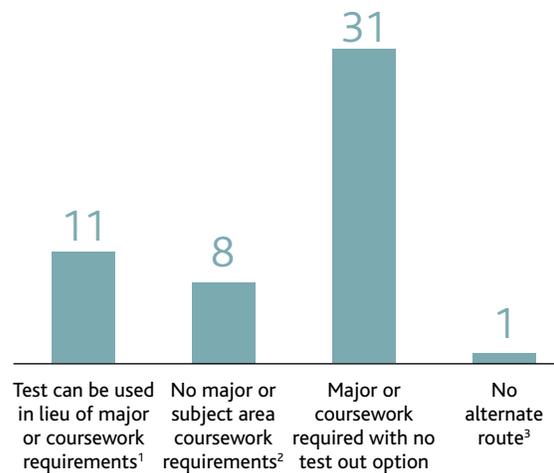
1 State does not require subject test at all; exempts some candidates; or does not require candidate to pass test until program completion.

2 Alaska, Delaware, District of Columbia, Georgia, Hawaii, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Missouri, Montana, Nebraska, North Carolina, Oregon, South Dakota, Tennessee, Texas, Utah, Wisconsin, Wyoming

3 North Dakota

Figure 37

Do states accommodate the nontraditional background of alternate route candidates?



1 Alabama⁴, Alaska, Connecticut, Georgia, Hawaii, North Carolina, Oklahoma, Oregon, Tennessee, Texas, Virginia

2 Arkansas, District of Columbia, Florida, Illinois, Louisiana, Massachusetts, Mississippi, Washington

3 North Dakota

4 For elementary candidates only

Area 2: Expanding the Pool of Teachers

Goal B – Alternate Route Preparation

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

Figure 38

How States are Faring in Alternate Route Preparation



Goal Components

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

1. The state should ensure that the number of credit hours it either requires or allows is manageable for the new teacher. Anything exceeding 12 credit hours of coursework (for which the teacher is required to physically attend a lecture or seminar) in the first year may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than 6 credit hours in the summer, 3 in the fall and 3 in the spring.
2. The state should ensure that alternate route programs offer accelerated study not to exceed six courses (exclusive of any credit for mentoring) over the duration of the program. Programs should be no longer than two years, at which time the new teacher should be eligible for a standard certificate.
3. Any coursework requirements should target the *immediate* needs of the new teacher (e.g., seminars with other grade-level teachers, training in a particular curriculum, reading instruction and classroom management techniques).
4. The state should ensure that candidates have an opportunity to practice teach in a summer training program. Alternatively, the state can provide an intensive mentoring experience, beginning with a trained mentor assigned full-time to the new teacher for the first critical weeks of school and gradually reducing the amount of time. The state should support only induction strategies *that can be effective even in a poorly managed school*: intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe other teachers.

Findings

Most states do not ensure that their alternate routes provide streamlined preparation that meets the immediate needs of new teachers.

The majority of states either require or allow programs to establish coursework requirements that are more in keeping with traditional preparation programs. Only 14 states appropriately limit the amount of coursework that can be required of alternate route teachers.

It is not sufficient, however, just to limit the quantity of coursework; states should also ensure that any required coursework meets the immediate needs of alternate route teachers. Only nine states currently do so.

Ideally, alternate route teachers should have a practice teaching experience before becoming the teacher of record; this is required in 16 states. Recognizing that practice teaching may not be feasible for all alternate route candidates, the need for mentoring and induction is especially critical. Although many states require programs to provide mentoring, they are typically vague about the extent and nature of services to be provided. Only 12 states require that alternate route teachers receive mentoring of high quality and intensity.

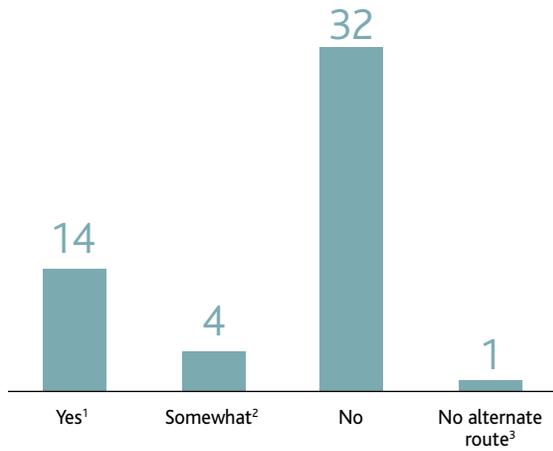
Figure 39

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

	Streamlined coursework	Relevant coursework	Reasonable program length	Practice teaching opportunity	Intensive support	No alternate route
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	□	□	■	□	□	□
	14	9	24	16	12	1

Figure 40

Do states curb excessive coursework requirements?



1 Alabama, Alaska, Arkansas, Colorado, Connecticut, Florida, Georgia, Maryland, Mississippi, New Jersey, Oklahoma, South Carolina, Texas, Virginia

2 Indiana, Montana, South Dakota, Wyoming

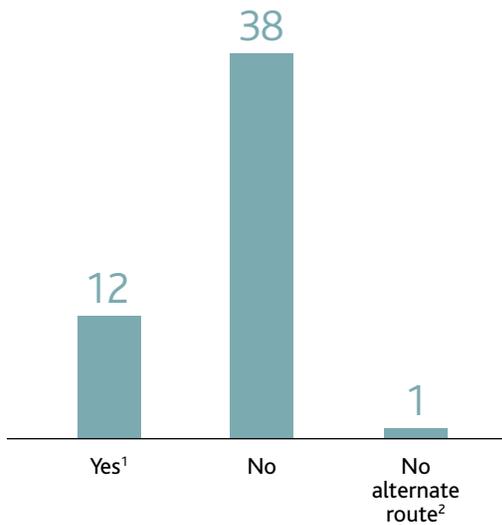
3 North Dakota

★ **Examples of Best Practice**

Arkansas, Delaware, Georgia and New Jersey ensure that their alternate routes provide streamlined preparation that meets the immediate needs of new teachers. Each state requires a manageable number of credit hours, relevant coursework and intensive mentoring.

Figure 41

Do states require mentoring of high quality and intensity?



1 Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Georgia, Kentucky, New Jersey, New York, Rhode Island, Utah, West Virginia

2 North Dakota

Area 2: Expanding the Pool of Teachers

Goal C – Alternate Route Usage and Providers

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

Goal Components

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

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

Findings

Many states limit the usage and providers of their alternate routes, preventing these routes from providing a true alternative pathway into the teaching profession.

Only 20 states allow broad usage of their alternate routes across subjects, grades and geographic areas and permit a diversity of providers beyond institutions of higher education. Twenty-two states limit the subjects, grades or districts in which alternate route teachers can teach, while 24 states restrict alternate route programs to colleges or universities.

Figure 42

How States are Faring in Alternate Route Usage and Providers



★ Examples of Best Practice

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

Figure 43

Are states' alternate routes free from limitations?

	Broad usage across subjects, grades and geographic areas	Diversity of providers	No alternate route
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28 26 1

Figure 44

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

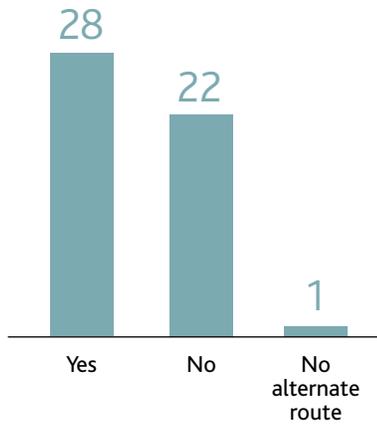


Figure 45

Are providers other than colleges or universities permitted?

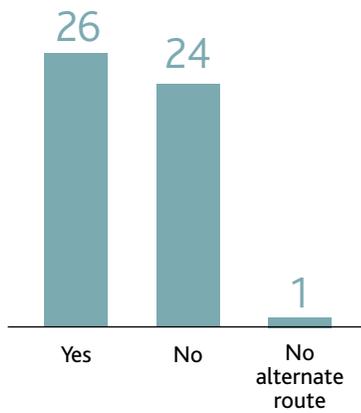


Figure 46

Do states provide real alternative pathways?

	Genuine or nearly genuine alternate route	Alternate route that needs significant improvements	Offered route is disingenuous	No alternate route
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	5	24	21	1

Summary of Findings on States' Alternate Routes

Findings

All but one state now have something on their books that is classified as an "alternate route to certification." However, there is considerable variation in both the quality of states' routes and how much of an alternative from traditional preparation such routes actually provide. In fact, only five states offer a genuine alternate route that provides an accelerated, responsible and flexible pathway into the profession for talented individuals. Other states have shifted away from the original vision of the alternate route movement established three decades ago. Many states interpret alternate routes as little more than "earn as you learn," requiring or permitting program providers to demand a program of study virtually identical to what is required of traditional route teachers. Coupled with negligible admissions criteria, the requirements for some states' alternate routes resemble what used to be labeled emergency certification.

While the routes in 24 states are in need of significant improvement, 21 states' alternate routes can only be called disingenuous. Nearly all states "allow" alternative certification, but most states have considerable work to do to make their alternate routes viable pathways into the teaching profession.

Figure 47

Do states provide real alternative pathways?

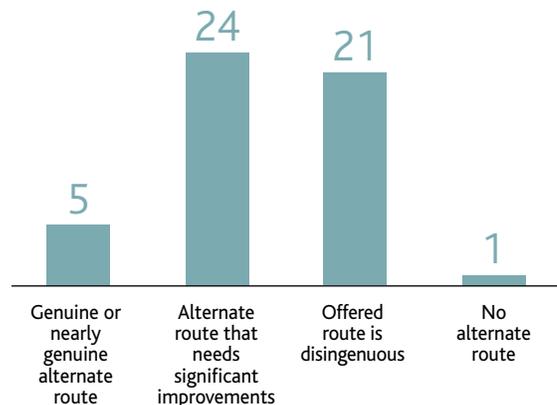


Figure 48

What are the characteristics of states' alternate routes?

	Prerequisite of strong academic performance	Verification of subject matter knowledge	No major required or test can be used in lieu of major	Streamlined coursework	Relevant coursework	Reasonable program length	New teacher support	Broad usage	Diversity of providers
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11	28	19	14	9	24	12	28	26

Area 2: Expanding the Pool of Teachers

Goal D – Alternate Route Program Accountability

The state should ensure that its approval process for alternate route programs holds them accountable for the performance of their teachers.

Figure 49

How States are Faring in Alternate Route Program Accountability



Goal Components

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

1. The state should collect some or all of the following data to create a more comprehensive index of program performance to hold alternate route programs accountable:
 - Average raw scores of graduates on licensing tests, including subject matter and professional knowledge tests;
 - Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
 - Evaluation results from the first and/or second year of teaching;
 - Academic achievement gains of graduates' students averaged over the first three years of teaching; and
 - Five-year retention rates of graduates in the teaching profession.
2. 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.
3. The state should produce and publish on its website an annual report card that shows all the data that the state collects on individual teacher preparation programs.

Figure 50

Do states hold alternate route programs accountable?

	State collects objective program-specific data	State sets minimum standards for performance	State makes data publicly available on website
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 1 7

Findings

States are doing a poor job holding alternate route programs accountable for the performance of their teachers. Just 16 states collect any objective data from alternate route programs, and only one state has established minimum standards to hold programs accountable for the quality of the teachers they produce. Just four states collect the results of program graduates' first-year evaluations, and only three states require programs to report on the academic achievement of their graduates' students.

Figure 50
¹ The posted data do not allow the public to review and compare alternate route program performance because institutional data are not disaggregated.
² The posted data do not allow the public to review and compare program performance because data are not disaggregated by individual program provider.
³ North Dakota does not have an alternate route to certification.

★ Examples of Best Practice

While no state earns a “best practice” designation for this goal, **Louisiana** comes the closest. Louisiana uses objective, meaningful data to measure the performance of its alternate route programs and posts this data annually on the state’s website. Louisiana is also well ahead of other states in setting standards for program performance and measuring each program according to those standards. Program scores are determined on the basis of a relatively complex rating formula. The state provides a system to reward programs that attain performance scores each year at an Exemplary or High Performing level. Teacher preparation programs that are rated as being At Risk for four years or that are designated as Low Performing and do not become Satisfactory within two years lose their state approval.

Figure 51

Which states collect meaningful data?

AVERAGE RAW SCORES ON LICENSING TESTS

Tennessee

SATISFACTION RATING FROM SCHOOLS

Alabama, Florida, Kentucky, Maryland, Texas, Vermont, Washington

EVALUATION RESULTS FOR PROGRAM GRADUATES

Alabama, Delaware, Michigan, Tennessee

STUDENT LEARNING GAINS¹

Florida, Tennessee, Texas

TEACHER RETENTION RATES

Arkansas, Delaware, Florida, Texas

¹ Louisiana is piloting the use of value-added data that connects student achievement to teacher preparation programs, but not yet using the results for accountability purposes.

Area 2: Expanding the Pool of Teachers

Goal E – Licensure Reciprocity

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

Goal Components

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

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

Findings

Despite the increasing mobility of the workforce, some states still make it difficult for licensed teachers moving from one state to another to obtain an equivalent teaching license. Other licensed professions (such as law and accounting) rely largely on testing to judge an individual's suitability for an equivalent state license.

Forty-two states have restrictive policies, which may require licensed out-of-state teachers to complete additional coursework—even though they have already completed a traditional teacher preparation program. States have even more restrictive policies regarding out-of-state teachers prepared in an alternate route. Seven states have overt policies that place additional requirements on such teachers, while 38 states have policies with the potential to create obstacles for fully licensed alternate route teachers.

Figure 52

How States are Faring in Licensure Reciprocity



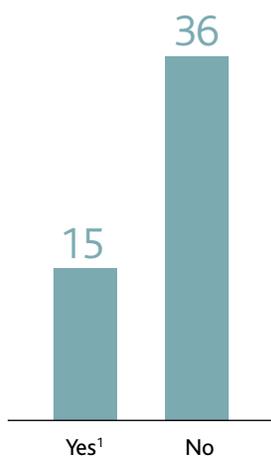
While states hold fast to coursework requirements, many are happy to waive the more important requirement: passage of state licensure tests. These tests provide a mechanism to ensure that teachers meet a particular state's expectations, yet they are routinely waived for teachers with just a few years of experience. Particularly given the variance of the passing scores required on licensure tests, states take considerable risk in assuming that a teacher that passed another state's test would meet its passing score as well. Only 15 states require all out-of-state teachers seeking licensure to pass their licensing tests or provide evidence that they meet the required score in another state.

★ Examples of Best Practice

Alabama makes teacher licenses fully portable among states by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers. The state also does not grant any waivers of its testing requirements and appropriately requires all out-of-state teachers to meet Alabama's passing scores on assessments. It has also signed on to the NASDTEC agreement, signaling the state's willingness to consider licensure reciprocity for teachers from other states.

Figure 53

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



¹ Alabama, Alaska, Idaho, Massachusetts, Minnesota, New Jersey, New York, North Dakota, Ohio, Pennsylvania, South Dakota, Texas, Utah, Washington, Wisconsin

Figure 54

What do states require of teachers transferring from other states?

	License reciprocity with no strings attached	Transcripts	Recency requirements
Alabama	■	□	□
Alaska	□	■	■
Arizona	□	■	□
Arkansas	□	■	□
California	□	■	□
Colorado	□	■	□
Connecticut	□	■	□
Delaware	■	□	□
District of Columbia	□	■	■
Florida	□	■	□
Georgia	□	□	■
Hawaii	□	■	□
Idaho	□	■	□
Illinois	□	■	□
Indiana	□	■	□
Iowa	□	■	■
Kansas	□	■	■
Kentucky	□	■	□
Louisiana	□	■	■
Maine	□	■	■
Maryland	□	■	□
Massachusetts	□	■	■
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	□	■	□
Missouri	□	■	□
Montana	□	■	□
Nebraska	□	■	■
Nevada	□	■	□
New Hampshire	□	■	□
New Jersey	□	■	□
New Mexico	□	■	□
New York	■ ¹	□	□
North Carolina	■	□	□
North Dakota	□	■	□
Ohio	□	■	■
Oklahoma	□	■	□
Oregon	□	■	■
Pennsylvania	□	■	□
Rhode Island	■ ¹	□	□
South Carolina	□	■	■
South Dakota	□	■	■
Tennessee	□	■	□
Texas	■	□	□
Utah	□	■	□
Vermont	□	■	□
Virginia	□	■	□
Washington	■ ¹	□	□
West Virginia	■	□	□
Wisconsin	□	■	■
Wyoming	■ ¹	□	□
	9	41	14

Figure 54

¹ For traditionally-prepared teachers only

Figure 55

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

	<i>State treats teachers equally regardless of preparation</i>	<i>State specifies different requirements for alternate route teachers</i>	<i>State has policies with the potential to create obstacles for alternate route teachers</i>
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6

7

38

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

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

Goal Components

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

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

Findings

Value-added data compare the performance of a particular teacher's students at the start of the school year to their end-of-year performance. Such data can contribute to a fair and valid measure of teacher effectiveness. Longitudinal data systems are needed to put value-added models in place, and it is much more efficient to build these systems at the state level, rather than at the local level. To measure teacher effectiveness, state data systems must have three elements: unique student identifiers that connect student data across key databases, unique teacher identifiers that can be matched with individual student records and an assessment system that can match individual student records over time.

Nearly all states have the preliminary pieces in place. All but one state have a student identifier system that connects data across key databases,

Figure 56

How States are Faring in the Development of Data Systems



46 states have a teacher identifier system and 48 states can match student records over time. However, states continue to lag in the key function necessary for value-added data. Only 21 states currently have the capacity to match student records to teacher records.

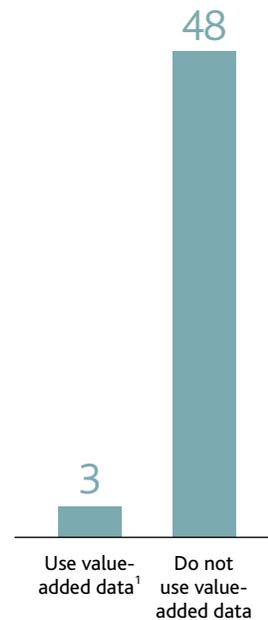
At present, only three states make any use of the data to assess teacher effectiveness. Because this methodology is new and still presents significant challenges to how it can be applied, it is not surprising that states are moving slowly. However, with continued development and proper usage, value-added data can provide important evidence of teacher effectiveness.

★ Examples of Best Practice

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

Figure 57

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



¹ Louisiana uses value-added data to assess certain aspects of teacher effectiveness; however, this information is not used to decide tenure. Ohio uses value-added data to improve classroom instruction; however, it is not clear whether this information plays a role in teacher evaluations. Tennessee uses value-added data to measure teacher effectiveness by isolating the impact each teacher has on individual students’ academic growth, which can be used as part of a teacher’s evaluation.

Figure 58

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

	Unique student identifier that connects data across databases	Unique teacher identifier	Test records match over time	Individual student records match with teacher records
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 ¹	■	■	■	□
New Hampshire	■	■	■	□
New Jersey	■	■	■	□
New Mexico	■	■	■	■
New York ²	■	■	■	□
North Carolina	■	■	■	■
North Dakota	■	■	■	□
Ohio	■	■	■	■
Oklahoma	■	■	■	■
Oregon	■	■	■	□
Pennsylvania	■	■	■	■
Rhode Island	■	■	■	■
South Carolina	■	■	■	■
South Dakota	■	□	■	□
Tennessee	■	■	■	■
Texas	■	■	■	□
Utah	■	■	■	■
Vermont	■	■	■	□
Virginia	■	■	■	□
Washington	■	■	■	□
West Virginia	■	■	■	■
Wisconsin	■	■	■	□
Wyoming	■	■	■	■
	50	46	48	21

Figure 58
1 Nevada prohibits the use of value-added data in teacher evaluations.
2 New York prohibits the use of student-achievement data in teacher tenure decisions.

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

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

Figure 59

How States are Faring in Evaluating Teacher Effectiveness



Goal Components

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

1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or should specifically require that student learning be the preponderant consideration in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured so as to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.
2. Evaluation instruments should require classroom observations that focus on and document the effectiveness of instruction.
3. Teacher evaluations should consider objective evidence of student learning, including not only standardized test scores, but also classroom-based artifacts such as tests, quizzes and student work.

Findings

States fail to ensure that formal evaluations will identify whether teachers are effective, because they do not require that evaluations be based primarily on teachers' impact on students.

Only four states require that evidence of student learning be the preponderant criterion in evaluating teachers' performance. In all other states, it may be possible for ineffective teachers to receive satisfactory evaluation ratings because classroom performance is not the preponderant criterion. Twenty-one 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. Without objective evidence—which need not be limited to standardized test scores—states and local districts cannot hold teachers accountable for their performance.

Figure 60

Do states consider classroom effectiveness as part of teacher evaluations?

	Requires evaluation to include classroom observation	Requires evaluation to include any objective measures of student learning	Requires evidence of student learning to be the preponderant criterion for teacher evaluation
Alabama	■	■	□
Alaska	■	□	□
Arizona	■	□	□
Arkansas	□	□	□
California	■	□	□
Colorado	□	□	□
Connecticut	■	■	□
Delaware	■	■	□
District of 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	■	■	□
Vermont	□	□	□
Virginia	□	□	□
Washington	■	□	□
West Virginia	■	□	□
Wisconsin	■	□	□
Wyoming	□	□	□

30 16 4

Many states also abdicate their responsibility to ensure that teacher effectiveness is evaluated consistently and appropriately. Fourteen states either require the use of a state-developed evaluation instrument or approve locally developed instruments. An additional 17 states provide at least minimal regulatory guidance. Twenty states, however, take no steps to ensure that local districts hold teachers accountable for classroom effectiveness.

★ **Examples of Best Practice**

Florida explicitly requires teacher evaluations to be based primarily on evidence of student learning. The state requires evaluations to rely on classroom observations as well as objective measures of student learning, 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 61

Sources of objective evidence of student learning

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

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

Figure 60

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 Minnesota has implemented an optional teacher evaluation system based on evidence of student learning as measured by classroom observations and objective measures, such as student achievement data.

Figure 62

Do states direct how teachers should be evaluated?

	All districts must use state-developed instrument	Districts must use state-developed instrument OR local equivalent approved by state	State approves locally developed instruments	State provides guidance but does not approve locally developed instruments	State has no role in evaluation instrument
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	9	3	2	17	20

Figure 62

¹ The state has no policy regarding any aspect of teacher evaluations.

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers and multiple evaluations of all new teachers.

Goal Components

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

1. The state should require that all nonprobationary teachers receive a formal evaluation annually.
2. The state should require that all new, nonpermanent teachers receive a minimum of two formal evaluations annually. At least one evaluation should occur during the first half of the school year.

Findings

Most professions insist on annual reviews of employee performance. Even for high performing individuals, these reviews provide an important and welcome opportunity for feedback. This is not the case for the teaching profession.

In the absence of good metrics for determining who will be an effective teacher before candidates begin to teach, the need to closely monitor the performance of new teachers is especially critical. Yet less than half of the states require new teachers to be evaluated more than once during a school year.

Twenty-four states require that new teachers are evaluated two or more times per year. Eighteen states require a single annual evaluation, and nine states do not require any evaluation at all.

Not only must new teachers be evaluated, but they should also have their first evaluation during the first half of the school year, so that they can receive feedback and support early on, especially if there is any indication of an unsatisfactory performance. That way, the teacher and school or district leadership can implement a plan for improvement, rather than potentially allowing a struggling

Figure 63

How States are Faring in Frequency of Evaluations



Figure 64

Do states require districts to evaluate all veteran teachers each year?

	Yes	No
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina ³	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	15	36

new teacher to remain without support. Unfortunately, only 17 states require that new teachers are evaluated early in the school year.

When it comes to evaluating veteran teachers, states are even more lax. Only 15 states require annual evaluations, with some states permitting teachers to go five years or more between evaluations.

★ **Examples of Best Practice**

Oklahoma not only requires that new teachers be evaluated twice a year, but it also articulates that the first evaluation must be completed by November 15. This allows new teacher performance to be assessed early in the year with an unsatisfactory performance addressed by an improvement plan. Oklahoma also requires that nonprobationary teachers are evaluated annually.

Figure 65

Do states require districts to evaluate all veteran teachers each year?

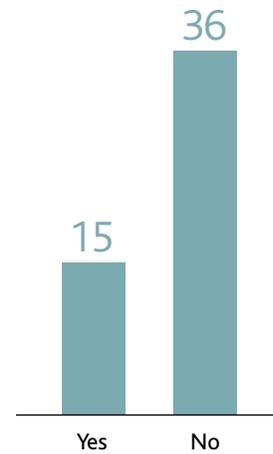


Figure 64

- 1 Teachers in Alaska who exceed performance standards can waive annual evaluation; they are evaluated every two years.
- 2 Minnesota requires multiple evaluations per year for teachers who participate in the optional QComp program.
- 3 North Carolina allows districts to grant waivers to its annual evaluation requirement.
- 4 Texas's annual evaluation may be waived for teachers rated proficient on most recent evaluation.

Figure 66

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

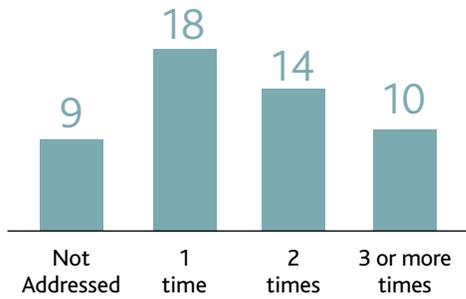
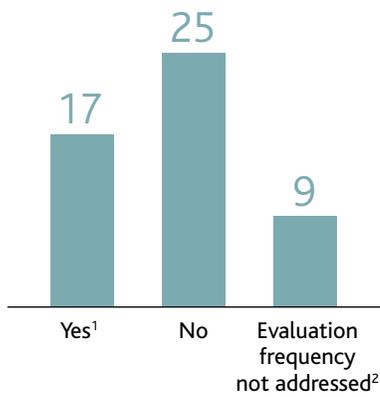


Figure 67

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



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

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

Figure 68

- 1 State requires multiple observations followed by post-observation conferences.
- 2 The state's mentoring program requires multiple observations followed by formative feedback.
- 3 State requires two observations followed by post-observation conferences.
- 4 Only applies to first-year teachers

Figure 68

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

	Not addressed	1 time	2 times	3 or more times
Alabama ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9	18	14	10

Area 3: Identifying Effective Teachers

Goal D – Tenure

The state should require that tenure decisions be meaningful.

Figure 69

How States are Faring on Tenure



Goal Components

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

1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. The state should articulate a process, such as a hearing, that local districts must administer in considering the evidence and deciding whether a teacher should receive tenure.
3. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
4. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; five years is the ideal minimum.

Findings

Tenure should be a significant and consequential milestone in a teacher's career. Unfortunately, the awarding of tenure occurs virtually automatically in just about all states, with little deliberation or consideration of evidence of teacher performance. Teacher effectiveness in the classroom, rather than years of experience, should be the preponderant criterion in tenure decisions.

States often claim that the awarding of tenure is a local decision over which they have no authority. However, all 50 states have tenure policies that identify the number of years a teacher must complete before earning tenure. States should extend these policies to identify a process, such as a hearing, that local districts would be required to administer, in which cumulative evidence of teacher effectiveness is considered and a determination made whether to award tenure. At present, four states have requirements that are initial steps toward such a policy.

Most states also require probationary periods that are too short to allow for the accumulation of sufficient data on teacher effectiveness to support meaningful tenure decisions. The majority of states require probationary periods of only three years, and 10 states allow teachers to be granted tenure in two years or less.

★ Examples of Best Practice

Unfortunately, NCTQ cannot highlight any state's policy in this area. All states need to improve how tenure is awarded, but four states have policies that are initial steps in the right direction. **Iowa** and **New Mexico** require the consideration of some evidence of teacher performance when making tenure decisions, although it is not the preponderant criterion. **Minnesota** requires local school boards to consult with peer review committees that evaluate probationary teachers, but there is no requirement that teacher effectiveness must be considered. New policy in **North Carolina** requires teachers to achieve a minimum "proficient" rating on all five of the state's professional teaching standards on their annual evaluations in order to be recommended for tenure. Regrettably, evidence of student learning is not the preponderant criterion in the evaluation.

Figure 70

How long before a teacher earns tenure?

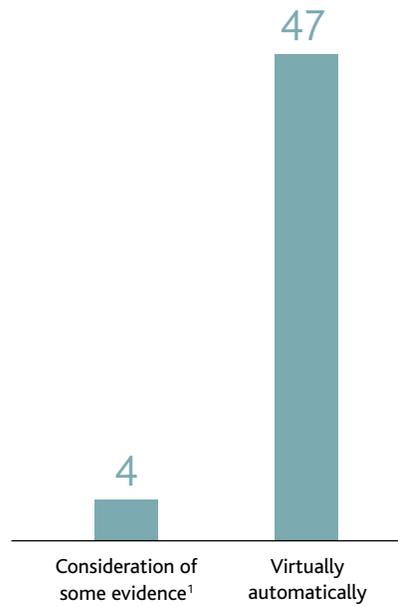
	No Policy	1 year	2 years	3 years	4 years	5 years	6 years	7 years
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	8	32	5	2	0	1

Figure 70

¹ The probationary period must not exceed two years.

² New teachers with three consecutive satisfactory evaluations may qualify for tenure after one year.

Figure 71
How are tenure decisions made?



¹ Iowa, New Mexico and North Carolina require some evidence of teacher performance, although evidence of student learning is not the preponderant criterion. Minnesota requires a peer review process, but does not specify that the review include classroom effectiveness.

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

The state should ensure that licensure advancement is based on evidence of effectiveness.

Goal Components

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

1. The state should base advancement from a probationary to a nonprobationary license on evidence of classroom effectiveness.
2. The state should not require teachers to fulfill general, nonspecific coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require teachers to have an advanced degree as a condition of professional licensure.

Findings

There are two points in most teachers' careers at which they are no longer considered probationary. One is tenure, which involves a change from probationary to permanent employment status. The other involves moving from probationary to professional licensure status, which refers only to the right to practice in a particular state. In nearly all states, the conferral of tenure and the conferral of professional licenses are separate and unrelated.

More states require at least some evidence of teacher performance for the awarding of professional licenses than require such evidence for the granting of tenure; however, the majority of states do not consider classroom performance in licensure decisions. Only 15 states require any evidence of effectiveness, and only one state requires this evidence to be the preponderant criterion.

Figure 72

How States are Faring on Licensure Advancement



Figure 73

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

	No evidence of effectiveness	Some evidence of teacher performance	Preponderant evidence of effectiveness
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	■	□	□
	35	15	1

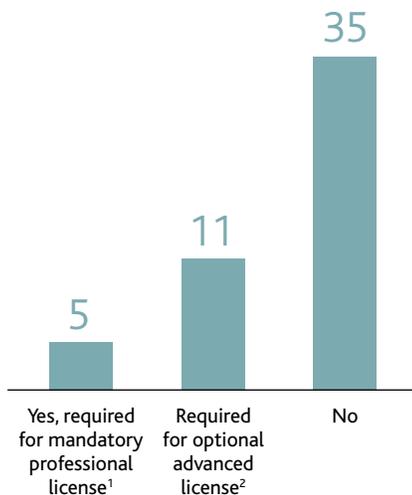
Instead of assessing teacher performance, many states demand that new teachers fulfill requirements to receive their professional licenses that do not even serve to advance teacher effectiveness. Five states require teachers to earn master's degrees, despite extensive research showing that master's degrees do not have any significant correlation to classroom performance; an additional 11 states require master's degrees to obtain optional advanced professional licenses. Furthermore, 23 states require teachers to complete general, nonspecific coursework requirements. While targeted requirements may potentially expand teacher knowledge and improve practice, the general requirements found in these states merely call for teachers to complete a certain amount of seat time.

★ **Examples of Best Practice**

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

Figure 74

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

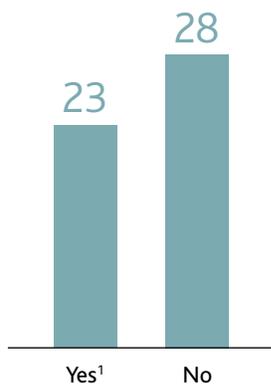


1 Connecticut, Kentucky, Maryland, New York, Oregon all require a master's degree or coursework equivalent to a master's degree.

2 Alabama, Indiana, Iowa, Louisiana, Mississippi, Montana, Nebraska, New Mexico, South Carolina, Virginia, West Virginia

Figure 75

Do states require teachers to take additional, nonspecific coursework before conferring professional licensure?



1 Alabama, Alaska, Connecticut, District of Columbia, Idaho, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New York, North Dakota, Oregon, Pennsylvania, South Dakota, Texas, Vermont, Virginia, West Virginia, Wyoming

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

The state should contribute to the equitable distribution of teacher talent among schools in its districts by means of good reporting.

Figure 76

How States are Faring on Equitable Distribution



Goal Components

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

The state should make the following data publicly available:

1. An index for each school that includes factors associated with teacher quality, such as:
 - teachers' average SAT or ACT scores;
 - the percentage of teachers failing basic skills licensure test at least once;
 - the percentage of teachers on emergency credentials;
 - average selectivity of teachers' undergraduate colleges; and
 - the percentage of new teachers;
2. The percentage of highly qualified teachers, disaggregated both by individual school and by teaching area;
3. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school;
4. The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave.

Findings

Most states collect and report little school-level data that can help support the equitable distribution of teacher talent.

While state capacity to address inequities may be limited, the state can certainly bring needed transparency to this issue by means of good reporting. No state publishes a teacher quality index that can be used to compare schools according to teacher characteristics that have been linked to student achievement. Most states report the percentage of highly qualified teachers working in each school in the state, but few states report more meaningful data. Only seven states report the annual turnover

rate of teachers in a school, an important indicator of stability, and only five states report on teacher absenteeism, an important indicator of leadership quality and staff morale.

★ **Examples of Best Practice**

No state has an outstanding record when it comes to public reporting of teacher data that can help to ameliorate inequities in teacher quality. However, **Connecticut, New Jersey, New York, North Carolina, Rhode Island and South Carolina** report more school-level data than other states. Each of these states reports four of the five following factors at the school level: the percentage of teachers on emergency credentials, the percentage of new teachers, the percentage of highly qualified teachers, the annual absenteeism rate and the average teacher turnover rate.

Figure 77

Example of a teacher quality index

States can provide meaningful information about the distribution of teachers by using an index for quantifying important teacher credentials found to correlate with student achievement. A good example of a strong index is the Academic Capital Index developed by the Illinois Education Research Council which includes:

- Teachers' average SAT or ACT scores
- Percentage of teachers failing basic skills licensure tests at least once
- Percentage of teachers on emergency credentials
- Average selectivity of teachers' undergraduate colleges
- Percentage of new teachers

See White, Bradford R.; Presley, Jennifer and DeAngelis, Karen J. *Leveling Up: Narrowing the Teacher Academic Capital Gap in Illinois*. Illinois Education Research Council: IERC 2008-1 <http://ierc.siue.edu/documents/IERC2008-1.pdf>

Figure 78

Do states publicly report school-level data about teachers?

	An index for each school that includes factors associated with teacher quality	Percentage of teachers on emergency credentials ¹	Percentage of new teachers ¹	Percentage of highly qualified teachers	Annual turnover rate	Teacher absenteeism rate
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

0 18 10 39 7 5

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

Area 4: Retaining Effective Teachers

Goal A – Induction

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

Goal Components

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

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

Findings

Mentoring and induction are critical needs of new teachers, especially teachers beginning their careers in high-needs schools. Unfortunately, half of the states do not require that local districts provide new teachers with adequate support. Ten states have no state-level requirements for new teacher induction, and 16 states require only limited or weak support.

Even most of the states that require induction still have room for improvement. Only 13 states ensure that new teachers will have mentors in the critical first weeks of school. Just 18 states require that the selection of mentors be based on meaningful criteria, and only 19 states require induction programs to include a variety of strategies that can be successfully implemented even in poorly managed schools.

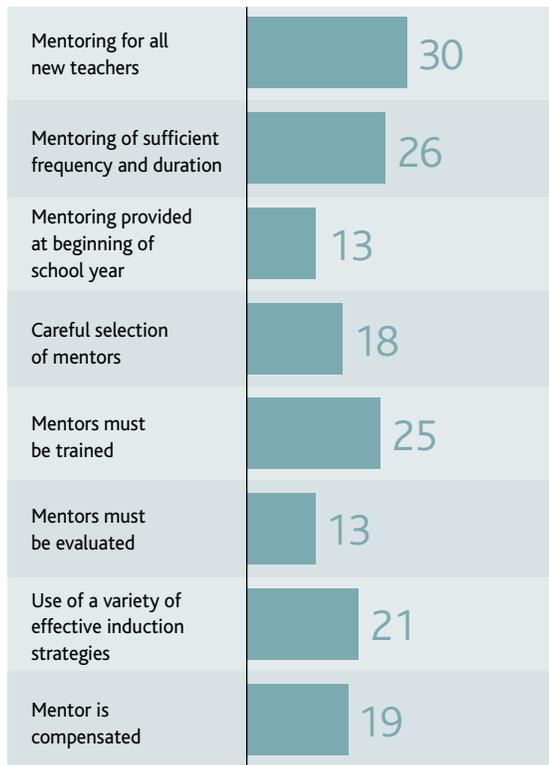
Figure 79

How States are Faring on Induction



Figure 80

How many states have policy that articulates the elements of an effective induction program?



★ Examples of Best Practice

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

Figure 81

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

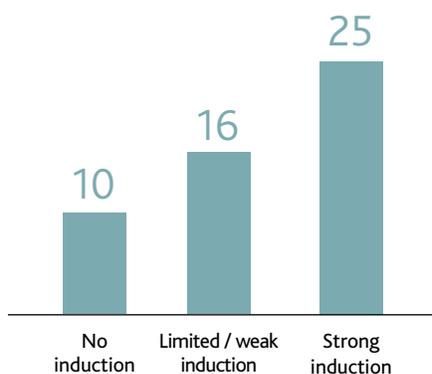


Figure 82

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



Area 4: Retaining Effective Teachers

Goal B – Pay Scales

The state should give local districts full authority for pay scales, eliminating potential barriers such as state salary schedules and other regulations that control how districts pay teachers.

Goal Components

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

1. While the state may articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that sets minimum pay for every level.
2. The state should discourage districts from tying additional compensation to advanced degrees. The state should eliminate salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees.
3. The state should discourage salary schedules that imply that teachers with the most experience are the most effective. The state should eliminate salary schedules that require that the highest steps on the pay scale be determined solely by seniority.

Findings

Most teachers are paid according to anachronistic salary schedules that tie compensation only to years of experience and advanced degrees. In 17 states, these salary schedules are established at the state level, preventing local districts from determining teacher compensation packages that best meet local needs. Eighteen states—whether or not they have state salary schedules—require districts to pay teachers who have advanced degrees higher salaries, despite extensive research showing that advanced degrees do not impact teacher effectiveness.

This salary structure does not promote the retention of effective teachers, especially those early in their careers. Such teachers have no opportunity to earn a higher salary without obtaining a degree

Figure 83

How States are Faring in Pay Scales



Figure 84

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

	Sets minimum salary schedule	Sets minimum salary	Gives full authority to districts
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	■	□	□
California	□	■	□
Colorado ¹	□	□	■
Connecticut	□	□	■
Delaware	■	□	□
District of Columbia	□	□	■
Florida	□	□	■
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	■	□
Illinois	□	■	□
Indiana	□	■	□
Iowa	□	■	□
Kansas	□	□	■
Kentucky	■	□	□
Louisiana	■	□	□
Maine	□	■	□
Maryland	□	□	■
Massachusetts	□	■	□
Michigan	□	□	■
Minnesota	□	□	■
Mississippi	■	□	□
Missouri	■	□	□
Montana	□	□	■
Nebraska	□	□	■
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	□	■	□
New Mexico	□	■	□
New York	□	□	■
North Carolina	■	□	□
North Dakota	□	□	■
Ohio	■	□	□
Oklahoma	■	□	□
Oregon	□	□	■
Pennsylvania	□	□	■
Rhode Island ²	□	□	■
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	□	■
Vermont	□	□	■
Virginia	□	□	■
Washington	■	□	□
West Virginia	■	□	□
Wisconsin	□	□	■
Wyoming	□	□	■

17 9 25

of questionable value or simply growing older. Twenty-five states give districts full authority over teacher pay rates, avoiding state-imposed barriers to compensation reform. However, states may need to be more proactive. Without compromising districts' autonomy, states should also look for ways that they can encourage districts to move away from the traditional experience/advanced degree steps and lanes salary structure. Only one state has taken any steps toward such a strategy.

★ **Examples of Best Practice**

Unfortunately, no state meets this goal. Twenty-five states do not require districts to adhere to salary schedules or minimum salary requirements, giving them full control of teacher pay rate. Although no state has articulated a policy that discourages tying compensation to advanced degrees or basing salary solely on years of experience, **Minnesota's** Quality Compensation for Teachers program is on the right track. Q Comp requirements prevent participating districts' local salary schedules from tying compensation primarily to factors that do not correlate with teacher effectiveness, while still allowing districts the flexibility to establish their own pay system and policies.

Figure 85

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



Figure 84

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

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

Figure 86

Do states require districts to pay more to teachers who have earned advanced degrees?

	Yes	No
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island ³	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Figure 86

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

Area 4: Retaining Effective Teachers

Goal C – Retention Pay

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

Figure 87

How States are Faring on Retention Pay



Goal Components

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

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

Findings

No state encourages local districts to provide significant pay increases to teachers awarded tenure. Although this pay increase could become an important strategy for retaining effective teachers early in their careers, it is for the best that states have not yet pursued this approach. A retention bonus tied to the awarding of tenure is only smart policy if tenure decisions are made through a meaningful process based on cumulative evidence of teacher effectiveness. As shown in Goal 3-D, tenure is awarded virtually automatically in almost every state.

Reform of tenure policies is a necessary precursor to this retention strategy.

★ Examples of Best Practice

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

Area 4: Retaining Effective Teachers

Goal D – Compensation for Prior Work Experience

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

Goal Components

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

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

Findings

Most states have not recognized compensation for teachers with relevant prior work experience as an important retention strategy.

New teachers are not necessarily new to the workforce. Increasing numbers of career changers are entering the teaching profession. Many of these teachers have relevant prior work experience - particularly in areas such as math and science, where chronic shortages make these candidates even more desirable. Yet most salary schedules fail to compensate new teachers for such work experience, setting their salaries instead at the same level as other first-year teachers. Only six states direct local districts to compensate teachers for related prior work experience.

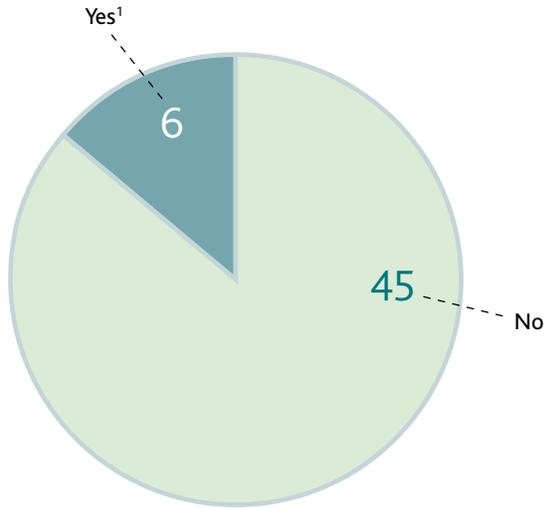
Figure 88

How States are Faring on Compensation for Prior Work Experience



Figure 89

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



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

★ Examples of Best Practice

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

Area 4: Retaining Effective Teachers

Goal E – Differential Pay

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

Goal Components

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

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

Findings

Many states do support incentives to teach in high-needs schools or shortage subject areas, which can be important retention strategies. Thirty-five states provide incentives in at least one of these areas; 22 states provide them in both.

Twenty-eight states provide incentives (differential pay or loan forgiveness) to teach in high-needs schools, and 25 states provide incentives to teach shortage subject areas.

While it is commendable that states support differential pay, they should consider moving beyond bonus and stipend awards; such "winning the lottery" approaches may be viewed by teachers as unreliable. Policy in only one state awards teachers a higher salary, rather than a bonus.

Figure 90

How States are Faring on Differential Pay



★ Examples of Best Practice

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

Figure 91

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

	HIGH-NEEDS SCHOOLS		SHORTAGE SUBJECT AREAS		No support
	Differential pay	Loan forgiveness	Differential pay	Loan forgiveness	
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut ¹	<input type="checkbox"/>				
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota ³	<input type="checkbox"/>				
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	21	8	20	9	18

Figure 91

1 Connecticut offers mortgage assistance and incentives to retired teachers.

2 Maryland offers tuition reimbursement for retraining in the areas of mathematics and science, if the teacher agrees to teach in the public school system for at least two years following certification. It also offers a stipend to alternative route candidates who agree to teach math, science or special education in a public school for at least three years.

3 South Dakota offers scholarships and signing bonuses.

Area 4: Retaining Effective Teachers

Goal F – Performance Pay

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

Goal Components

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

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

Findings

A significant number of states have launched performance pay initiatives, which provide opportunities to reward teachers who consistently achieve positive results from their students. Unfortunately, not all states with performance pay have programs that recognize its appropriate uses and limitations. Nineteen states support performance pay. Of these, three have launched pilot programs, which is a wise approach that lets states fine-tune their guidelines before scaling up statewide. Only 16 states explicitly connect performance pay to evidence of student achievement, and only 14 states ensure that all teachers are able to participate, whether or not they have students who take standardized tests.

Figure 92

How States are Faring on Performance Pay



★ Examples of Best Practice

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

Figure 93

Do states support performance pay?

	Supports performance pay		CHARACTERISTICS OF PROGRAM	
	Supports performance pay	Does not support performance pay	Connects performance pay to evidence of student achievement	Open to all teachers
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska ¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio ¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota ¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19	32	16	14

Figure 93
¹ Alaska, Ohio and South Dakota fund pilot programs.
² California only offers incentives to teachers in underachieving schools.

Area 4: Retaining Effective Teachers

Goal G – Pension Sustainability

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

Goal Components

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

1. The state should ensure that its pension system is financially sustainable. The system should not have excessive unfunded liabilities or an inappropriately long amortization period.
2. Mandatory employee and employer contribution rates should not be unreasonably high. Excessively high employee contribution rates reduce teachers' paychecks, while excessive employer contributions commit district resources that could otherwise be spent on salaries or incentives.

Findings

In addition to their salaries, virtually all teachers are also entitled to a pension as part of their compensation packages. In an era when pension benefits have been declining across industries and professions, teachers' pensions remain a fixture.

However, the financial health and sustainability of some states' pension systems is questionable. The systems in 27 states do not meet actuarial benchmarks for funding level and/or amortization period.

In addition, pension systems commit districts' compensation resources to retirement benefits. Local districts in some states are required to contribute as much as 20 percent of teachers' salaries to the pension system and/or Social Security. Lower contribution rates (in states where they are too high) would free up resources that might fund many of the strategies for retaining effective teachers recommended by the Yearbook.

Figure 94

How States are Faring on Pension Sustainability



Figure 95

Pension glossary

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

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

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

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

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

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

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

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

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

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

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

Service Credit/Years of Service: Accumulated period of time, in years or partial years, for which a teacher earned compensation subject to contributions.

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

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

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

Figure 96

Are state pension systems financially sustainable?

	At least 80% funded	Maximum 30-year amortization period
Alabama	■	■
Alaska	□	■
Arizona	■	■
Arkansas	■	■
California	■	□
Colorado	□	□
Connecticut	□	■
Delaware	■	■
District of Columbia	■	■
Florida	■	■
Georgia	■	■
Hawaii	□	■
Idaho	■	■
Illinois	□	□
Indiana	□	□
Iowa	■	□
Kansas	□	■
Kentucky	□	□
Louisiana	□	■
Maine	□	■
Maryland	■	■
Massachusetts	□	■
Michigan	■	■
Minnesota	■	□
Mississippi	□	■
Missouri	■	□
Montana	■	□
Nebraska	■	■
Nevada	□	□
New Hampshire	□	■
New Jersey	□	■
New Mexico	□	□
New York	■	■
North Carolina	■	■
North Dakota	■	□
Ohio ¹	■	□
Oklahoma	□	□
Oregon	■	■
Pennsylvania	■	■
Rhode Island	□	■
South Carolina	□	■
South Dakota	■	■
Tennessee	■	■
Texas	■	■
Utah	■	■
Vermont	■	■
Virginia	■	■
Washington	■	■
West Virginia	□	■
Wisconsin	■	■
Wyoming ¹	■	■

31

37

★ **Examples of Best Practice**

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

Figure 97

Are state pension systems financially sustainable?

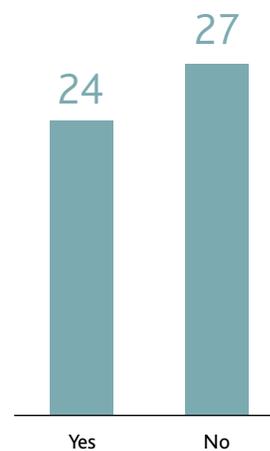


Figure 96

¹ According to the most recent valuations, Ohio and Wyoming are 79 percent funded.

Figure 98

Real Rate of Return

The pension system funding levels presented in Goal 4-G are based on each state’s individual actuarial valuation, which use a series of varying assumptions. One of these assumptions concerns rate of return, which greatly affects a system’s funding level. If investment returns fall short of assumptions, the fund will have a deficit; if returns are greater than expected, the fund will have a surplus. Higher assumed rates involve more risk, while rates closer to inflation (typically in the 3-5 percent range) are safer.

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

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

Figure 99

How well funded are state pension systems?



Figure 100

What is a reasonable rate for pension contributions?

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

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

Sources:

<http://www.schwab.com/public/schwab/planning/retirement/saving/strategies?cmsid=P-990053&lvl1=planning&lvl2=retirement&>

<https://personal.vanguard.com/us/plannededucation/retirement/PEdRetInvHowMuchToSaveContent.jsp#early>

Figure 101

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



Figure 101

1 The employer contribution rate includes the contributions of both school districts and state governments, where appropriate.

2 Some school districts in Georgia do not contribute to Social Security.

3 The employer contribution to the defined benefit plan is 15 percent for employees hired prior to July 1, 2005.

Figure 102

Do states require excessive contributions to their pension systems?

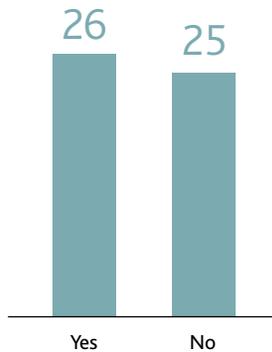


Figure 103

- 1 There is no employee contribution for income equal to and below \$6,000.
- 2 The rate is 3.4 percent of pay up to \$15,000.
- 3 The rate is 3 percent until 10 years of service, after which there is no employee contribution.
- 4 The rate is 4.26 percent for the defined benefit plan. The rate varies for the defined contribution plan with a minimum of 5 percent.

Figure 103

How much do state pension systems require teachers to contribute?



Area 4: Retaining Effective Teachers

Goal H – Pension Flexibility

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

Goal Components

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

1. Participants in the state's pension system should have the option of a fully portable pension system as their primary pension plan. States may provide this through a defined contribution plan or a defined benefit plan that is formatted similar to a cash balance plan.
2. Participants in the state's pension system should be vested no later than the third year of employment.
3. Defined benefit plans should offer the option of a lump-sum rollover to a personal retirement account upon employment termination. This option at minimum should include employee contributions and accrued interest at a fair interest rate. In addition, withdrawal options from either defined benefit or defined contribution plans should include funds contributed by the employer.
4. Defined benefit plans should allow participants to purchase time for unlimited previous teaching experience at the time of employment. Teachers should also be allowed to purchase time for all official leaves of absence, such as maternity and paternity leave.

Findings

Not only have pension benefits remained a constant for teachers while declining across other industries and professions, nearly all states continue to provide teachers with defined benefit pension plans. These costly and inflexible models do not reflect the realities of the modern workforce and significantly disadvantage teachers early in their careers.

Figure 104

How States are Faring on Pension Flexibility



States should offer teachers the option of a defined contribution plan. One state provides teachers only a defined contribution plan, three states offer teachers a choice between defined benefit and defined contribution plans and four others offer hybrid plans that have elements of both. The remaining 43 states provide defined benefit plans, although 13 of these also offer optional defined contribution supplemental plans.

The lack of portability of defined benefit plans is a disincentive to an increasingly mobile teaching force. To younger teachers in particular, a defined benefit plan may seem like a meaningless part of the compensation package. A pension plan that cannot move across state lines and requires a long time commitment may not seem like much of a benefit at all to teachers early in their careers.

This perception may be heightened by the fact that most states also make teachers wait for a considerable period before they are vested in the retirement system. All but three states make teachers wait more than three years; nine states make teachers wait for 10 years. Teachers who leave the system before vesting do not receive benefits upon retiring; they can only withdraw their funds. In some states, teachers are not even entitled to withdraw the full amount they contributed.

Figure 105

What type of pension systems do states offer teachers?

	Defined benefit plan only	Defined benefit plan with optional defined contribution supplemental plan	Hybrid plan ¹	Choice of defined benefit or defined contribution plan	Defined contribution plan only
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ³	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ⁴	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30	13	4	3	1

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

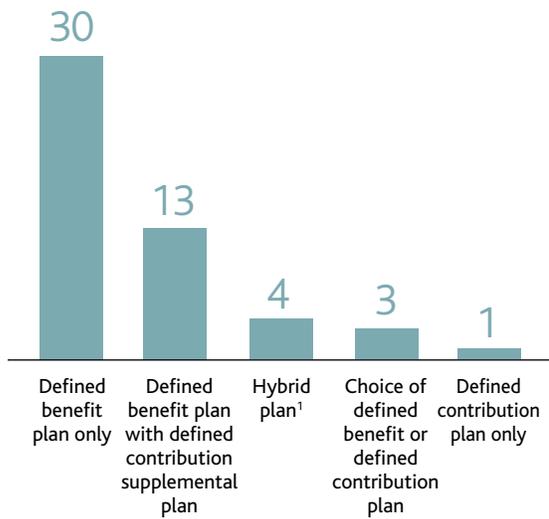
2 Supplemental defined contribution plan also offered.

3 Ohio also offers the option of a hybrid plan.

4 Washington offers a choice between a defined benefit or hybrid plan.

Figure 106

What type of pension systems do states offer teachers?



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

★ Examples of Best Practice

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

Figure 107

How many years before teachers vest?

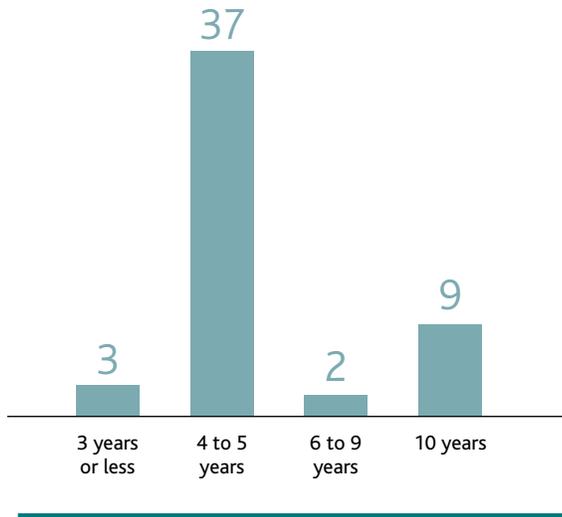


Figure 108

How many years before teachers vest?

	3 years or less	4 to 5 years	6 to 9 years	10 years
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio ³	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina ⁵	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington ⁶	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	37	2	9

Figure 108

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

Figure 109

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

	Less than their own contribution	Only their own contribution	Their own contribution plus interest	Their own contribution and part of the employer contribution plus interest	Their own contribution and full employer contribution plus interest
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida ³	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon ⁷	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina ⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah ⁹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington ¹⁰	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	5	35	5	2

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

Food For Thought

West Virginia's Cautionary Tale

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

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

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

Figure 110

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



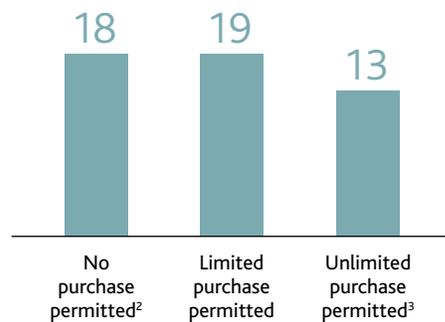
1 Alaska only offers a defined contribution plan; purchase of time does not apply.

2 Hawaii, Idaho, Minnesota, New York, Oregon and Tennessee.

3 Arizona, California, Indiana, Iowa, Kansas, Louisiana, Maine, Missouri, New Hampshire, North Dakota, South Carolina, South Dakota, Utah and Wisconsin.

Figure 111

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



1 Alaska only offers a defined contribution plan; purchase of time does not apply.

2 Arkansas, Colorado, Georgia, Hawaii, Idaho, Kansas, Maine, Mississippi, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, West Virginia and Wisconsin.

3 Alabama, Arizona, Delaware, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Carolina and Utah.

Area 4: Retaining Effective Teachers

Goal I – Pension Neutrality

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

Goal Components

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

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

Findings

Most states' pension systems are not neutral, meaning that each year of work does not accrue pension wealth in a uniform way. The inequities that are built into formulas for calculating pension benefits are generally to the advantage of veteran teachers.

Fifteen states use multipliers to calculate retirement benefits that increase with years of service. As these multipliers increase, more experienced teachers receive even more generous benefits.

Another way that pension benefits are not awarded fairly is through the common policy of setting retirement eligibility at different ages and years of service. A fair system sets a standard, conventional retirement age for all teachers, without factoring in years of service. This does not mean that all teachers should receive the same benefits regardless of years of service, merely that eligibility should be determined in a way that treats all teachers equitably. Early retirement before the standard age can also be permitted in an equitable system, provided that benefits are reduced accordingly. Forty-six states determine retirement eligibility based on years of service, at a price of hundreds of thousands of dollars in additional benefits per teacher.

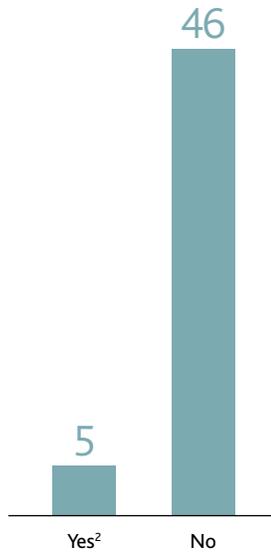
Figure 112

How States are Faring on Pension Neutrality



Figure 113

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



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

2 Alaska, California, Minnesota, New Hampshire, Washington

Figure 114

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

Total amount in benefits paid per teacher from the time of retirement until age 65

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

Alaska ²	—	—
Minnesota ³	\$0	65
Washington	\$0	65
Maine	\$258,357	62
California	\$310,028	62
Indiana	\$317,728	55
New Hampshire	\$321,326	60
Kansas	\$337,385	60
Oregon	\$361,536	58
Wisconsin	\$416,007	57
Rhode Island	\$430,013	59
Texas	\$443,421	60
South Dakota	\$449,151	55
Michigan	\$468,590	52
Tennessee	\$499,973	52
New York	\$517,816	55
Connecticut	\$520,009	57
Vermont	\$520,655	52
New Jersey	\$525,117	55
Virginia	\$531,068	52
Iowa	\$551,428	55
Idaho	\$551,743	56
North Dakota	\$551,743	56
Oklahoma	\$551,743	56
Florida	\$557,112	52
Maryland	\$562,308	52
North Carolina	\$568,555	52
Illinois	\$572,010	57
South Carolina	\$577,142	50
Hawaii	\$577,687	55
Nebraska	\$577,687	55
West Virginia	\$577,687	55
Delaware	\$577,927	52
District of Columbia	\$585,737	52
Massachusetts ⁴	\$594,296	57
Montana	\$600,768	47
Mississippi	\$621,861	47
Georgia	\$624,786	52
Utah	\$624,786	52
Alabama	\$625,747	47
Pennsylvania	\$650,011	57
Wyoming	\$655,506	54
Arkansas	\$681,789	50
Ohio ⁵	\$687,265	52
Arizona	\$694,622	51
Colorado	\$722,108	55
New Mexico	\$730,686	47
Louisiana	\$780,983	52
Missouri	\$780,983	52
Kentucky	\$791,679	49
Nevada	\$834,090	52

Figure 114

1 All calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age when he or she is first eligible for unreduced benefits. The calculations use states' current benefit formulas and do not include cost of living increases. The final average salary was calculated as the average of the highest three years of salary, even though a few states may vary from that standard. Age 65 was used as the point of comparison for standard retirement age because it is the minimum eligibility age for unreduced Social Security benefits.

2 Does not apply to Alaska's defined contribution plan.

3 Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.

4 Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach the maximum benefit.

5 Applies only to Ohio's defined benefit plan.

★ **Examples of Best Practice**

Alaska offers a defined contribution pension plan that is neutral, with pension wealth accumulating in an equal way for all teachers for each year of work. **Minnesota** offers a defined benefit plan with a formula multiplier that does not change relative to years of service and does not allow unreduced benefits for retirees below age 65.

Figure 115

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

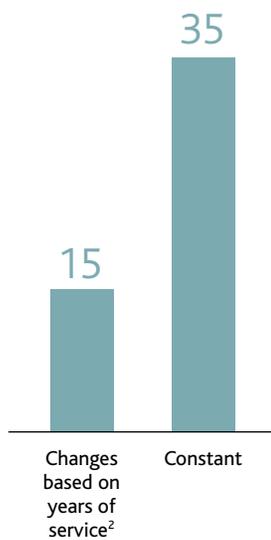


Figure 115

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

Area 5: Exiting Ineffective Teachers

Goal A – Licensure Loopholes

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

Goal Components

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

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

Findings

The majority of states place students at risk by allowing teachers in classrooms who have not passed all required licensure tests.

Licensure tests are meant to ensure that a person meets the minimal qualifications to be a teacher. Yet only nine states insist that teachers pass all tests prior to their beginning to teach. Eight states give teachers up to two years to pass the tests, and 21 states give teachers three or more years.

It is understandable that states may, under limited circumstances, need to fill a small number of classroom positions with individuals who do not hold full teaching credentials. Many states, however, issue either renewable or multiyear emergency licenses, meaning that teachers who have not met all minimum requirements are allowed to remain in classrooms for extended—and perhaps indefinite—periods of time.

Figure 116

How States are Faring on Closing Licensure Loopholes

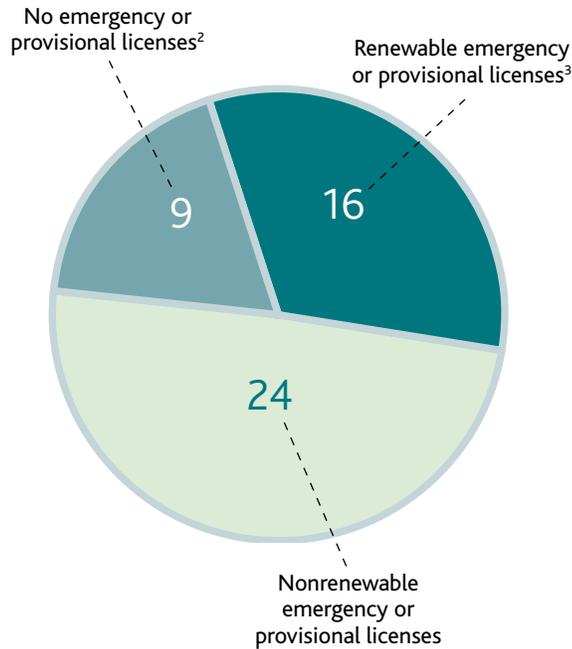


★ Examples of Best Practice

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

Figure 117

Do states still award emergency licenses?¹



- 1 Not applicable to Montana or Nebraska, which do not require subject-matter testing.
- 2 Arizona, Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico, South Carolina, Virginia
- 3 Hawaii, Indiana, Kentucky, Louisiana, Maine, Michigan, Minnesota, Missouri, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Wisconsin

Figure 118

How long can new teachers practice without passing licensing tests?

	No deferral	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada ³	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	11	8	21

Figure 118

- 1 Iowa only requires subject-matter testing for elementary teachers.
- 2 Montana and Nebraska do not currently require licensing tests.
- 3 Nevada has no deferral as of 2010.
- 4 Wyoming only requires subject-matter testing for elementary and social studies teachers.

Area 5: Exiting Ineffective Teachers

Goal B – Unsatisfactory Evaluations

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

Goal Components

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

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

Findings

Many states allow teacher evaluations to be regarded as a formality without significance or consequences. Only 29 states articulate any consequences for teachers with unsatisfactory evaluations.

Twenty-five states require that any teacher who receives an unsatisfactory rating be placed on an improvement plan. The rest of the states offer no direction to local districts that actions should be taken to try to address the areas of concern.

Still fewer states articulate consequences for multiple unsatisfactory evaluations. While teachers who receive negative evaluations should receive support and additional training, opportunities to improve should not be unlimited. Ineffective teachers who are allowed to remain in classrooms indefinitely place students at risk. Only 13 states specify that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

Figure 119

How States are Faring on Consequences for Unsatisfactory Evaluations



Figure 120

What are the consequences for teachers who receive unsatisfactory evaluations?

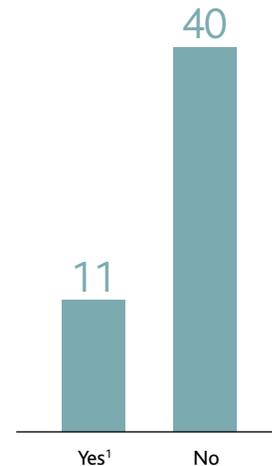
	Improvement plan after a single unsatisfactory rating	Eligible for dismissal after multiple unsatisfactory ratings	No articulated consequences
Alabama	■	□	□
Alaska	■	■	□
Arizona	■	□	□
Arkansas	■	□	□
California	■	□	□
Colorado	■	■	□
Connecticut	■	□	□
Delaware	■	■	□
District of Columbia	□	□	■
Florida	■	■	□
Georgia	■	□	□
Hawaii ¹	□	■	□
Idaho	□	□	■
Illinois	■	■	□
Indiana	□	□	■
Iowa	■	□	□
Kansas	□	□	■
Kentucky ²	□	□	■
Louisiana	■	■	□
Maine	□	□	■
Maryland	□	□	■
Massachusetts	□	□	■
Michigan	■	□	□
Minnesota	□	□	■
Mississippi ³	□	□	□
Missouri	■	□	□
Montana	□	□	■
Nebraska	□	□	■
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	□	□	■
New Mexico	■	■	□
New York	■	□	□
North Carolina ⁴	■	□	□
North Dakota	□	□	■
Ohio	□	□	■
Oklahoma	■	■	□
Oregon	■	□	□
Pennsylvania	□	■	□
Rhode Island	□	□	■
South Carolina ⁵	■	■	□
South Dakota	□	□	■
Tennessee	□	□	■
Texas	■	□	□
Utah	■	□	□
Vermont	□	□	■
Virginia ⁶	□	■	□
Washington	■	■	□
West Virginia	■	□	□
Wisconsin	□	□	■
Wyoming	□	□	■
	25	13	22

★ Examples of Best Practice

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

Figure 121

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



¹ Alaska, Colorado, Delaware, Florida, Hawaii, Illinois, Louisiana, New Mexico, Oklahoma, Pennsylvania, Washington

Figure 120

- ¹ Any teacher with an unsatisfactory evaluation is immediately dismissed.
- ² Kentucky does require multiple observations the year following an unsatisfactory evaluation.
- ³ Improvement plans are only used for teachers in identified "Priority Schools." Those same teachers are also eligible for dismissal for multiple unsatisfactory evaluations.
- ⁴ Only teachers in low performing schools can be dismissed after just one negative rating.
- ⁵ Only teachers on annual contracts are eligible for dismissal after unsatisfactory evaluations.
- ⁶ Only probationary teachers can be dismissed following an unsatisfactory evaluation.

Area 5: Exiting Ineffective Teachers

Goal C – Dismissal for Poor Performance

The state should ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

Goal Components

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

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

Findings

State policies make it difficult for districts to dismiss ineffective teachers.

All but three states have laws on their books that address teacher dismissal. However, these laws are much more likely to consider criminal and moral violations than performance. When performance is included, it is usually in a euphemistic term such as "incompetency," "inefficiency" or "incapacity." These terms are ambiguous at best and may be interpreted as concerning dereliction of duty rather than ineffectiveness.

Further complicating this issue, state laws do not distinguish between the due process rights that accompany dismissal for performance issues from criminal and moral violations--offenses that also frequently result in license revocation. Only one state articulates separate policy for dismissal based on poor performance.

Figure 122

How States are Faring in Dismissal for Poor Performance



In addition, 38 states allow multiple appeals of dismissals. While teachers should have an opportunity to appeal, multiple levels of appeal drain resources from school districts and create a disincentive for districts to attempt to dismiss poor performers. Multiple appeals also almost invariably involve courts or arbitrators, taking decisions about teachers away from those with educational expertise.

★ Examples of Best Practice

Unfortunately, no state has an exemplary policy that NCTQ can highlight as “best practice” in this area. Only **Florida, New Hampshire** and **Wisconsin** ensure that their processes for terminating ineffective teachers should be concluded within a reasonable time frame. Regrettably, even these states do not distinguish due process rights for teachers dismissed for ineffective performance from those facing license revocation for dereliction of duties, or felony and/or morality violations.

Figure 123

Do states allow multiple appeals of teacher dismissals?

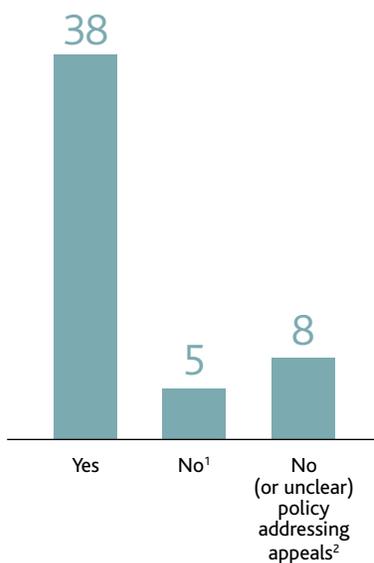


Figure 123

¹ District of Columbia, Florida, Louisiana, North Dakota, Wisconsin

² Georgia, Hawaii, Idaho, Indiana, Maine, Nebraska, New Jersey, Utah

Figure 124

Do states distinguish due process for dismissal for classroom ineffectiveness from felony or morality violations?

	Yes	No	No policy addressing due process
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Board of Directors

Stacey Boyd, Chair

Chief Executive Officer, The Savvy Source for Parents

Chester E. Finn, Jr.

President, The Thomas B. Fordham Institute

Ira Fishman

Managing Director, NFL Players Association

Marti Watson Garlett

Vice President, Academic Programs and Professional Licensure, Laureate Education, Inc.

Henry L. Johnson

Senior Advisor, B&D Consulting

Jason Kamras

*Director of Human Capital Strategy for Teachers, District of Columbia Public Schools
2005 National Teacher of the Year*

Donald N. Langenberg

Chancellor Emeritus, University System of Maryland

Clara M. Lovett

President Emerita, Northern Arizona University

Barbara O'Brien

Lieutenant Governor, State of Colorado

Carol G. Peck

President and Chief Executive Officer, Rodel Charitable Foundation of Arizona

Danielle Wilcox

Consultant

John Winn

Chief Program Officer, National Math and Science Initiative

Kate Walsh

President, National Council on Teacher Quality

Advisory Board

• Steven J. Adamowski, *Hartford Public Schools* • Sir Michael Barber, *McKinsey and Company* • Roy E. Barnes, *former Governor, State of Georgia* • Lawrence S. Braden, *Saint Paul's School, New Hampshire* • Cynthia G. Brown, *Center for American Progress* • Andrew Chen, *EduTron* • Jo Lynne DeMary, *Virginia Commonwealth University* • Paula S. Dominguez, *Rhode Island House of Representatives* • Cheryl Ellis, *Sugar Creek Charter School* • Michael Feinberg, *The KIPP Foundation* • Eleanor S. Gaines, *Grayhawk Elementary School, Arizona* • Michael Goldstein, *The Match School, Massachusetts* • Eric A. Hanushek, *The Hoover Institution* • Joseph Hawkins, *Westat* • Frederick M. Hess, *American Enterprise Institute* • Paul T. Hill, *Center on Reinventing Public Education* • E.D. Hirsch, *Core Knowledge Foundation* • Michael Johnston, *Colorado State Senate* • Frank Keating, *former Governor, State of Oklahoma* • Martin J. Koldyke, *Academy for Urban School Leadership* • Wendy Kopp, *Teach For America* • Amy Jo Leonard, *Turtle Mountain Elementary School, North Dakota* • Deborah M. McGriff, *NewSchools Venture Fund* • Ellen Moir, *New Teacher Center* • Robert N. Pasternack, *Maximus Inc.* • Michael Podgursky, *University of Missouri-Columbia* • Michelle Rhee, *District of Columbia Public Schools* • Stefanie Sanford, *Bill and Melinda Gates Foundation* • Laura Schwedes, *KIPP: STAR College Prep Charter School* • Daniel Willingham, *University of Virginia*



National Council on Teacher Quality

1420 New York Avenue, NW • Washington, DC 20005

Tel: 202-393-0020 Fax: 202-393-0095 Web: www.nctq.org

NCTQ is available to work with individual states to improve teacher policies.

For more information, please contact:

Sandi Jacobs

Vice President

sjacobs@nctq.org

202-393-0020