

2011 State Teacher Policy Yearbook

North Dakota

OVERALL GRADE

D



National Council on Teacher Quality

Acknowledgments

STATES

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

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

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National Council on Teacher Quality

Executive Summary

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

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

North Dakota at a Glance

Overall 2011 Yearbook Grade:

D

Overall 2009 Yearbook Grade: D-

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

Overall Progress



Highlights from recent progress in North Dakota include:

- State data system with the capacity to provide evidence of teacher effectiveness

How is North Dakota Faring?

Area 1 Delivering Well Prepared Teachers

D

Policy Strengths

- All new teachers must pass a pedagogy test.

Policy Weaknesses

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

Area 2 Expanding the Pool of Teachers

F

Policy Strengths

Policy Weaknesses

- There are no alternate routes to certification.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

Area 3 Identifying Effective Teachers

D+

Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- All teachers must be evaluated annually.

Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4 Retaining Effective Teachers

D

Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- Professional development is not aligned with findings from teachers' evaluations.
- The pension system is underfunded and requires excessive contributions.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- 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 Exiting Ineffective Teachers

D-

Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

Policy Weaknesses

- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.
- Performance is not considered in determining which teachers to lay off during reductions in force.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

North Dakota Goal Summary

Goal Breakdown

| | |
|---------------------------|----|
| ★ Best Practice | 0 |
| ● Fully Meets | 4 |
| ◐ Nearly Meets | 1 |
| ◑ Partially Meets | 8 |
| ◒ Only Meets a Small Part | 3 |
| ○ Does Not Meet | 20 |

Progress on Goals Since 2009

 3
  1
  25
 NEW GOAL 7

Area 1: Delivering Well Prepared Teachers

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

Area 2: Expanding the Pool of Teachers

| | |
|------------------------------------------|---|
| 2-A: Alternate Route Eligibility | ○ |
| 2-B: Alternate Route Preparation | ○ |
| 2-C: Alternate Route Usage and Providers | ○ |
| 2-D: Part Time Teaching Licenses | ○ |
| 2-E: Licensure Reciprocity | ◐ |

Area 3: Identifying Effective Teachers

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

Area 4: Retaining Effective Teachers

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

Area 5: Exiting Ineffective Teachers

| | |
|-------------------------------------|---|
| 5-A: Licensure Loopholes | ◐ |
| 5-B: Unsatisfactory Evaluations | ○ |
| 5-C: Dismissal for Poor Performance | ○ |
| 5-D: Reductions in Force | ○ |

About the *Yearbook*

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

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

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

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

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

How to Read the Yearbook


NCTQ rates state teacher policy in several ways.

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



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

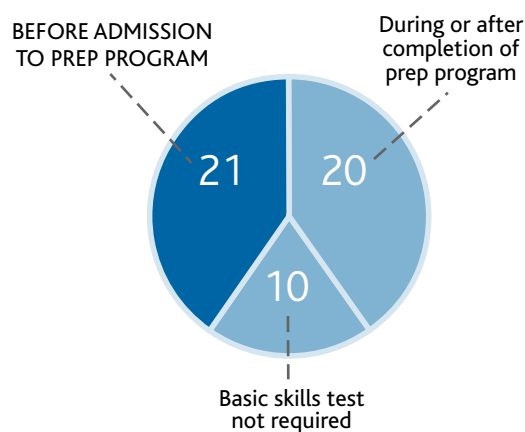


Some goals are marked with this symbol , which indicates that the bar has been raised for this goal since the 2009 *Yearbook*. With many states making considerable progress in advancing teacher effectiveness policy, NCTQ raised the standards for some goals where the bar had been quite low. As this may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

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

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

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



Goals

AREA 1: DELIVERING WELL PREPARED TEACHERS

PAGE 9

1-A: Admission into Preparation Programs

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

1-B: Elementary Teacher Preparation

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

1-C: Teacher Preparation in Reading Instruction

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

1-D: Teacher Preparation in Mathematics

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

1-E: Middle School Teacher Preparation

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

1-F: Secondary Teacher Preparation

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

1-G: Secondary Teacher Preparation in Science

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

1-H: Secondary Teacher Preparation in Social Studies

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

1-I: Special Education Teacher Preparation

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

1-J: Assessing Professional Knowledge

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

1-K: Student Teaching

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

1-L: Teacher Preparation Program Accountability

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

AREA 2: EXPANDING THE POOL OF TEACHERS

PAGE 57

2-A: Alternate Route Eligibility

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

2-B: Alternate Route Preparation

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

2-C: Alternate Route Usage and Providers

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

2-D: Part Time Teaching Licenses

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

2-E: Licensure Reciprocity

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

Goals

AREA 3: IDENTIFYING EFFECTIVE TEACHERS

PAGE 77

3-A: State Data Systems

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

3-B: Evaluation of Effectiveness

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

3-C: Frequency of Evaluations

The state should require annual evaluations of all teachers.

3-D: Tenure

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

3-E: Licensure Advancement

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

3-F: Equitable Distribution

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

AREA 4: RETAINING EFFECTIVE TEACHERS

PAGE 101

4-A: Induction

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

4-B: Professional Development

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

4-C: Pay Scales

The state should give local districts authority over pay scales.

4-D: Compensation for Prior Work Experience

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

4-E: Differential Pay

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

4-F: Performance Pay

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

4-G: Pension Flexibility

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

4-H: Pension Sustainability

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

4-I: Pension Neutrality

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

AREA 5: EXITING INEFFECTIVE TEACHERS

PAGE 145

5-A: Licensure Loopholes

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

5-B: Unsatisfactory Evaluations

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

5-C: Dismissal for Poor Performance

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

5-D: Reductions in Force

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

Area 1: Delivering Well-Prepared Teachers

Goal A – Admission into Preparation Programs

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

Goal Components

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

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



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

Background

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

Figure 1

How States are Faring in Admission Requirements



Progress on this Goal Since 2009:

↑ : 6 ↔ : 45 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

North Dakota does not require aspiring teachers to pass a test of academic proficiency as a criterion for admission to teacher preparation programs, instead delaying its basic skills assessment until teacher candidates are ready to apply for licensure.

Supporting Research

North Dakota Education Standards and Practice Board
<http://www.nd.gov/espb/progapproval/>

RECOMMENDATION

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

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

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

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

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

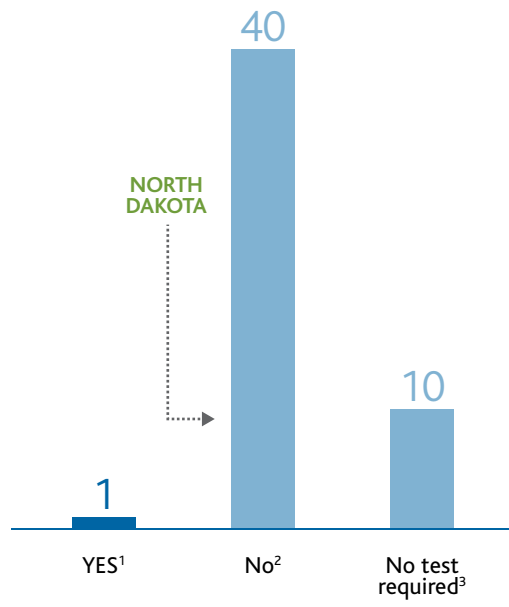
North Dakota recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

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

Figure 2

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



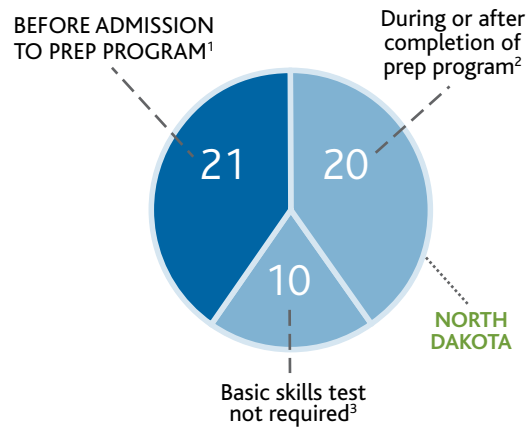
1. **Strong Practice:** Texas

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

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

Figure 3

When do states test teacher candidates' basic skills?



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

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

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

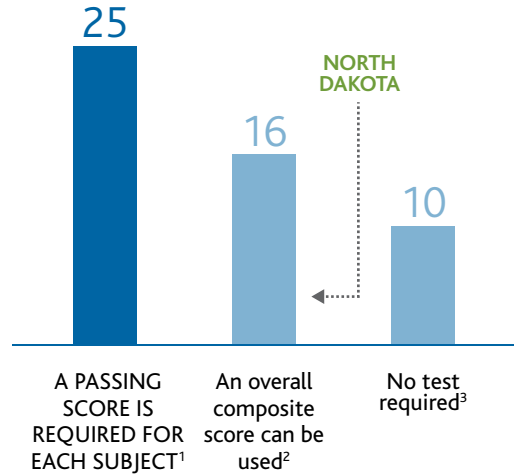
Figure 4

Do states appropriately test teacher candidates' academic proficiency?

| | TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM | Test normed only to teacher candidates before admission to prep program | Test normed only to teacher candidates during or after completion of prep program | No test required |
|----------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| North Carolina | <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"/> |
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| South Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 1 | 20 | 20 | 10 |

Figure 5

Do states measure performance in reading, mathematics and writing?



- Strong Practice:** Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin
- California⁴, District of Columbia⁴, Hawaii⁴, Indiana, Iowa, Maine⁴, Maryland, New Hampshire⁴, New Mexico, New York, North Carolina, North Dakota², Pennsylvania⁴, Rhode Island⁴, Vermont, Virginia
- Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming
- Minimum score must be met in each section.
- Composite score can only be used if passing score is met on two of three subtests.

Area 1: Delivering Well-Prepared Teachers

Goal B – Elementary Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 6

How States are Faring in Elementary Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 44 ↓ : 4



ANALYSIS

Although North Dakota has adopted the Common Core Standards, the state does not ensure that its elementary teacher candidates are adequately prepared to teach a broad range of elementary content.

North Dakota requires candidates to pass the Praxis II test “Elementary Education: Curriculum, Instruction and Assessment,” which, unfortunately, not only combines content with a pedagogy assessment but also does not report teacher performance in each subject area, meaning that it is possible to pass the test and still fail some subject areas, especially given the state’s low passing score. Further, based on available information on the Praxis II, there is no reason to expect that the current version would be well aligned with the Common Core Standards.

In addition, all teacher candidates in North Dakota must complete a general studies component that includes “liberal arts preparation” in areas that include the humanities, fine arts, natural sciences, behavioral sciences and symbolic systems. Although these are reasonable general requirements, the state’s language is not specific enough to ensure that these courses will be relevant to the topics covered in the PK-6 classrooms.

North Dakota does not specify additional subject-matter coursework requirements for elementary teacher candidates. Although elementary teachers must earn an elementary education major in order to attain licensure, the state only appears to require methodology courses in subject areas. Therefore, coursework is most likely taught by education faculty, not arts and science faculty, and may fail to provide strong foundational knowledge in these subject areas.

Finally, North Dakota articulates teacher standards in a broad range of topics relevant to PK-6 teaching, including reading and language; physical, life, earth and space science; dance, music and theater; and history, geography and social science. However, there are no standards for a number of equally important subject areas, including basic chemistry; American and world history; American, world and children’s literature; writing, grammar and composition; and art history.

Supporting Research

North Dakota Administrative Code 67.1-02-02-02

Program Approval Standards ND 50015

<http://www.nd.gov/esp/progapproval/standards.html>

Praxis II

www.ets.org

RECOMMENDATION

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

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

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

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

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

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

An academic concentration, if not a full academic major, would not only enhance North Dakota teachers' content knowledge, but it would also ensure that prospective teachers have taken higher-level academic coursework. Further, it would provide an option for teacher candidates unable to fulfill student teaching or other professional requirements to still earn a degree.

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

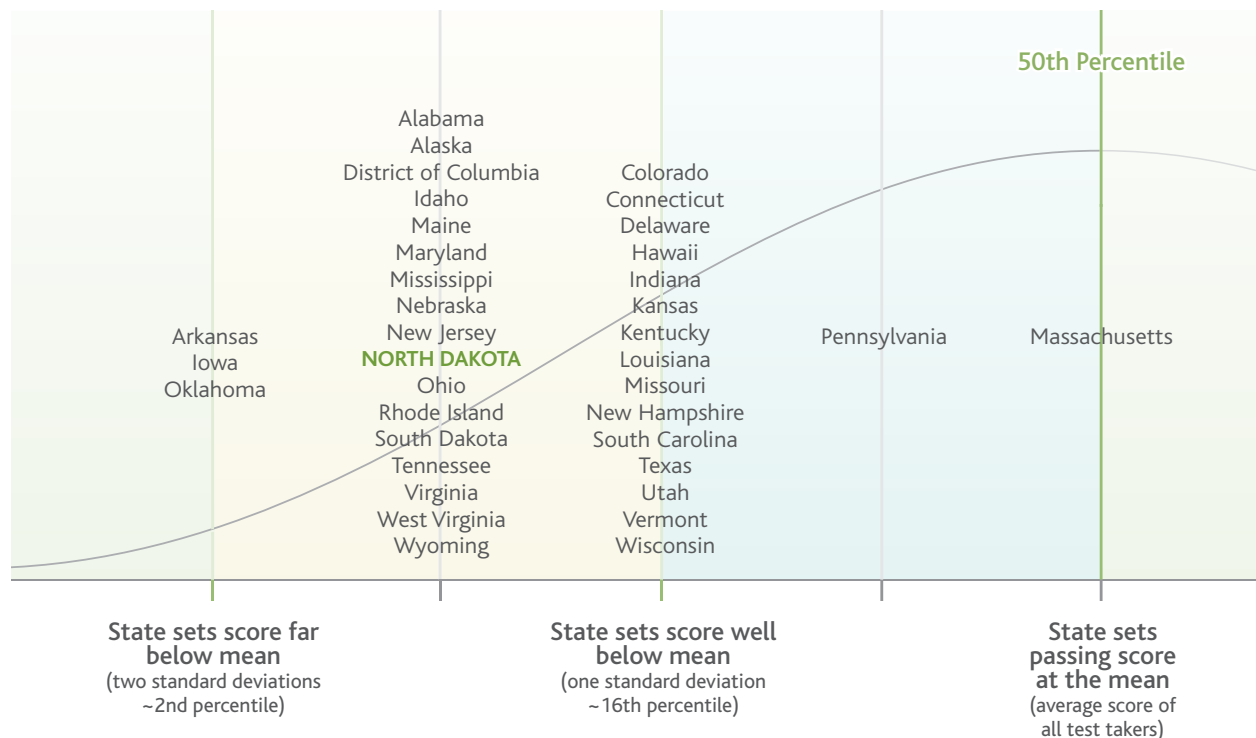
North Dakota disagreed with this analysis but did not offer any further information.

★ EXAMPLES OF BEST PRACTICE

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

Figure 7

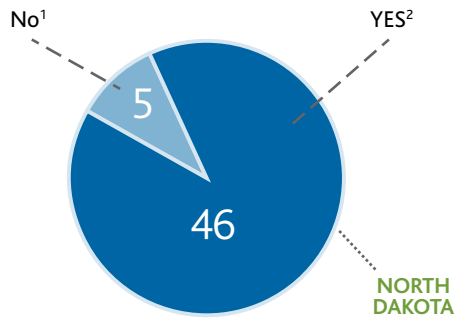
Where do states set the passing score on elementary content licensure tests¹?



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

Figure 8

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



1. Alaska, Minnesota, Nebraska, Texas, Virginia

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

Figure 9

What subjects does North Dakota expect elementary teachers to know?

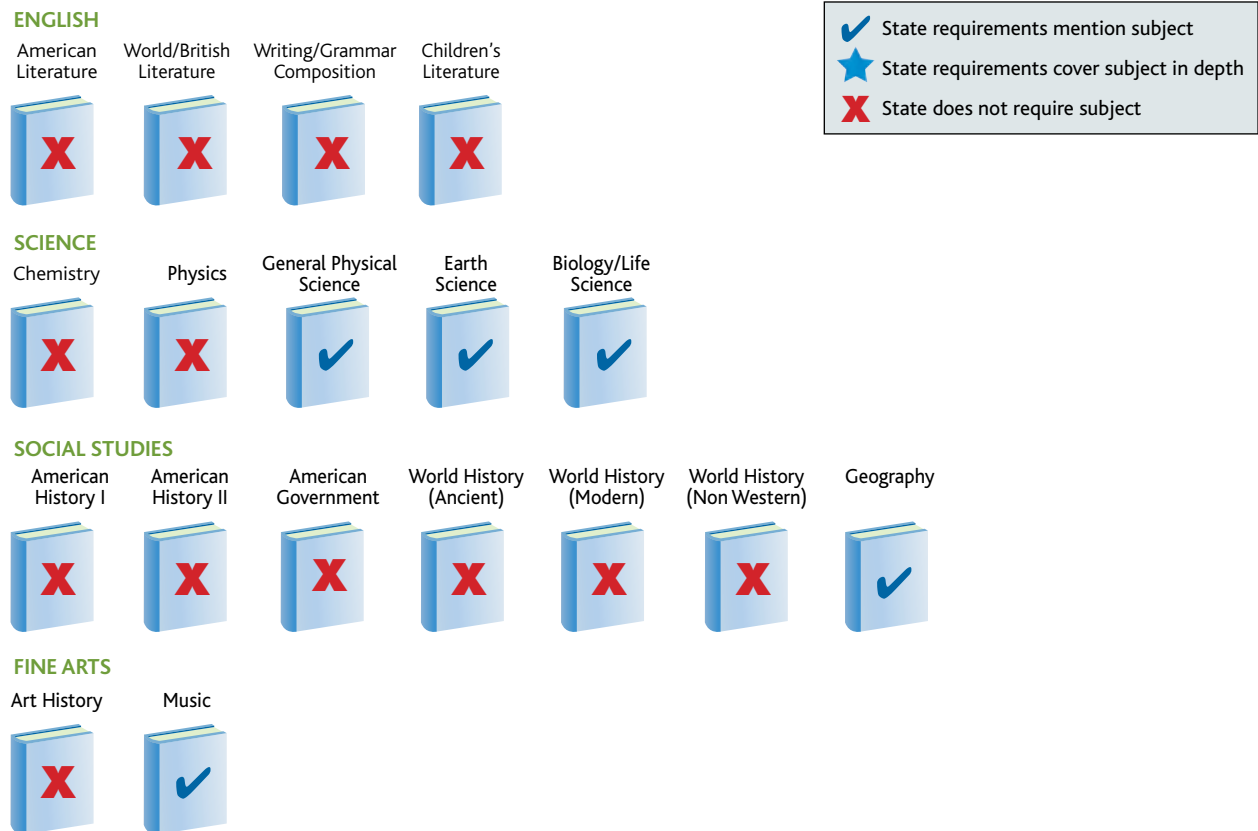


Figure 10

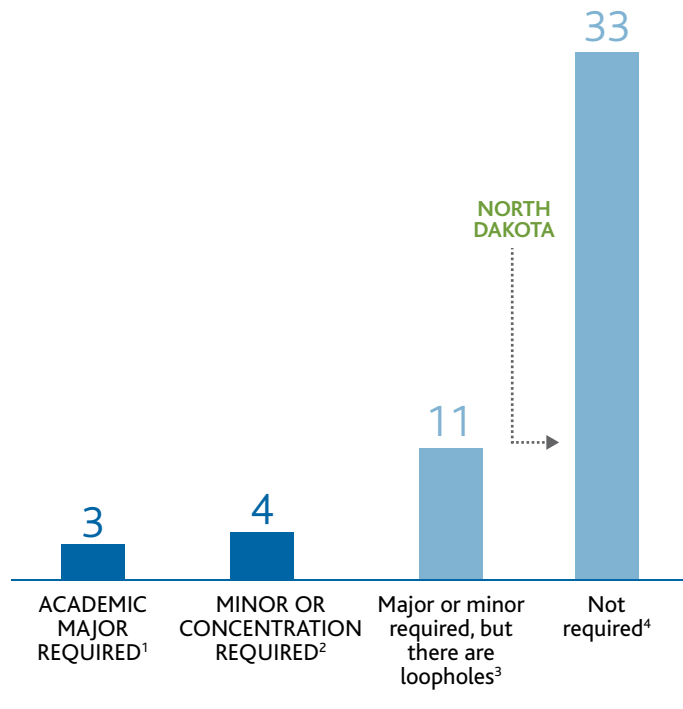
Do states expect elementary teachers to have in-depth knowledge of core content?

| | ENGLISH | | | | SCIENCE | | | SOCIAL STUDIES | | | | | | | FINE ARTS | | | |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | American Literature | World/British Literature | Writing/Grammar/Composition | Children's Literature | Chemistry | Physics | General Physical Science | Earth Science | Biology/Life Science | American History I | American History II | American Government | World History (Ancient) | World History (Modern) | World History (Non-Western) | Geography | Art History | Music |
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| Tennessee | <input 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"/> | <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 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 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"/> | <input checked="" type="checkbox"/> | <input checked="" 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 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 type="checkbox"/> | <input checked="" 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"/> | <input type="checkbox"/> | <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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input 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"/> | <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 type="checkbox"/> | <input type="checkbox"/> |
| Washington | <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"/> | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <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"/> | <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"/> |
| Wisconsin | <input 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"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Subject mentioned Subject covered in depth

Figure 11

Do states expect elementary teachers to complete an academic concentration?



1. **Strong Practice:** Colorado, Massachusetts, New Mexico
2. **Strong Practice:** Indiana, Mississippi, New Hampshire, Oklahoma
3. California, Connecticut, Iowa, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.
4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal C – Elementary Teacher Preparation in Reading Instruction

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

Goal Components

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

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

Background

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

Figure 12

How States are Faring in Elementary Teacher Preparation in Reading Instruction



Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0



ANALYSIS

North Dakota does not require that teacher preparation programs for elementary teacher candidates address the science of reading. The state has neither coursework requirements nor standards related to this critical area. North Dakota does require reading-related coursework for elementary and middle school teacher candidates; however, this coursework does not explicitly require that teachers receive training in the five essential components of reading instruction. The state also does not require teacher candidates to pass an assessment that measures knowledge of scientifically based reading instruction prior to certification or at any point thereafter.

Supporting Research

North Dakota Administrative Code 67.1-02-02-02

RECOMMENDATION

■ **Ensure that teacher preparation programs prepare elementary teaching candidates in the science of reading instruction.**

North Dakota should ensure that teacher preparation programs adequately prepare elementary teacher candidates in the science of reading by requiring that these programs train candidates in the five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

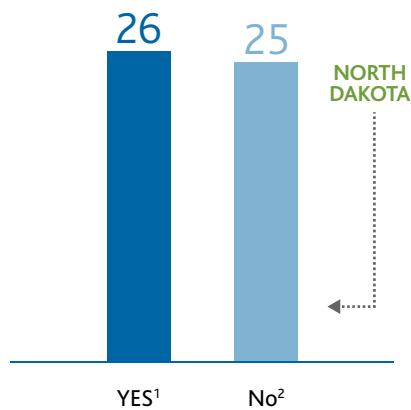
North Dakota disagreed with this analysis but did not offer any further information.

★ EXAMPLES OF BEST PRACTICE

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

Figure 13

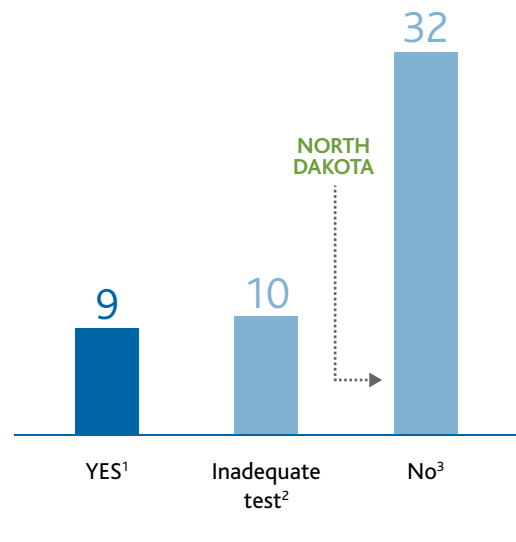
Do states require preparation for elementary teachers in the science of reading?



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

Figure 14

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



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

Figure 15

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

| | PREPARATION REQUIREMENTS | | TESTING REQUIREMENTS | | |
|----------------------|-------------------------------------|-------------------------------------|--------------------------------------------------|-------------------------------------|-------------------------------------|
| | FULLY ADDRESS READING SCIENCE | Do not address reading science | APPROPRIATE TEST | Inadequate test | No reading test |
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| California | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" 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"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" 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"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 26 | 25 | 9 | 10 | 32 |

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

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

Area 1: Delivering Well-Prepared Teachers

Goal D – Elementary Teacher Preparation in Mathematics

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

Goal Components

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

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

Background

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

Figure 16

How States are Faring in Teacher Preparation in Mathematics



Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0



ANALYSIS

North Dakota relies on both coursework requirements and its standards for teacher preparation programs as the basis for articulating its requirements for the mathematics content knowledge of elementary teacher candidates.

The state requires all teacher candidates to complete general studies that include mathematics. However, North Dakota neither specifies the requisite content of these classes nor that they must meet the needs of the elementary teacher.

North Dakota has also articulated teaching standards that its approved teacher preparation programs must use to frame instruction in elementary mathematics content. The state's standards appropriately address content in mathematics foundations, but although they mention such areas as algebra, geometry and statistics, the standards lack the specificity needed to ensure that teacher preparation programs deliver this mathematics content of appropriate breadth and depth to elementary teacher candidates.

North Dakota requires that all new elementary teachers pass a general subject-matter test, the Praxis II. This commercial test lacks a specific mathematics subscore, so one can likely fail the mathematics portion and still pass the test. Further, while this test does cover important elementary school-level content, it barely evaluates candidates' knowledge beyond an elementary school level, does not challenge their understanding of underlying concepts and does not require candidates to apply knowledge in nonroutine, multistep procedures..

Supporting Research

North Dakota Administrative Code 67.1-02-02-02

Program Approval Standards ND 50015 <http://www.nd.gov/espb/progapproval/docs/11010.pdf>
www.ets.org/praxis

"No Common Denominator: The Preparation of Elementary Teachers in Mathematics by America's Education Schools," NCTQ, June 2008 http://www.nctq.org/p/publications/docs/nctq_ttmath_fullreport.pdf

RECOMMENDATION

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

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

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

North Dakota should assess mathematics content with a rigorous assessment tool, such as the test required in Massachusetts, that evaluates mathematics knowledge beyond an elementary school level and challenges candidates' understanding of underlying mathematics concepts. Such a test could also be used to allow candidates to test out of coursework requirements. Teacher candidates who lack minimum mathematics knowledge should not be eligible for licensure.

NORTH DAKOTA RESPONSE TO ANALYSIS

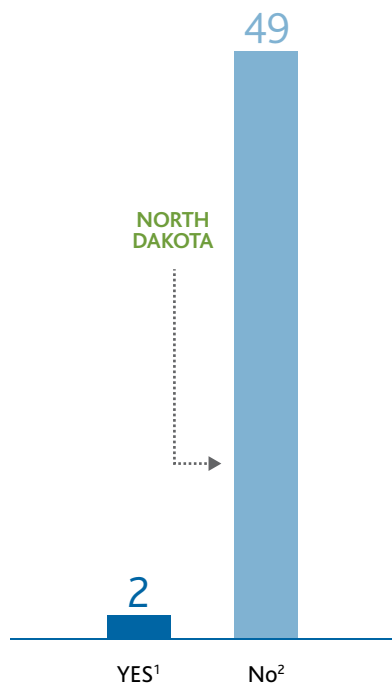
North Dakota recognized the factual accuracy of this analysis. The state added that it is in the process of discussions regarding elementary teacher preparation and the Common Core Standards.

★ EXAMPLES OF BEST PRACTICE

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

Figure 17

Do states articulate appropriate mathematics preparation for elementary teachers?

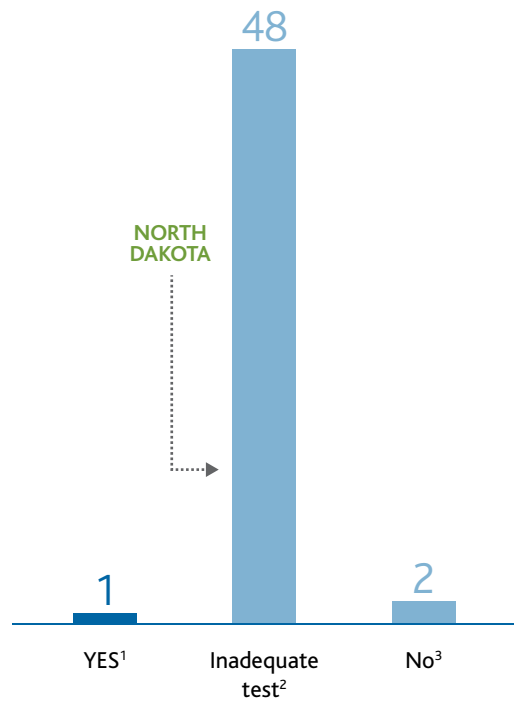


1. **Strong Practice:** Indiana, Massachusetts

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

Figure 18

Do states measure new elementary teachers' knowledge of math?



1. **Strong Practice:** Massachusetts

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

3. Montana, Nebraska

Area 1: Delivering Well-Prepared Teachers

Goal E – Middle School Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 19

How States are Faring in Middle School Teacher Preparation



Progress on this Goal Since 2009:

↑ : 5 ↔ : 45 ↓ : 1



ANALYSIS

North Dakota offers middle-level certification (grades 5-8) for middle school teachers; candidates must earn a "middle level major," which includes 24 semester hours of content coursework in one content area. Teachers with secondary certificates are allowed to teach single subjects in middle school. Those candidates, too, are required to earn content-specific majors. Regrettably, North Dakota also allows middle school teachers to teach on a generalist K/1-8 license.

All new middle school teachers in North Dakota are also required to pass a Praxis II subject-matter test to attain licensure. However, only secondary and middle school candidates are required to pass a single-subject Praxis II content test to attain licensure. Those seeking the elementary license are only required to pass the general content test for elementary education, in which subscores are not provided; therefore, there is no assurance that these middle school teachers will have sufficient knowledge in each subject they teach.

Supporting Research

North Dakota Administrative Code 67.1-02-02-02

www.ets.org/praxis

RECOMMENDATION

■ Eliminate K/1-8 generalist license.

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

■ Strengthen middle school teachers' subject-matter preparation.

North Dakota should also encourage middle school teachers who plan to teach multiple subjects to earn two minors in two core academic areas, rather than a single major. Further, although North Dakota requires middle school candidates who intend to teach a single subject to earn a major in that area, its requirement of only 24 credit hours falls short of the standard definition of a subject area major.

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but did not offer any further explanation.

★ EXAMPLES OF BEST PRACTICE

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

Figure 20

Do states distinguish middle grade preparation from elementary preparation?

| | K-8 LICENSE NOT OFFERED | K-8 license offered for self-contained classrooms | K-8 license offered |
|----------------------|-------------------------|---------------------------------------------------|---------------------|
| Alabama | ■ | □ | □ |
| Alaska | □ | □ | ■ |
| Arizona | □ | □ | ■ |
| Arkansas | ■ | □ | □ |
| California | □ | ■ ¹ | □ |
| Colorado | □ | □ | ■ |
| Connecticut | ■ | □ | □ |
| Delaware | ■ | □ | □ |
| District of Columbia | ■ | □ | □ |
| Florida | ■ | □ | □ |
| Georgia | ■ | □ | □ |
| Hawaii | ■ | □ | □ |
| Idaho | □ | □ | ■ |
| Illinois | □ | □ | ■ ² |
| Indiana | ■ | □ | □ |
| Iowa | ■ | □ | □ |
| Kansas | ■ | □ | □ |
| Kentucky | ■ | □ | □ |
| Louisiana | ■ | □ | □ |
| Maine | □ | □ | ■ |
| Maryland | ■ | □ | □ |
| Massachusetts | ■ | □ | □ |
| Michigan | □ | ■ | □ |
| Minnesota | □ | ■ | □ |
| Mississippi | ■ | □ | □ |
| Missouri | ■ | □ | □ |
| Montana | □ | □ | ■ |
| Nebraska | □ | ■ | □ |
| Nevada | □ | □ | ■ |
| New Hampshire | □ | □ | ■ |
| New Jersey | ■ | □ | □ |
| New Mexico | □ | □ | ■ |
| New York | ■ | □ | □ |
| North Carolina | ■ | □ | □ |
| NORTH DAKOTA | □ | □ | ■ |
| Ohio | ■ | □ | □ |
| Oklahoma | □ | □ | ■ ³ |
| Oregon | □ | □ | ■ ⁴ |
| Pennsylvania | ■ | □ | □ |
| Rhode Island | □ | ■ | □ |
| South Carolina | ■ | □ | □ |
| South Dakota | □ | □ | ■ |
| Tennessee | ■ | □ | □ |
| Texas | ■ | □ | □ |
| Utah | □ | ■ | □ |
| Vermont | ■ | □ | □ |
| Virginia | ■ | □ | □ |
| Washington | □ | □ | ■ |
| West Virginia | ■ | □ | □ |
| Wisconsin | □ | □ | ■ ⁵ |
| Wyoming | ■ | □ | □ |
| | 29 | 6 | 16 |

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

Figure 21

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

| | MAJOR OR MORE | MAJOR OR TWO MINORS | TWO MINORS | Less than a major or "loose" requirements | No requirement of content major or minor |
|----------------------|-------------------------------------|--------------------------------------------------|--------------------------------------------------|-------------------------------------------|------------------------------------------|
| Alabama | <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 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 type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 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 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <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"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> ¹ | <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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 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"/> |
| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <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"/> |
| 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" 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"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 13 | 3 | 9 | 12 | 14 |

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

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

Area 1: Delivering Well-Prepared Teachers

Goal F – Secondary Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 22

How States are Faring in Secondary Teacher Preparation

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

Progress on this Goal Since 2009:

New Goal



ANALYSIS

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

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

Supporting Research

North Dakota Administrative Code 67.1-02-02-02, 67.1-02-03-03

RECOMMENDATION

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

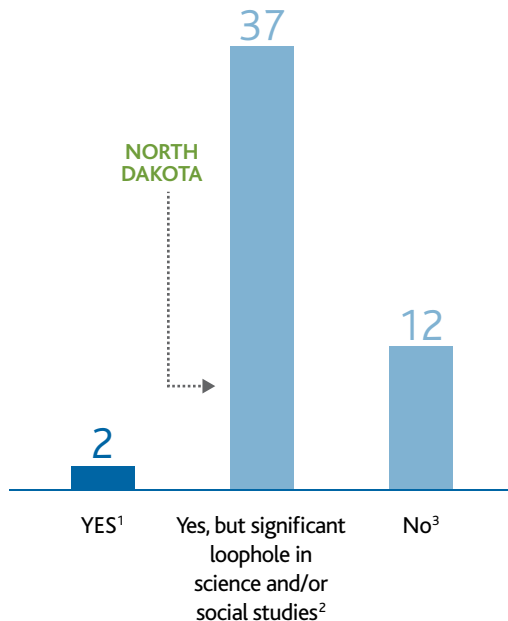
North Dakota recognized the factual accuracy of this analysis but indicated there are pending regulatory changes that may affect it. However, the state offered no additional information.

★ EXAMPLES OF BEST PRACTICE

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

Figure 23

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



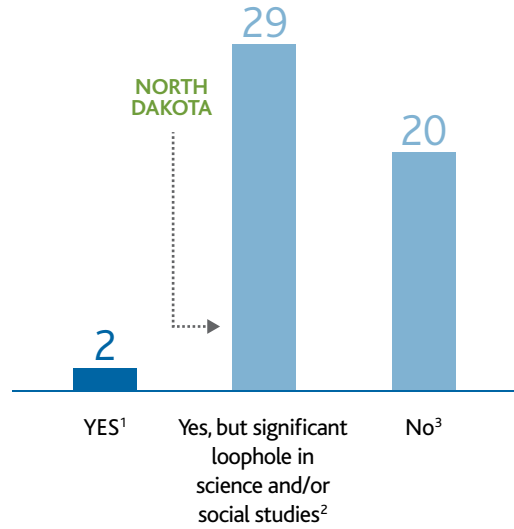
1. **Strong Practice:** Indiana, Tennessee

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

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

Figure 24

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



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

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

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

Area 1: Delivering Well-Prepared Teachers

Goal G – Secondary Teacher Preparation in Science

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

Goal Components

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

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

Background

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

Figure 25

How States are Faring in Preparation to Teach Science

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

Progress on this Goal Since 2009:

New Goal



ANALYSIS

North Dakota offers a composite science endorsement for secondary teachers. Candidates are required to pass the Praxis II “General Science” test. Teachers with this license are not limited to teaching general science but rather can teach any of the topical areas.

Middle school science teachers in North Dakota must earn a middle level major in science, which includes 24 semester hours of content coursework. Commendably, candidates must pass the Praxis II “Middle School Science” test. Regrettably, however, North Dakota also allows middle school teachers to teach on a generalist K/1-8 license if the school is classified as an elementary school (see Goal 1-E).

Supporting Research

License Codes

<http://www.nd.gov/espb/licensure/codes.html>

Praxis Testing Requirements

www.ets.org

RECOMMENDATION

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

States that allow general science certifications—and only require a general knowledge science exam—are not ensuring that these secondary teachers possess adequate subject-specific content knowledge. North Dakota’s required general assessment combines subject areas (e.g., biology, chemistry, physics) and does not report separate scores for each subject area. Therefore, candidates could answer many—perhaps all—chemistry questions, for example, incorrectly, yet still be licensed to teach chemistry to high school students.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but did not offer any further explanation.

Figure 26

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

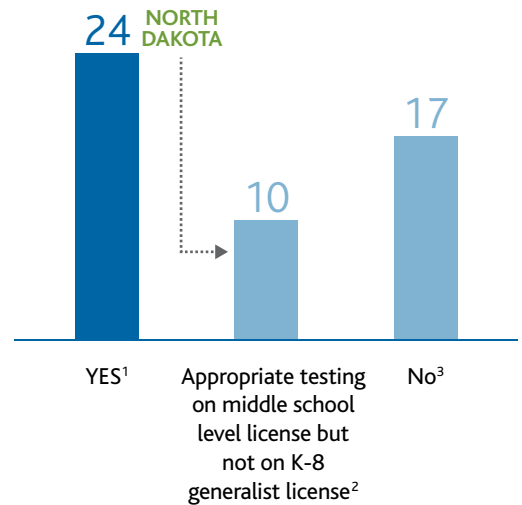
| | STATE OFFERS GENERAL SCIENCE OR COMBINATION SCIENCE LICENSES WITH ADEQUATE TESTING | State offers general science or combination science licenses without adequate testing | STATE OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING | State offers only single-subject science licenses without adequate testing |
|----------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <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 checked="" 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 checked="" 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 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 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 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 checked="" 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 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 | <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 | <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 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" 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"/> |
| | 1 | 39 | 10 | 1 |

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 27

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



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

Area 1: Delivering Well-Prepared Teachers

Goal H – Secondary Teacher Preparation in Social Studies

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

Goal Components

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

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

Background

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

Figure 28

How States are Faring in Preparation to Teach Social Studies

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

Progress on this Goal Since 2009:

New Goal



ANALYSIS

North Dakota offers a composite social studies endorsement for secondary teachers. Candidates are required to pass the Praxis II “Social Studies” content test. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas.

Middle school social studies teachers in North Dakota must earn a middle level major in social studies, which includes 24 semester hours of content coursework. Commendably, candidates must pass the Praxis II “Middle School Social Studies” test. Unfortunately, North Dakota also allows middle school teachers to teach on a generalist K/1-8 license, if the school is classified as an elementary school (see Goal 1-E).

Supporting Research

License Codes

<http://www.nd.gov/esp/licensure/codes.html>

Praxis Testing Requirements

www.ets.org

RECOMMENDATION

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but did not offer any further explanation.

Figure 29

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

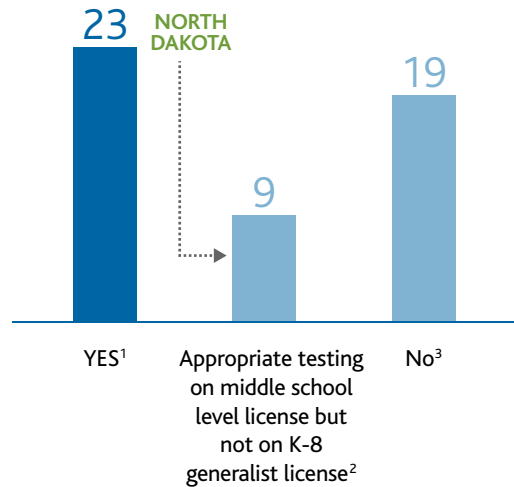
| | OFFERS GENERAL SOCIAL STUDIES LICENSE WITH ADEQUATE TESTING | OFFERS ONLY SINGLE SUBJECT SOCIAL STUDIES LICENSES | Offers general social studies license without adequate testing |
|----------------------|-------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------|
| Alabama | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 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"/> ¹ |
| 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"/> |
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| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 1 | 3 | 47 |

★ EXAMPLES OF BEST PRACTICE

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

Figure 30

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



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

Figure 29

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

Area 1: Delivering Well-Prepared Teachers

Goal I – Special Education Teacher Preparation

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

Goal Components

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

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



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

Background

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

Figure 31

How States are Faring in Special Education Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Regrettably, North Dakota offers a K-12 special education certification, in addition to grade-specific options.

Although North Dakota does appropriately require its elementary special education teacher candidates to pass the same subject-matter test as general education candidates, the state does not ensure that its elementary special education teachers—who are required to meet the same preparation requirements as all elementary candidates—are provided with a broad liberal arts program of study relevant to the elementary classroom (see Goal 1-B).

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

Supporting Research

North Dakota Administrative Code 67.1-02-02-02

RECOMMENDATION

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

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

- **Provide a broad liberal arts program of study to elementary special education candidates.**

North Dakota should ensure that special education teacher candidates who will teach elementary grades possess not only knowledge of effective learning strategies but also knowledge of the subject matter at hand. Although the state commendably requires the same content test as general education teachers, it should also require core-subject coursework relevant to the elementary classroom. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but did not offer any further information.

Figure 32

Do states distinguish between elementary and secondary special education teachers?

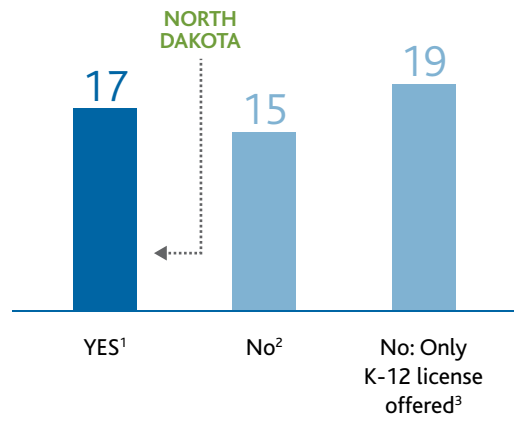
| | DOES NOT OFFER A K-12 CERTIFICATION | Offers K-12 and grade-specific certification(s) | Offers only a K-12 certification |
|---------------------------|-------------------------------------|-------------------------------------------------|-------------------------------------|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| New York | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 16 | 16 | 19 |

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 33

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



- Strong Practice:** Alabama, Arkansas, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Nebraska, New Jersey, New York, North Dakota, Oregon⁴, Pennsylvania⁵, Rhode Island, Texas, West Virginia, Wisconsin
- Alaska, Georgia, Hawaii, Indiana, Maine, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, South Dakota, Tennessee, Vermont, Washington, Wyoming
- Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Kentucky, Montana, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, Utah, Virginia
- Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail the tests twice to still be considered for a license.
- In Pennsylvania, a candidate who opts for dual certification in elementary special education and as a reading specialist does not have to take a content test.

Figure 32

1. Beginning January 1, 2013

Area 1: Delivering Well-Prepared Teachers

Goal J – Assessing Professional Knowledge

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

Goal Components

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

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

Background

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

Figure 34

How States are Faring in Assessing Professional Knowledge



Progress on this Goal Since 2009:

↑ : 1 ↔ : 49 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

North Dakota requires all new teachers to pass a popular pedagogy assessment from the Praxis II series.

Supporting Research

<http://www.ets.org/praxis/nd>

RECOMMENDATION

- **Verify that commercially available tests of pedagogy actually align with state standards.**

North Dakota should ensure that its selected test of professional knowledge measures the knowledge and skills the state expects new teachers to have.

NORTH DAKOTA RESPONSE TO ANALYSIS

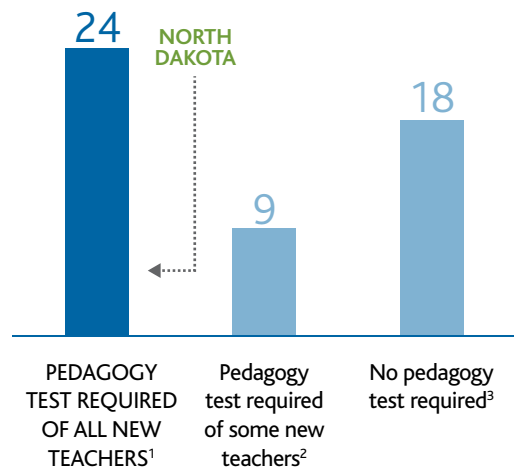
North Dakota disagreed with this analysis but did not offer any further explanation.

★ EXAMPLES OF BEST PRACTICE

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

Figure 35

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



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

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

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

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

Area 1: Delivering Well-Prepared Teachers

Goal K – Student Teaching

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

Goal Components

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

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

Background

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

Figure 36

How States are Faring in Student Teaching



Progress on this Goal Since 2009:

New Goal



ANALYSIS

Commendably, North Dakota requires candidates to complete a “full-time block” of student teaching, which is construed as a full day for 10 consecutive weeks.

Although the state does outline a number of criteria in selecting cooperating teachers—such as a minimum of two semester hours in a student supervision course, three years of teaching experience and the recommendation of the school’s administration—it does not specifically address cooperating teachers’ effectiveness as measured by student learning.

Supporting Research

North Dakota Administrative Code 67.1-02-01-01, -02

RECOMMENDATION

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

Although North Dakota articulates some requirements for cooperating teachers, the state does not address the most essential: cooperating teachers’ classroom effectiveness. In addition to the ability to mentor an adult, cooperating teachers should also be carefully screened for their capacity to further student achievement. Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than the student teacher or school district staff.

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

Figure 37

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

| | COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS | STUDENT TEACHING LASTS AT LEAST 10 WEEKS |
|----------------------|-----------------------------------------------------|--------------------------------------------------|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input 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 type="checkbox"/> |
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| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NORTH DAKOTA | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Pennsylvania | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2 | 29 |

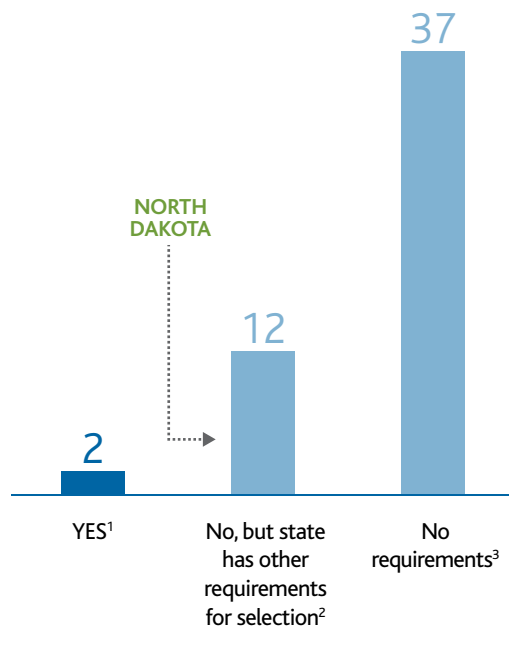
★ **EXAMPLES OF BEST PRACTICE**

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

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

Figure 38

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



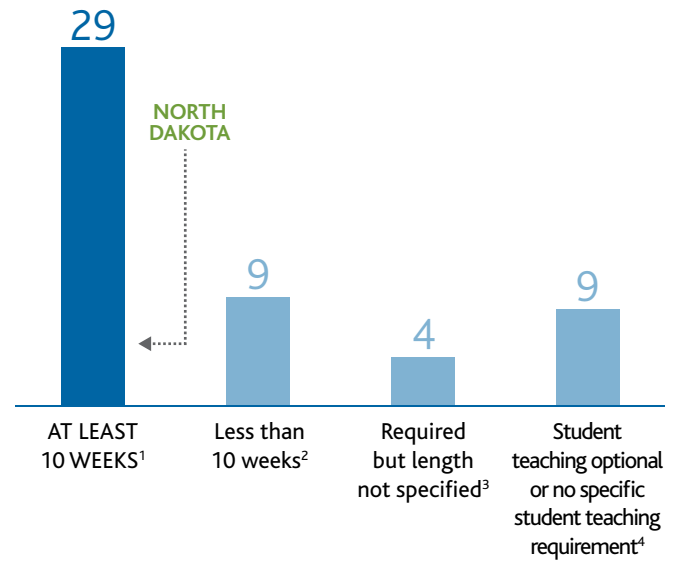
1. **Strong Practice:** Florida, Tennessee

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

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

Figure 39

Is the summative student teaching experience of sufficient length?



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

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

3. Illinois, Maine, New Mexico, Utah

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

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

Area 1: Delivering Well-Prepared Teachers

Goal L – Teacher Preparation Program Accountability

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

Goal Components

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

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



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

Background

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

Figure 40

How States are Faring in Teacher Preparation Program Accountability



Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

North Dakota's approval process for its teacher preparation programs does not hold programs accountable for the quality of the teachers they produce.

Most importantly, North Dakota does not collect value-added data that connect student achievement gains to teacher preparation programs.

The state also fails to collect other objective, meaningful data to measure the performance of teacher preparation programs, nor does it apply any transparent, measurable criteria for conferring program approval. North Dakota collects programs' annual summary licensure test pass rates (80 percent of program completers must pass their licensure exams). However, the 80 percent pass-rate standard, while common among many states, sets the bar quite low and is not a meaningful measure of program performance.

Further, in the past three years, no programs in the state have been identified as low performing—an additional indicator that programs lack accountability.

Finally, North Dakota's website does not include a report card that allows the public to review and compare program performance.

Supporting Research

Title II State Reports

<https://title2.ed.gov>

RECOMMENDATION

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

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

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

In addition to knowing whether programs are producing effective teachers, other objective, meaningful data can also indicate whether programs are appropriately screening applicants and if they are delivering essential academic and professional knowledge. North Dakota should gather data such as the following: 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; and five-year retention rates of graduates in the teaching profession.

■ **Establish the minimum standard of performance for each category of data.**

Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval after appropriate due process.

■ **Publish an annual report card on the state's website.**

To inform the public with meaningful, readily understandable indicators of how well programs are doing, North Dakota should present all the data it collects on individual teacher preparation programs.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

Figure 41

Do states hold teacher preparation programs accountable?

| | TRADITIONAL PREPARATION | | | ALTERNATIVE PREPARATION | | |
|----------------------|-------------------------------------------|---------------------------------------|-------------------------------------|-------------------------------------------|---------------------------------------|---------------------------------------|
| | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE |
| Alabama | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 1 |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> 2 |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> 1 |
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| 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <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 type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 25 | 5 | 14 | 17 | 2 | 10 |

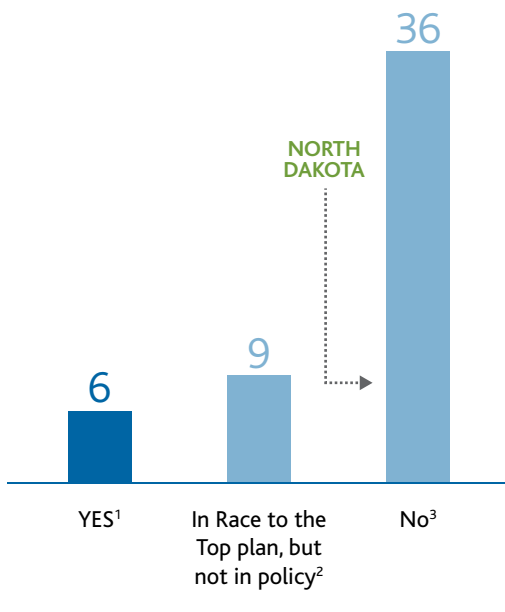
1. Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.
2. The posted data do not allow the public to review and compare program performance because data are not disaggregated by program provider.

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 42

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



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

Figure 43

Which states collect meaningful data?

AVERAGE RAW SCORES ON LICENSING TESTS

Alabama, Louisiana, Michigan, New Jersey, Tennessee, West Virginia

SATISFACTION RATINGS FROM SCHOOLS

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

EVALUATION RESULTS FOR PROGRAM GRADUATES

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

STUDENT LEARNING GAINS

Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

TEACHER RETENTION RATES

Arizona, Colorado, Delaware¹, Missouri, New Jersey

1. For alternate route only

Figure 44

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

| | STATE HAS ITS OWN APPROVAL STANDARDS | National accreditation is required for state approval | National accreditation can be substituted for state approval | While not technically required, the approval process is indistinguishable from accreditation | While not technically required, there is some overlap |
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| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Arizona ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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"/> |
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| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio ¹ | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
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| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 23 | 10 | 4 | 8 | 6 |

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

Area 2: Expanding the Pool of Teachers

Goal A – Alternate Route Eligibility

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

Goal Components

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

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

Background

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

Figure 45

How States are Faring in Alternate Route Eligibility



Progress on this Goal Since 2009:

↑ : 12 ↔ : 32 ↓ : 7



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

North Dakota does not classify any programs as alternate routes to teacher certification.

Supporting Research

<http://www.nd.gov/esp/licensure/types.html>

RECOMMENDATION

■ Establish an alternate route to licensure.

North Dakota should develop a genuine alternate route to licensure that is flexible regarding the needs of nontraditional candidates in order to broaden and deepen the available pool of teachers, particularly in the fields of mathematics and science. Establishing admission standards that exceed those of traditional preparation provides an important safeguard.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but did not offer any further explanation.

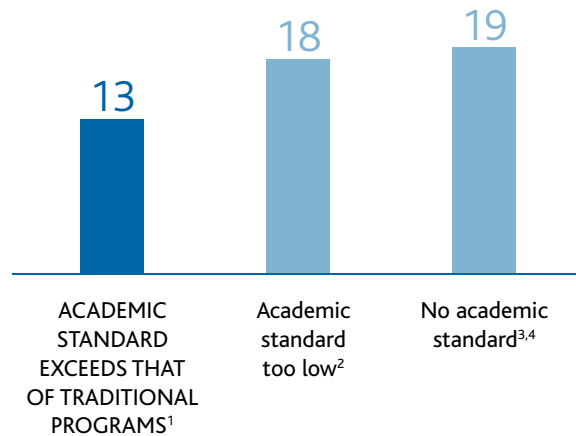
Figure 46

Are states' alternate routes selective yet flexible in admissions?

| | ACADEMIC STANDARD FOR TRADITIONAL PROGRAMS ADMISSION EXCEEDS | SUBJECT-MATTER TEST REQUIRED | NO MAJOR REQUIRED OR TEST CAN BE USED IN LIEU OF MAJOR |
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| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| West Virginia | <input type="checkbox"/> | <input checked="" 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"/> |
| | 13 | 24 | 27 |

Figure 47

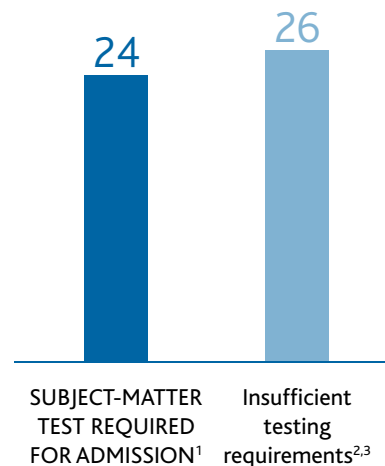
Do states require alternate routes to be selective?



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

Figure 48

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



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

Figure 46

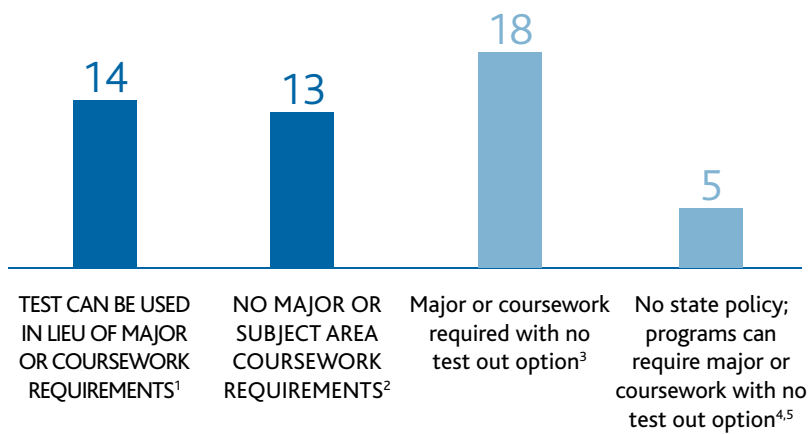
- North Dakota does not have an alternate route to certification.

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 49

Do states accommodate the nontraditional background of alternate route candidates?



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

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

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

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

5. **NORTH DAKOTA** does not have an alternate route to certification.

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

Area 2: Expanding the Pool of Teachers

Goal B – Alternate Route Preparation

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

Goal Components

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

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

Background

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

Figure 50

How States are Faring in Alternate Route Preparation



Progress on this Goal Since 2009:

↑ : 8 ↔ : 42 ↓ : 1



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

North Dakota does not currently offer any alternate routes to licensure.

Supporting Research

<http://www.nd.gov/espb/progapproval/>

RECOMMENDATION

■ Establish an alternate route to licensure.

North Dakota should develop a genuine alternate route to licensure that offers streamlined preparation relevant to the immediate needs of new teachers. An alternative pathway can help broaden and deepen the available pool of teachers, particularly in the fields of mathematics and science.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but did not offer any further explanation

Figure 51

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

| | STREAMLINED COURSEWORK | RELEVANT COURSEWORK | REASONABLE PROGRAM LENGTH | PRACTICE TEACHING OPPORTUNITY | INTENSIVE SUPPORT |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida ¹ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <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 type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input 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 checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input checked="" 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 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"/> |
| 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 type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NORTH DAKOTA ² | <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"/> |
| Oklahoma | <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 type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" 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"/> | <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 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <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 checked="" type="checkbox"/> |
| Wisconsin | <input 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"/> |
| | 13 | 12 | 29 | 18 | 13 |

★ **EXAMPLES OF BEST PRACTICE**

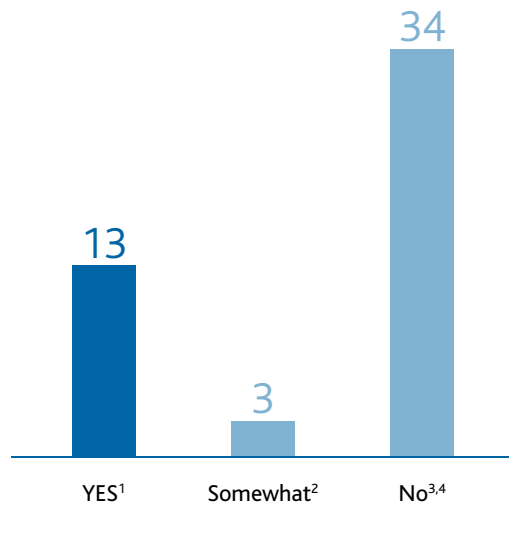
Connecticut ensures that its alternate route provides streamlined preparation that meets the immediate needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring. Other notable states include **Arkansas, Delaware, Georgia**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

1. Florida requires practice teaching or intensive mentoring.

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

Figure 52

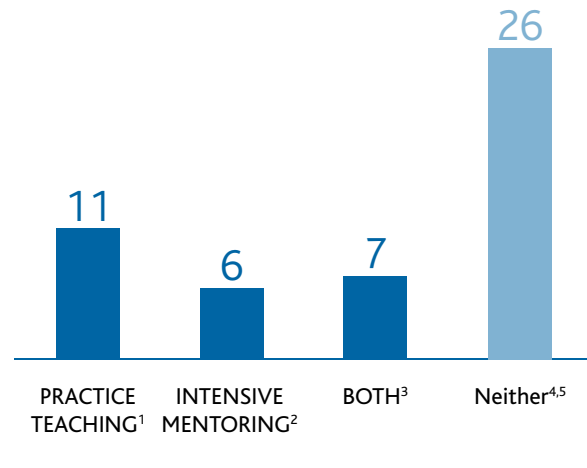
Do states curb excessive coursework requirements?



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

Figure 53

Do states require practice teaching or intensive mentoring?



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

Area 2: Expanding the Pool of Teachers

Goal C – Alternate Route Usage and Providers

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

Goal Components

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

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

Background

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

Figure 54

How States are Faring in Alternate Route Usage and Providers



Progress on this Goal Since 2009:

↑ : 12 ↔ : 39 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

North Dakota does not currently offer any alternate routes to licensure.

Supporting Research

<http://www.nd.gov/esp/programapproval/>

RECOMMENDATION

■ Establish an alternate route to licensure.

The state should develop a genuine alternate route to licensure that is free from regulatory obstacles that inappropriately limit its usage and providers. An alternative pathway can help broaden and deepen the available pool of teachers, particularly in the fields of mathematics and science.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but did not offer any further explanation.

Figure 55

Are states' alternate routes free from limitations?

| | BROAD USAGE ACROSS SUBJECTS, GRADES AND GEOGRAPHIC AREAS | DIVERSITY OF PROVIDERS |
|---------------------------------|----------------------------------------------------------|-------------------------------------|
| Alabama ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input checked="" 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 checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| NORTH DAKOTA² | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 32 | 29 |

★ EXAMPLES OF BEST PRACTICE

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

Figure 56

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

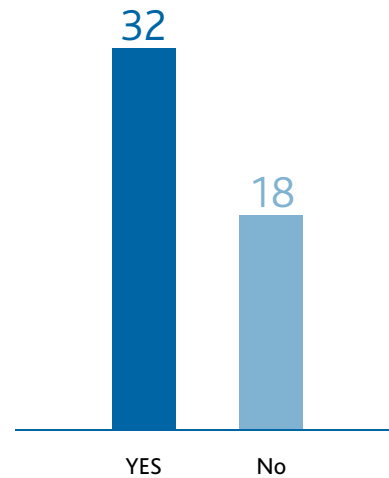
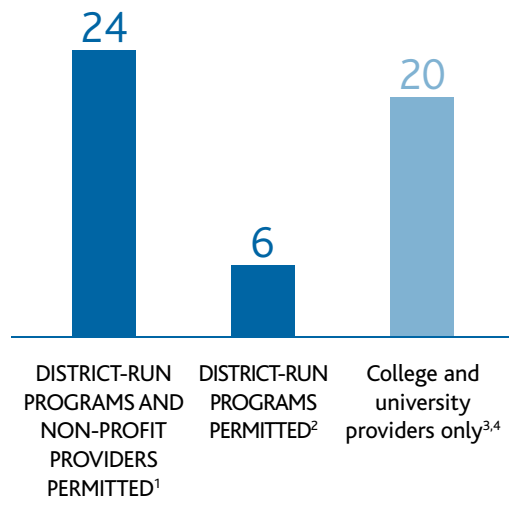


Figure 55 and 56

- Alabama offers routes without restrictions for candidates with master's degrees. The route for candidates with bachelor's degrees is limited to certain subjects.
- NORTH DAKOTA** does not have an alternate route to certification.

Figure 57

Do states permit providers other than colleges or universities?



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

Figure 58

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

Figure 58

Do states provide real alternative pathways to certification?

| | GENUINE OR NEARLY GENUINE ALTERNATE ROUTE | Alternate route that needs significant improvements | Offered route is disingenuous |
|----------------------------------|-------------------------------------------|-----------------------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" 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 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 checked="" type="checkbox"/> | <input 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NORTH DAKOTA ¹ | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 7 | 25 | 18 |

Figure 59

What are the characteristics of states' alternate routes?

| | PREREQUISITE OF STRONG ACADEMIC PERFORMANCE | VERIFICATION OF SUBJECT MATTER KNOWLEDGE | AVAILABILITY OF TEST OUT OPTIONS | STREAMLINED COURSEWORK | RELEVANT COURSEWORK | REASONABLE PROGRAM LENGTH | PRACTICE TEACHING AND/OR INTENSIVE MENTORING | BROAD USAGE | DIVERSITY OF PROVIDERS |
|----------------------|---------------------------------------------|------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------------------|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 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"/> |
| Colorado | <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"/> |
| 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <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"/> |
| 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 checked="" 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 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 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 checked="" type="checkbox"/> |
| Indiana | <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"/> | <input type="checkbox"/> |
| Iowa | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <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"/> |
| 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <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"/> |
| Maryland | <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 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <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"/> |
| Minnesota | <input checked="" 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"/> |
| 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 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <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"/> |
| New Hampshire | <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"/> |
| 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <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"/> |
| 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 checked="" type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input 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"/> | <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 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"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input 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"/> |
| Texas | <input type="checkbox"/> | <input 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"/> |
| Utah | <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 type="checkbox"/> |
| Vermont | <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"/> | <input type="checkbox"/> |
| Virginia | <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"/> |
| 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 checked="" 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 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"/> |
| | 13 | 24 | 27 | 13 | 12 | 29 | 24 | 32 | 29 |

Area 2: Expanding the Pool of Teachers

Goal D – Part-Time Teaching Licenses

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

Goal Components

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

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

Background

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

Figure 60

How States are Faring in Part Time Teaching Licenses



Progress on this Goal Since 2009:

New Goal



ANALYSIS

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

RECOMMENDATION

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but did not offer any further explanation.

Figure 61

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

| | YES | No |
|----------------------|--------------------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> ¹ | <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"/> ² | <input 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 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 checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| North Carolina | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NORTH DAKOTA | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input checked="" type="checkbox"/> ¹ | <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 | <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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 16 | 35 |

★ **EXAMPLES OF BEST PRACTICE**

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

1. License has restrictions.

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

Area 2: Expanding the Pool of Teachers

Goal E – Licensure Reciprocity

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

Goal Components

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

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

Background

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

Figure 62

How States are Faring in Licensure Reciprocity



Progress on this Goal Since 2009:

↑ : 2 ↔ : 49 ↓ : 0



ANALYSIS

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

Commendably, North Dakota does not appear to grant any waivers of its testing requirements. All out-of-state teachers, no matter how many years of experience they have, must meet the state's passing scores on licensing tests.

However, other aspects of the state's policy create obstacles for teachers from other states seeking licensure in North Dakota. Teachers with valid out-of-state certificates are eligible for North Dakota's Interim Reciprocal License or its Initial License once state requirements are met. North Dakota routinely reviews the college transcripts of licensed out-of-state teachers, an exercise that often leads the state to require additional coursework before it will offer its license. States that reach a determination about an applicant's licensure status on the basis of the course titles listed on the applicant's transcript may end up mistakenly equating the amount of required coursework with the teacher's qualifications.

North Dakota also requires all out-of-state teachers to take coursework in Native American and multicultural studies and does not offer a test-out option.

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

Supporting Research

North Dakota Administrative Code 67.1-02-02

RECOMMENDATION

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

North Dakota should reconsider its policy of transcript reviews. Such reviews are not a particularly meaningful or efficient exercise and are likely to result in additional coursework requirements, even for traditionally prepared teachers; alternate route teachers, on the other hand, may have to virtually begin anew, repeating some, most or all of a teacher preparation program in North Dakota.

Also, the state's Native American and multicultural studies coursework requirements are reasonable; however, it should offer out-of-state teachers a test-out option.

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

Regardless of whether a teacher was prepared through a traditional or alternate route, all certified out-of-state teachers should receive equal treatment. State policies that discriminate against teachers who were prepared in an alternate route are not supported by evidence. In fact, a substantial body of research has failed to discern differences in effectiveness between alternate and traditional route teachers.

NORTH DAKOTA RESPONSE TO ANALYSIS

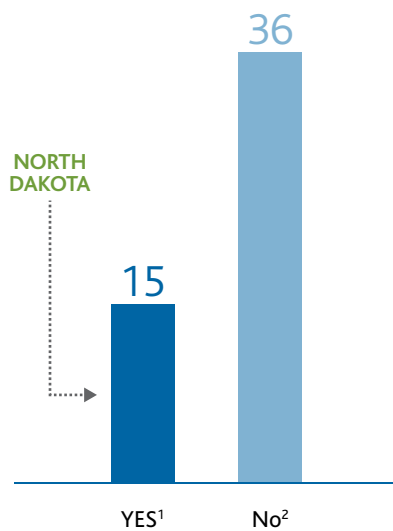
North Dakota disagreed with this analysis but did not offer any further explanation.

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 63

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



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

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

3. Exception for teachers with National Board Certification.

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

Figure 64

1. For traditionally prepared teachers only.

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

Figure 64

What do states require of teachers transferring from other states?

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

Figure 65

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

| | STATE TREATS TEACHERS EQUALLY | State specifies different requirements for alternate route teachers | State has policies with the potential to create obstacles for alternate route teachers |
|----------------------|-------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Alabama | <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"/> |
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| | 6 | 6 | 39 |

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

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

Goal Components

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

1. The state should establish a longitudinal data system with at least the following key components:
 - a. A unique statewide student identifier number that connects student data across key databases across years;
 - b. A unique teacher identifier system that can match individual teacher records with individual student records; and
 - c. An assessment system that can match individual student test records from year to year in order to measure academic growth.
2. Value-added data provided through the state's longitudinal data system should be considered among the criteria used to determine teachers' effectiveness.
3. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.

Background

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

Figure 66

How States are Faring in the Development of Data Systems



Progress on this Goal Since 2009:

↑ : 17 ↔ : 33 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

North Dakota has a data system with the capacity to provide evidence of teacher effectiveness.

North Dakota has all three necessary elements of a student- and teacher-level longitudinal data system. The state has assigned unique student identifiers that connect student data across key databases across years and has assigned unique teacher identifiers that enable it to match individual teacher records with individual student records. It also has the capacity to match student test records from year to year in order to measure student academic growth.

Supporting Research

Data Quality Campaign

www.dataqualitycampaign.org

RECOMMENDATION

■ Develop a clear definition of “teacher of record.”

North Dakota has not yet established a definition of teacher of record, which is essential in order to use the student-data link for the purpose of providing value-added evidence of teacher effectiveness. To ensure that data provided through the state data system are actionable and reliable, North Dakota should articulate a definition of teacher of record and require its consistent use throughout the state.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis, but indicated there are pending regulatory changes that may affect this goal. However, the state offered no additional explanation.

Figure 67

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

| | UNIQUE STUDENT IDENTIFIER | UNIQUE TEACHER IDENTIFIER SYSTEM THAT CAN MATCH STUDENT RECORDS TO | TEST RECORDS MATCH OVER TIME |
|----------------------|---------------------------|--------------------------------------------------------------------|------------------------------|
| Alabama | ■ | ■ | ■ |
| Alaska | ■ | ◻ | ■ |
| Arizona | ■ | ◻ | ■ |
| Arkansas | ■ | ■ | ■ |
| California | □ | □ | □ |
| Colorado | ■ | ◻ | ■ |
| Connecticut | ■ | ◻ | ■ |
| Delaware | ■ | ■ | ■ |
| District of Columbia | ■ | ◻ | ■ |
| Florida | ■ | ■ | ■ |
| Georgia | ■ | ■ | ■ |
| Hawaii | ■ | ■ | ■ |
| Idaho | ■ | ■ | ■ |
| Illinois | ■ | ■ | ■ |
| Indiana | ■ | ■ | ■ |
| Iowa | ■ | ■ | ■ |
| Kansas | ■ | ■ | ■ |
| Kentucky | ■ | ■ | ■ |
| Louisiana | ■ | ■ | ■ |
| Maine | ■ | ◻ | ■ |
| Maryland | ■ | ■ | ■ |
| Massachusetts | ■ | ■ | ■ |
| Michigan | ■ | ◻ | ■ |
| Minnesota | ■ | ■ | ■ |
| Mississippi | ■ | ■ | ■ |
| Missouri | ■ | ■ | ■ |
| Montana | ■ | ◻ | ■ |
| Nebraska | ■ | ■ | ■ |
| Nevada | ■ | ◻ | ■ |
| New Hampshire | ■ | ■ | ■ |
| New Jersey | ■ | ◻ | ■ |
| New Mexico | ■ | ■ | ■ |
| New York | ■ | ■ | ■ |
| North Carolina | ■ | ■ | ■ |
| NORTH DAKOTA | ■ | ■ | ■ |
| Ohio | ■ | ■ | ■ |
| Oklahoma | ■ | ■ | ■ |
| Oregon | ■ | ◻ | ■ |
| Pennsylvania | ■ | ■ | ■ |
| Rhode Island | ■ | ■ | ■ |
| South Carolina | ■ | ■ | ■ |
| South Dakota | ■ | ◻ | ■ |
| Tennessee | ■ | ■ | ■ |
| Texas | ■ | ◻ | ■ |
| Utah | ■ | ■ | ■ |
| Vermont | ■ | ◻ | ■ |
| Virginia | ■ | ◻ | ■ |
| Washington | ■ | ■ | ■ |
| West Virginia | ■ | ■ | ■ |
| Wisconsin | ■ | ■ | ■ |
| Wyoming | ■ | ■ | ■ |
| | 50 | 35 | 50 |

★ **EXAMPLES OF BEST PRACTICE**

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

Key

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

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

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

Goal Components

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

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



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

Background

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

Figure 68

How States are Faring in Evaluating Teacher Effectiveness



Progress on this Goal Since 2009:

↑ : 26 ↔ : 25 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

North Dakota does not require that objective evidence of student learning be the preponderant criterion of its teacher evaluations.

The state gives local school districts the authority to conduct teacher evaluations; however, North Dakota policy is silent about the content of and expectation for these evaluations.

Supporting Research

North Dakota Century Code Title 15.1-15

RECOMMENDATION

- **Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.**

North Dakota should either require a common evaluation instrument in which evidence of student learning is the most significant criterion, or it should specifically require that student learning be the preponderant criterion in local evaluation processes. Whether state or locally developed, a teacher should not be able to receive a satisfactory rating if found ineffective in the classroom.

- **Ensure that classroom observations specifically focus on and document the effectiveness of instruction.**

North Dakota should not only require that its evaluations include classroom observations, but also the state should specifically articulate that these observations focus on effectiveness of instruction. The primary component of a classroom observation should be the quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective, and efficient use of class time.

- **Utilize rating categories that meaningfully differentiate among various levels of teacher performance.**

To ensure that the evaluation instrument accurately differentiates among levels of teacher performance, North Dakota should require districts to utilize multiple rating categories, such as highly effective, effective, needs improvement and ineffective. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

Figure 69

Do states consider classroom effectiveness as part of teacher evaluations?

| | REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS THE PREPONDERANT CRITERION | Teacher evaluations are to be significantly informed by student achievement/growth | Teacher evaluations must include objective evidence of student learning | Student achievement data not required |
|-----------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <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"/> |
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| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 12 | 5 | 7 | 27 |

 **EXAMPLES OF BEST PRACTICE**

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

Figure 70

Using state data in teacher evaluations

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

Arizona, Colorado, Connecticut, Michigan, Nevada

States with Data System Capacity but No Student Achievement Requirements

Alabama, Hawaii, Iowa, Kansas, Kentucky, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, **NORTH DAKOTA**, Pennsylvania, South Carolina, Washington, West Virginia, Wisconsin

Figure 69

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

Figure 71

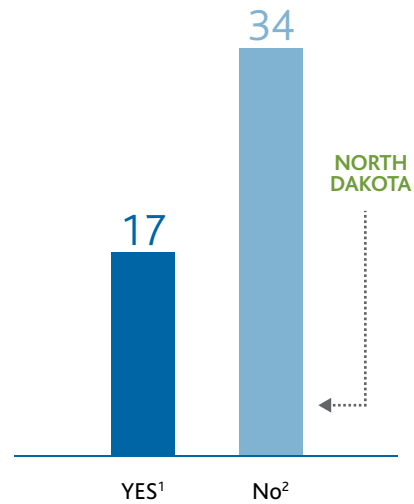
Sources of objective evidence of student learning

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

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

Figure 72

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



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

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

Figure 73

Do states direct how teachers should be evaluated?

| | Single statewide teacher evaluation system | State-designed teacher evaluation with district opt-in | District-designed system consistent with state framework/criteria | District-designed system with minimal input from state | No state policy |
|----------------------|--------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------|
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| 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"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| 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 checked="" 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"/> |
| | 9 | 10 | 24 | 5 | 3 |

1. State approval required.

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

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

Goal Components

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

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

Background

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

Figure 74

How States are Faring in Frequency of Evaluations



Progress on this Goal Since 2009:

↑ : 13 ↔ : 37 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

Commendably, all teachers in North Dakota must be evaluated at least annually.

Nonprobationary teachers are required to be evaluated once a year. New teachers in North Dakota must be evaluated twice a year. The first written report of the teacher's performance must be completed by December 15 and the second by March 15.

Supporting Research

North Dakota Statute 15.1-15-01

RECOMMENDATION

■ Base evaluations on multiple observations.

To guarantee that annual evaluations are based on an adequate collection of information, North Dakota should require multiple observations for all teachers, even those who have nonprobationary status. Further, as evaluation instruments become more data driven, it may not be feasible to issue multiple formal evaluation ratings during a single year. Applicable student data will likely not be available to support multiple ratings.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

Figure 75

Do states require districts to evaluate all teachers each year?

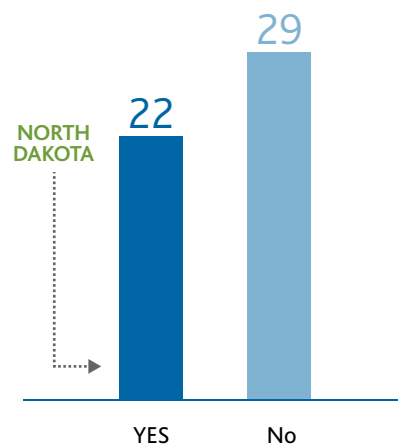
| | ANNUAL EVALUATION OF ALL VETERAN TEACHERS | ANNUAL EVALUATION OF ALL NEW TEACHERS |
|-----------------------------------|-------------------------------------------|---------------------------------------|
| Alabama | ■ | ■ |
| Alaska | □ | ■ |
| Arizona | ■ | ■ |
| Arkansas | □ | ■ |
| California | □ | ■ |
| Colorado | ■ | ■ |
| Connecticut | ■ | ■ |
| Delaware ¹ | ■ | ■ |
| District of Columbia ² | □ | □ |
| Florida | ■ | ■ |
| Georgia | ■ | ■ |
| Hawaii | □ | ■ |
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| Maryland | □ | ■ |
| Massachusetts | □ | ■ |
| Michigan | □ | ■ |
| Minnesota | □ | ■ |
| Mississippi | □ | □ |
| Missouri | □ | ■ |
| Montana | □ | □ |
| Nebraska | □ | ■ |
| Nevada | ■ | ■ |
| New Hampshire | □ | □ |
| New Jersey | ■ | ■ |
| New Mexico | □ | ■ |
| New York | ■ | ■ |
| North Carolina | ■ | ■ |
| NORTH DAKOTA | ■ | ■ |
| Ohio | □ | ■ |
| Oklahoma | ■ | ■ |
| Oregon | □ | ■ |
| Pennsylvania | ■ | ■ |
| Rhode Island | ■ | ■ |
| South Carolina | □ | ■ |
| South Dakota | □ | ■ |
| Tennessee | ■ | ■ |
| Texas | □ | ■ |
| Utah | ■ | ■ |
| Vermont | □ | □ |
| Virginia | □ | ■ |
| Washington | ■ | ■ |
| West Virginia | □ | ■ |
| Wisconsin | □ | □ |
| Wyoming | ■ | ■ |
| | 22 | 43 |

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 76

Do states require districts to evaluate all teachers each year?

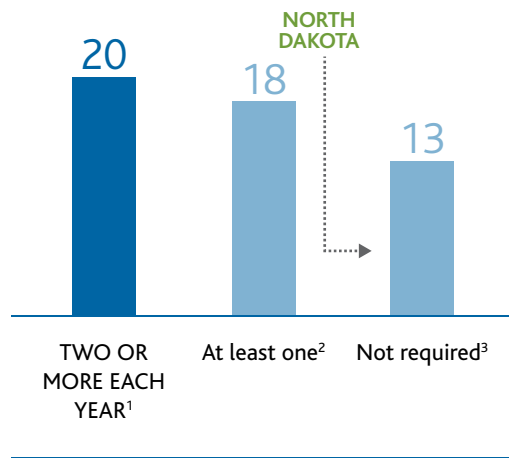


Figures 75 and 76

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

Figure 77

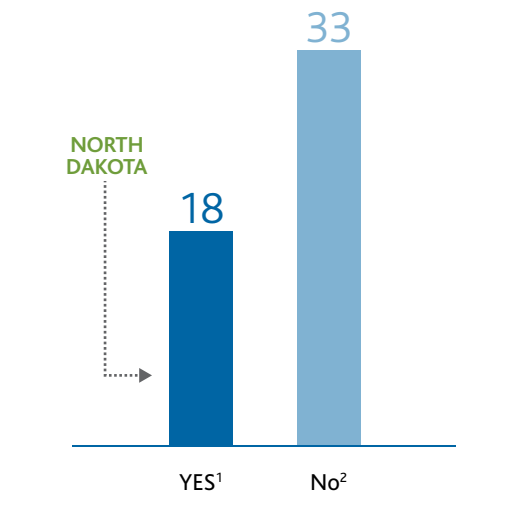
Do states require classroom observations?



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

Figure 78

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



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

Area 3: Identifying Effective Teachers

Goal D – Tenure

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

Goal Components

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

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



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

Background

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

Figure 79

How States are Faring on Tenure



Progress on this Goal Since 2009:

↑ : 15 ↔ : 36 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

North Dakota does not connect tenure decisions to evidence of teacher effectiveness.

Teachers in North Dakota are awarded tenure automatically after a two-year probationary period, absent an additional process that evaluates cumulative evidence of teacher effectiveness.

Supporting Research

North Dakota Administrative Rules 67.1-02-05-06

RECOMMENDATION

■ **End the automatic awarding of tenure.**

The decision to grant tenure should be a deliberate one, based on consideration of a teacher's commitment and actual evidence of classroom effectiveness.

■ **Ensure evidence of effectiveness is the preponderant criterion in tenure decisions.**

North Dakota should make evidence of effectiveness, rather than the number of years in the classroom, the most significant factor when determining this leap in professional standing.

■ **Articulate a process that local districts must administer when deciding which teachers get tenure.**

North Dakota should require a clear process, such as a hearing, to ensure that the local district reviews a teacher's performance before making a determination regarding tenure.

■ **Require a longer probationary period.**

North Dakota should extend its probationary period, ideally to five years. This would allow for an adequate collection of sufficient data that reflect teacher performance.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

Figure 80

How long before a teacher earns tenure?

| | No policy | 1 year | 2 years | 3 years | 4 YEARS | 5 YEARS | STATE ONLY AWARDS ANNUAL CONTRACTS |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <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 checked="" 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"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Florida | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
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| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
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| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Rhode Island | <input type="checkbox"/> | <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 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Utah | <input type="checkbox"/> | <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 checked="" 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"/> |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| | 1 | 1 | 5 | 32 | 4 | 5 | 3 |

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

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

Figure 81

How are tenure decisions made?

| | EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION | Some evidence of student learning is considered | Virtually automatically |
|----------------------|------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------|
| Alabama | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Nevada | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 8 | 4 | 39 |

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 82

How are tenure decisions made?

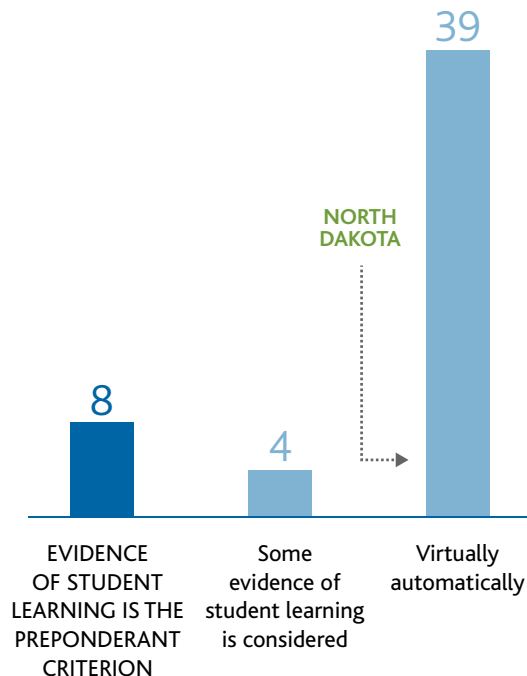


Figure 81

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

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

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

Goal Components

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

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



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

Background

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

Figure 83

How States are Faring on Licensure Advancement



Progress on this Goal Since 2009:

↑ : 4 ↔ : 45 ↓ : 2



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

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

To advance from an Initial license to a regular Five-year Renewal license, teachers are required to teach for 18 months and complete four semester hours of re-education credit.

North Dakota does not include evidence of effectiveness as a factor in the renewal of a professional license. North Dakota teachers must renew their Regular licenses every five years by completing four re-teaching hours and being under contract for at least 30 days of the previous five years.

Supporting Research

<http://www.nd.gov/esp/icensure/renewal.html>

North Dakota Administrative Code 67.1-02-02-04

<http://www.nd.gov/esp/icensure/>

RECOMMENDATION

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

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

- **Discontinue licensure requirements with no direct connection to classroom effectiveness.**

While targeted requirements may potentially expand teacher knowledge and improve teacher practice, North Dakota's general, nonspecific coursework requirements for license advancement and renewal merely call for teachers to complete a certain amount of seat time. These requirements do not correlate with teacher effectiveness.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

Figure 84

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

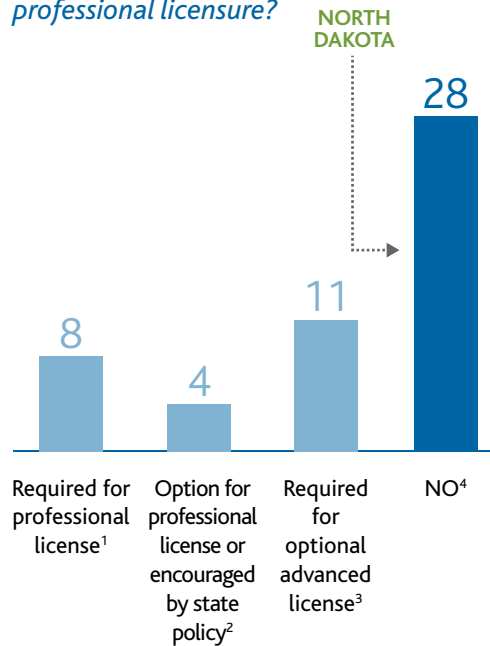
| | OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED | Some objective evidence of effectiveness is considered | Consideration given to teacher performance, but performance is not tied to classroom effectiveness | Performance not considered |
|-----------------------|-------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Illinois ¹ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <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"/> |
| Wisconsin | <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"/> |
| | 3 | 3 | 11 | 34 |

★ EXAMPLES OF BEST PRACTICE

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

Figure 85

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



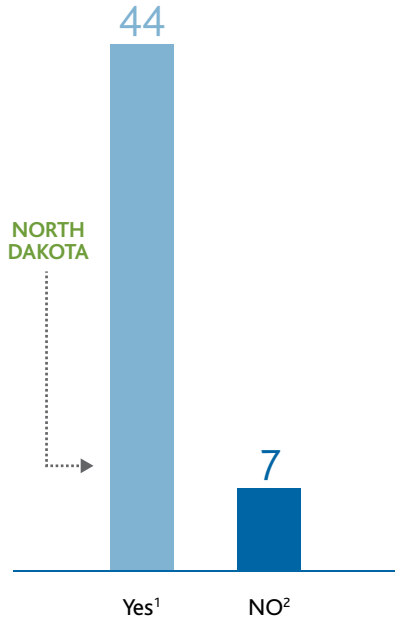
1. Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree
2. Illinois, Massachusetts, Missouri, Tennessee
3. Alabama, Hawaii, Indiana, Iowa, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia,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

Figure 84

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

Figure 86

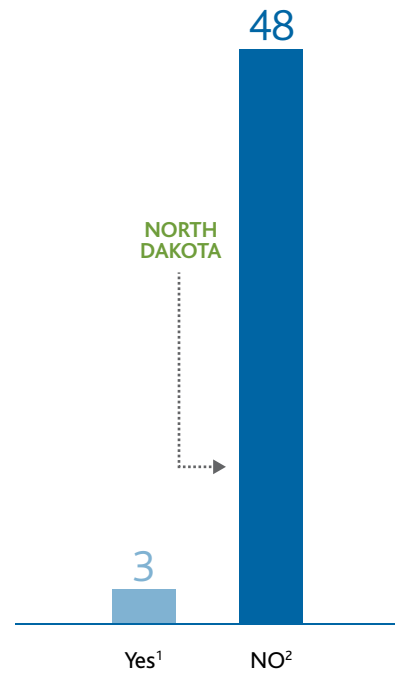
Do states require teachers to take additional, nonspecific coursework before conferring or renewing professional licenses?



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

Figure 87

Do states award lifetime professional licenses?



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

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

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

Goal Components

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

The state should make the following data publicly available:

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

Background

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

Figure 88

How States are Faring on Equitable Distribution



Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

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

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

North Dakota provides 2009-2010 data on the disparities between the percentage of highly qualified teachers, depending upon poverty levels and years of teacher experience. North Dakota's Equity Plan, published in 2006, reports on the percentage of highly qualified teacher at the school level. However, these data have not been updated.

Supporting Research

North Dakota Highly Qualified Teachers 2009-2010

<http://www.dpi.state.nd.us/dpi/reports/Profile/0910/ProfileDistrict/HQ.pdf>

North Dakota's Equity Plan

<http://www.dpi.state.nd.us/grants/hqt/NDRevisedStatePlan.pdf>

RECOMMENDATION

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

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

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

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

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

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

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

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

■ **Ensure that data are current.**

It is important to keep data updated and current in order to provide the public with an accurate picture of teacher distribution across schools in districts. North Dakota should update the data it reports on the percentage of highly qualified teachers at the school level, as the state has not done so since 2006.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis

Figure 89

Do states publicly report school-level data about teachers?

| | AN INDEX FOR EACH SCHOOL 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Delaware | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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"/> |
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| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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"/> |
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| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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 | 41 | 6 | 5 |

★ EXAMPLES OF BEST PRACTICE

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

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

Area 4: Retaining Effective Teachers

Goal A – Induction

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

Goal Components

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

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

Background

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

Figure 90

How States are Faring on Induction

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

Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Partly Meets Goal



Progress Since 2009

ANALYSIS

North Dakota provides mentoring to new teachers through a two-year Teacher Support System Grant Program funded until June 30, 2011. Districts must apply and be selected to participate in this mentoring program.

Mentors may only work with one beginning teacher each semester. Building administrators should select mentors who have a minimum of three years of teaching experience and have been teaching in the present district for a minimum of two years. Mentors must participate in training and have a minimum of 18 hours of one-on-one conferencing time with the beginning teachers. Both mentors and beginning teachers must have at least one full day of release time for observation. Mentors will receive an \$800 stipend per semester.

Supporting Research

North Dakota Teacher Support System Grant Program

<http://www.nd.gov/espb/TSSGPMentoringRFP.pdf>

RECOMMENDATION

- **Ensure that a high-quality mentoring experience is available to all new teachers, especially those in low-performing schools.**

Although North Dakota does provide mentoring to some of its new teachers, the state should ensure that all new teachers—especially any teacher in a low-performing school—receive mentoring support, especially in the first critical weeks of school. North Dakota should consider expanding its program throughout the state and continuing it beyond the current grant period.

- **Set more specific parameters.**

To ensure that all teachers receive high-quality mentoring, North Dakota should set a timeline in which mentors are assigned to all new teachers throughout the state, soon after the commencing of teaching, to offer support during those first critical weeks of school. Mentors should be required to be trained in a content area or grade level similar to that of the new teacher.

- **Ensure that mentoring is of sufficient duration and frequency.**

North Dakota requires just 18 contact hours between new teachers and their mentors over the course of the school year. The state should consider whether time requirement that ensures new teachers receive adequate support, especially in the first critical weeks of school.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

Figure 91

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

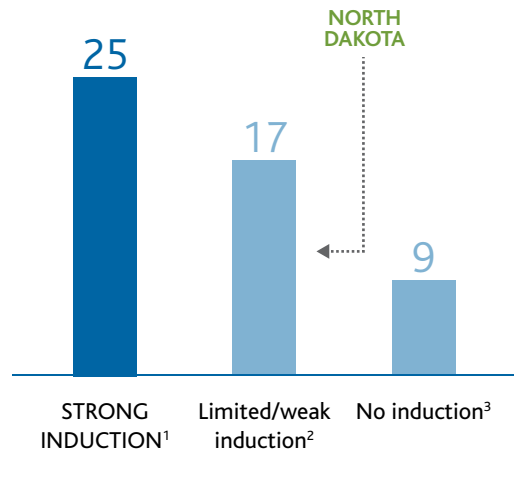
| | MENTORING FOR ALL NEW TEACHERS | MENTORING OF SUFFICIENT FREQUENCY AND DURATION | MENTORING PROVIDED AT THE BEGINNING OF THE SCHOOL YEAR | CAREFUL SELECTION OF MENTORS | MENTORS MUST BE TRAINED | MENTORS/PROGRAM MUST BE EVALUATED | MENTOR IS COMPENSATED | USE OF A VARIETY OF EFFECTIVE INDUCTION STRATEGIES |
|----------------------|-------------------------------------|------------------------------------------------|--------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------------------------|
| Alabama | <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"/> |
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| Idaho | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <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"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <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"/> |
| Maryland | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <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"/> |
| Michigan | <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"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <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"/> |
| Missouri | <input checked="" 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"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <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"/> |
| New Mexico | <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 type="checkbox"/> |
| New York | <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"/> |
| North Carolina | <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"/> |
| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <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 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 type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <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"/> |
| South 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"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 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 checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <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"/> |
| Washington | <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"/> |
| West Virginia | <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"/> |
| Wisconsin | <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"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 30 | 18 | 9 | 17 | 28 | 12 | 21 | 17 |

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 92

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



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

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

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

Area 4: Retaining Effective Teachers

Goal B – Professional Development

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

Goal Components

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

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

Background

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

Figure 93

How States are Faring on Professional Development

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

Progress on this Goal Since 2009:

New Goal



ANALYSIS

North Dakota does not have state-level policy that connects professional development to teachers' evaluations.

RECOMMENDATION

■ **Require that evaluation systems provide teachers with feedback about their performance.**

In order to increase their effectiveness in the classroom, teachers need to receive feedback on strengths and areas that need improvement identified in their evaluations. As such, North Dakota should require that evaluation systems provide teachers with feedback about their classroom performance.

■ **Ensure that professional development is aligned with findings from teachers' evaluations.**

Professional development that is not informed by evaluation results may be of little value to teachers' professional growth and aim of increasing their effectiveness in the classroom. North Dakota should ensure that districts utilize teacher evaluation results in determining professional development needs and activities.

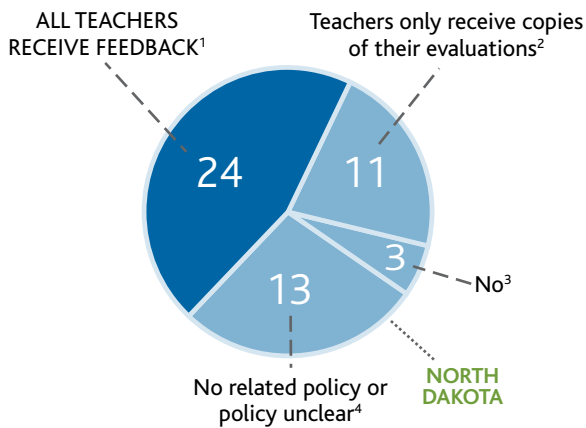
NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

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

Figure 94
Do teachers receive feedback on their evaluations?



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

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

3. Minnesota, Pennsylvania, Utah

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

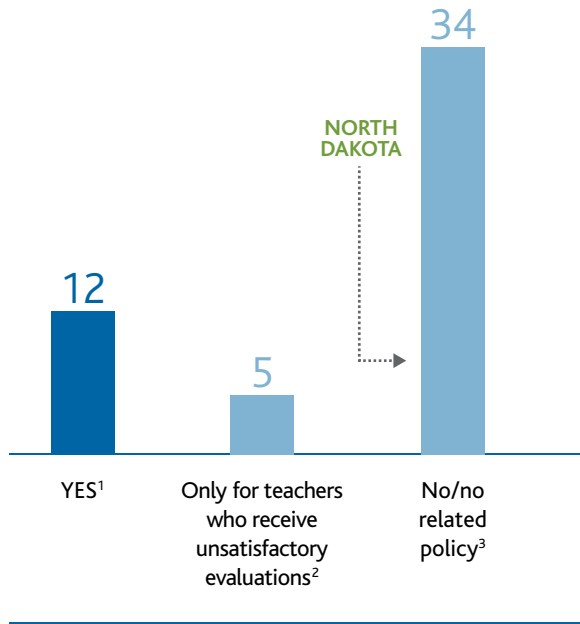
Figure 95

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

| | ALL TEACHERS RECEIVE FEEDBACK | EVALUATION INFORMS PROFESSIONAL DEVELOPMENT |
|----------------------|-------------------------------------|---------------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input 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 | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" 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 checked="" type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input 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 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 24 | 12 |

Figure 96

Do states require that teacher evaluations inform professional development?



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

2. Colorado, Georgia, Illinois, Indiana, Texas

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

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

Area 4: Retaining Effective Teachers

Goal C – Pay Scales

The state should give local districts authority over pay scales.

Goal Components

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

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

Background

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

Figure 97

How States are Faring in Pay Scales



Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



ANALYSIS

North Dakota gives local districts the authority for pay scales, eliminating barriers such as state salary schedules and other regulations that control how districts pay teachers. Local districts are given the authority to “contract with, employ, and compensate school district personnel.”

Supporting Research

North Dakota Century Code 15.1-09-33 (20)

RECOMMENDATION

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

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

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota disagreed with this analysis but offered no further explanation.

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 98

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

| | Sets minimum salary schedule | Sets minimum salary | DISTRICTS SET SALARY SCHEDULE |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Alabama | <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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Colorado ¹ | <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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 ² | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 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 checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 16 | 8 | 27 |

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

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

Figure 99

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

| | REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES | Leaves pay to district discretion | Requires compensation for advanced degrees |
|----------------------|----------------------------------------------------------|--------------------------------------------------|--------------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input 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 checked="" type="checkbox"/> ² | <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 | <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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 3 | 32 | 16 |

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

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

Area 4: Retaining Effective Teachers

Goal D – Compensation for Prior Work Experience

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

Goal Components

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

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

Background

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

Figure 100

How States are Faring in Compensation for Prior Work Experience



Progress on this Goal Since 2009:

↑ : 0 ↔ : 51 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

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

RECOMMENDATION

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

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

NORTH DAKOTA RESPONSE TO ANALYSIS

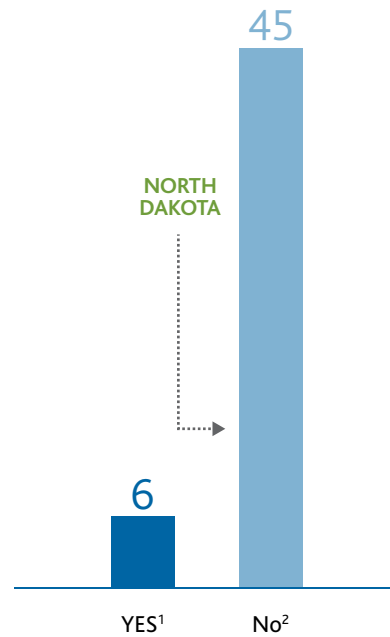
North Dakota recognized the factual accuracy of this analysis.

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 101

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



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

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

Area 4: Retaining Effective Teachers

Goal E – Differential Pay

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

Goal Components

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

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

Background

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

Figure 102

How States are Faring on Differential Pay

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

Progress on this Goal Since 2009:

↑ : 2 ↔ : 45 ↓ : 4



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

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

North Dakota may offer teacher signing bonuses for accepting positions that are unfilled 45 days prior to the start of the school year. To qualify, a teacher must be highly qualified and must not have taught in the state during the previous 12 months.

Teachers who are National Board Certified are eligible to receive a \$1,000 annual supplement. However, this differential pay is not tied to high-needs schools or subject-area shortages.

Supporting Research

North Dakota Century Code 15.1-16-21; 15.1-18.1-02

RECOMMENDATION

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

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

- **Consider tying National Board supplements to teaching in high-needs schools.**

This differential pay could be an incentive to attract some of the state's most effective teachers to its low-performing schools.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

Figure 103

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

| | HIGH NEED SCHOOLS | | SHORTAGE SUBJECT AREAS | | No support |
|---------------------------|-------------------------------------|-------------------------------------|--------------------------------------------------|-------------------------------------|-------------------------------------|
| | DIFFERENTIAL PAY | Loan Forgiveness | DIFFERENTIAL PAY | Loan Forgiveness | |
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| 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"/> |
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| 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"/> |
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| Pennsylvania | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input 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"/> | <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"/> | <input type="checkbox"/> |
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| 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"/> ⁴ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 21 | 7 | 17 | 11 | 17 |

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

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

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

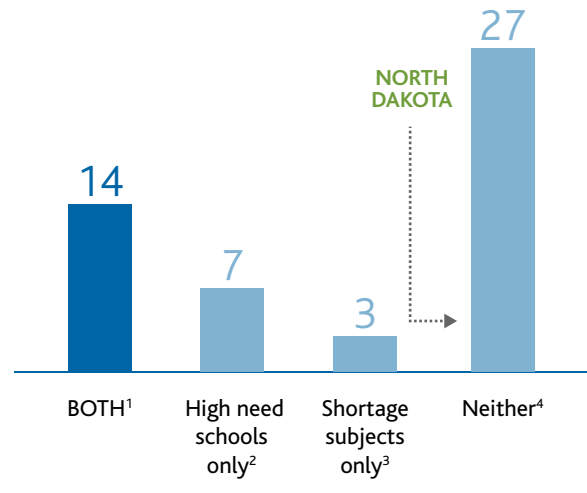
4. Shortage subject area differential pay is limited to the Middle School Teacher Corps program.

★ **EXAMPLES OF BEST PRACTICE**

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

Figure 104

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



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

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

3. Idaho, Pennsylvania, Utah

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

Area 4: Retaining Effective Teachers

Goal F – Performance Pay

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

Goal Components

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

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

Background

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

Figure 105

How States are Faring on Performance Pay



Progress on this Goal Since 2009:

↑ : 11 ↔ : 37 ↓ : 3



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

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

RECOMMENDATION

- **Support a performance pay plan that recognizes teachers for their effectiveness.**

Whether it implements the plan at the state or local level, North Dakota should ensure that performance pay structures thoughtfully measure classroom performance and connect student achievement to teacher effectiveness. The plan must be developed with careful consideration of available data and subsequent issues of fairness.

- **Consider piloting performance pay in a select number of school districts.**

This would provide an opportunity to discover and correct any limitations in available data or methodology before implementing the plan on a wider scale.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

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

Figure 106

Do states support performance pay?

| | PERFORMANCE FACTORED INTO SALARY FOR ALL TEACHERS | PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS | Performance pay permitted / encouraged by the state | State-sponsored performance pay initiatives offered in select districts | Does not support performance pay |
|-----------------------|---------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| | 3 | 4 | 12 | 5 | 27 |

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

Area 4: Retaining Effective Teachers

Goal G – Pension Flexibility

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

Goal Components

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

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

Background

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

Figure 107

How States are Faring on Pension Flexibility



Progress on this Goal Since 2009:

↑ : 2 ↔ : 39 ↓ : 10



State Partly Meets Goal



Progress Since 2009

ANALYSIS

North Dakota only offers a defined benefit pension plan to its teachers as their mandatory pension plan. This plan is not fully portable, does not vest until year five and does not provide any employer contribution for teachers who choose to withdraw their account balances when leaving the system. However, the state is commended for offering flexibility to teachers by allowing them to purchase years of service.

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

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

Teachers in North Dakota who choose to withdraw their contributions upon leaving only receive their own contributions plus interest. This means that those who withdraw their funds accrue no benefits beyond what they might have earned had they simply put their contributions in basic savings accounts. Further, teachers who remain in the field of education but enter another pension plan (such as in another state) will find it difficult to purchase the time equivalent to their prior employment in the new system because they are not entitled to any employer contribution.

North Dakota provides teachers with the flexibility to purchase years of service. The ability to purchase time is important because defined benefit plans' retirement eligibility and benefit payments are often tied to the number of years a teacher has worked. North Dakota's plan allows teachers to purchase unlimited time for previous teaching experience and approved leaves of absence. This provision is rare and a great advantage to those who move to North Dakota with teaching experience and those who need to take a leave for paternity or maternity care, or for other personal reasons.

Supporting Research

North Dakota Teachers' Fund for Retirement Member Handbook, effective August 1, 2011
<http://www.nd.gov/rio/TFFR/Publications/Handbook.pdf>

RECOMMENDATION

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

North Dakota should offer teachers for their mandatory pension plan the option of either a defined contribution plan or a fully portable defined benefit plan, such as a cash balance plan. A well-structured defined benefit plan could be a suitable option among multiple plans. However, as the sole option, defined benefit plans severely disadvantage mobile teachers and those who enter the profession later in life. Because teachers in North Dakota participate in Social Security, they are required to contribute to two defined benefit-style plans.

■ Increase the portability of its defined benefit plan.

If North Dakota maintains its defined benefit plan, it should allow teachers that leave the system to withdraw employer contributions. The state should also decrease the vesting requirement to year three. A lack of portability is a disincentive to an increasingly mobile teaching force.

■ **Offer a fully portable supplemental retirement savings plan.**

If North Dakota maintains its defined benefit plan, the state should at least offer teachers the option of a fully portable supplemental defined contribution savings plan, with employers matching a percentage of teachers' contributions.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota stated that while the state sponsors a defined benefit (DB) plan, North Dakota public school teachers also have access to a supplemental defined contribution (DC) plan, usually through a 403(b) plan, sponsored by school districts rather than the state.

The state noted that many North Dakota Teachers' Fund for Retirement (NDTFFR) members are vested after three years (Tier 1 members employed prior to 7/1/08); however, some are vested after five years (Tier 2 members employed after 7/1/08).

North Dakota contended that NDTFFR members who withdraw their funds when they stop teaching receive member contributions plus 6 percent interest which is well in excess of the interest they would earn in a basic savings account. Should the member terminate and select a refund, these member contributions plus interest would help fund service purchases in another retirement system.

The state made the following additional comment: "It should also be noted that in addition to salary, pensions are important tools in attracting and retaining qualified teachers. Traditional DB pensions have been shown to be overwhelmingly and consistently preferred by teachers, offer a proven track record in helping in their recruitment and retention, and provide a good deal for taxpayers.

"DB plans help attract and retain teachers. Recent studies have shown that younger employees, when exposed to the pros and cons of each type of pension plan, prefer the traditional pension model. Furthermore, economists have repeatedly found that DB pension plans provide strong incentives for employee retention. Employees with a DB plan tend to report higher levels of commitment than those with only a DC plan. Public employers rely on their pension plan to help retain quality workers, particularly in a profession like teaching that relies on long-term or career-oriented professionals.

"DB plans are a good deal for taxpayers. Because of their group nature, DB plans are much more efficient at delivering retirement benefits than individual account-based DC plans. In fact, a recent study by the National Institute on Retirement Savings (NIRS) shows that a DB plan can provide a target level of retirement income at almost half the cost of a DC plan. Professionally managed, pooled assets offered by DB plans help assure greater returns and reduced investment risk, and have served to keep taxpayer costs to only about one-fourth the total cost of existing teacher pensions.

"The unprecedented declines in the value of individual retirement savings plans in 2008-09 have borne out the long-held fears of many that such 401(k)-type plans alone cannot be depended on to provide for adequate, reliable lifetime retirement security. Therefore, promoting DC plans as a replacement for the existing DB model would not appear to improve teacher recruitment and retention."

LAST WORD

NCTQ's analysis is limited to members that entered the system in the 2010-2011 academic year, as including all tiers for all plans would be confusing and cumbersome within each analysis. Furthermore, the policies that apply to new teachers represent the state's current approach moving forward.

While commendable that individual employers may provide supplemental savings plans, this option does not guarantee access to all teachers, as some employers may not participate.

The state does offer interest at a higher rate than current basic savings plans. This is a valuable aspect of the system for teachers who choose to withdraw their contributions. The former 8 percent rate is similar to offering an employer match. However, interest rates credited to accounts are easily altered, as shown with its change that applies to all members, and returning to its previous policy of a guaranteed employer match of contributions would offer more security for teachers who withdraw their funds.

Defined contribution plans can be structured to have many of the benefits of defined benefit plans but with the added benefits of portability and flexibility to attract new individuals to the profession and to treat all teachers fairly for each year of service, not to mention less stress to states' financial health (see Goal 4-H). Plans can be structured as cash balance plans that allow the employer to maintain the investment risk and to include benefits such as disability and survivor coverage. Increased participation in defined contribution plans may also result in lower fees more commensurate with defined benefit plans. Teachers' individual accounts can be invested in statewide, professionally managed funds to align their earnings and losses with other statewide plans, such as a defined benefit plan. Teachers must receive proper education on topics such as longevity risk, tax implications and annuity options.

Defined benefit plans do provide retirement security to long-time teachers but at a great cost both in terms of actual dollars spent and the commitment of those dollars to the pension system rather than other compensation strategies that may aid in recruitment and retention. The benefits are so back loaded and tied to longevity, that the dollars spent on retirement are often not valued because they are not seen by potential employees. Many individuals may never enter the profession if they know they may not be able to dedicate 25 or more years within one system because they can receive more balanced compensation in a different sector. Teachers who move between states, while still dedicating their life to teaching, receive far less in retirement benefits even though they educated just as many students for just as long as teachers who spend their entire career in a single state. Further, our systems need to attract highly effective teachers who can produce great results, especially in high-needs schools, whether or not they are prepared to make a career-long commitment or only teach for shorter periods of time. A defined benefit pension system does not grant shorter-term teachers the same pension wealth per year of teaching as a teacher who was able to teach longer in a different assignment.

When offered the choice, more public employees are enrolled in a defined benefit plan. However, the reality is that most members never actually "choose" a plan; the defined benefit system is the default plan. For example, in 2010 in Ohio 79 percent of members defaulted into the defined benefit plan, while in Florida 53 percent entered by default. Interestingly, in Florida, not including the "defaulted" employees, more new employees actually chose the defined contribution plan; 25 percent enrolled in the defined contribution plan while 22 percent actively chose the defined benefit plan. In South Carolina, 18 percent enrolled in the defined contribution plan, which is impressively high considering that new teachers only have 30 days to make their choice. Despite the defined benefit plan being the default plan, at least a certain percentage of teachers actively choose a defined contribution plan. This shows that certain teachers prefer a defined contribution plan, and that the option of a defined contribution plan is an attractive recruitment tool for some professionals.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Figure 109

What type of pension systems do states offer teachers?

| | Defined benefit plan only | Defined benefit plan with defined contribution supplemental plan | Hybrid plan ¹ | CHOICE OF DEFINED BENEFIT OR DEFINED CONTRIBUTION PLAN | DEFINED CONTRIBUTION PLAN ONLY |
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| Utah ⁷ | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington ⁸ | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <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"/> |
| | 25 | 17 | 4 | 4 | 1 |

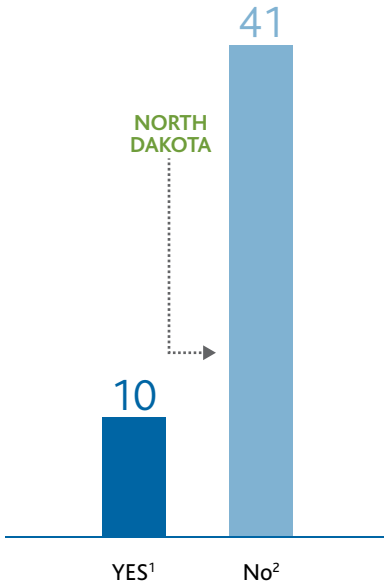
 **EXAMPLES OF BEST PRACTICE**

Alaska provides a fair and flexible defined contribution pension plan for all teachers. This plan is also highly portable, as teachers are entitled to 100 percent of employer contributions after five years of service. **South Dakota's** defined benefit plan has some creative provisions, which makes it more like a defined contribution plan. Most notably, teachers are able to withdraw 85 percent of their employer contributions after three years of service. In addition, **Florida, Ohio, South Carolina** and **Utah** are noteworthy for offering teachers a choice between a defined benefit or hybrid plan and a defined contribution plan.

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

Figure 110

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



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

Figure 111

1. For teachers who join the system on or after January 1, 2012.
2. Florida's defined benefit plan does not vest until year eight; teachers vest in the state's defined contribution plan after one year.
3. For teachers who join the system on or after July 1, 2012.
4. Ohio's defined benefit plan does not vest until year five; teachers vest in the state's defined contribution plan after one year.
5. Oregon offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after five years.
6. South Carolina's defined benefit plan does not vest until year five; teachers vest immediately in the state's defined contribution plan.
7. Based on Washington's Plan 2. The state also offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after 10 years.

Figure 111

How many years before teachers vest?

| | 3 YEARS OR LESS | 4 to 5 years | 6 to 9 years | 10 years |
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| 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"/> |
| | 3 | 29 | 3 | 16 |

Figure 112

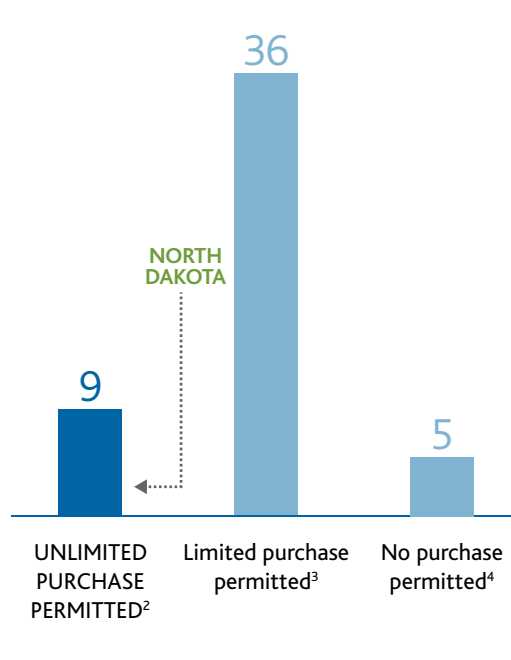
What funds do states permit teachers to withdraw from their defined benefit plans if they leave after five years?¹

| | Less than their own contribution | Only their own contribution | Their own contribution plus interest | Their own contribution and part of the employer contribution plus interest | THEIR OWN CONTRIBUTION AND FULL EMPLOYER CONTRIBUTION PLUS INTEREST |
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| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Missouri | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada ⁶ | <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 ⁷ | <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 ⁸ | <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 ⁹ | <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 checked="" type="checkbox"/> | <input 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 ¹⁰ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 ¹¹ | <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 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"/> |
| | 4 | 5 | 34 | 6 | 1 |

- States' withdrawal policies may vary depending on a teacher's 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.
- California has a defined benefit plan with a small cash balance component, which allows exiting teachers to withdraw their contributions and any employer contributions plus earnings from their cash balance component, regardless of their actions regarding their defined benefit account.
- Once vested, Iowa teachers may withdraw an employer match equal to one-thirtieth of their years of service. Effective July 1, 2012 teachers vest at seven years of service, so a teacher leaving at year five would not be entitled to any employer contribution.
- Michigan only offers a hybrid plan. Exiting teachers may withdraw their own contributions and accrued earnings immediately and the employer contributions to the defined contribution component once vested at year four. Michigan teachers may withdraw their own contributions and accrued interest from the defined benefit component but may not withdraw the employer contribution.
- Most teachers in Nevada fund the system by salary reductions or forgoing pay raises and thus do not have direct contributions to withdraw. The small minority that are in a contributory system may withdraw their contributions plus interest.
- Ohio has two other pension plans. Ohio's defined contribution plan allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution. Exiting teachers with at least five years of experience in Ohio's combination plan may withdraw their employee-funded defined contribution component and the present value of the benefits offered in the defined benefit component.
- 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 earnings.
- Utah offers a hybrid pension plan, which only has employee contributions when the costs exceed the guaranteed employer contribution. When costs are less than the employer contribution, the excess is contributed to the employee account and refundable after vesting.
- Washington also has a hybrid plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

Figure 113

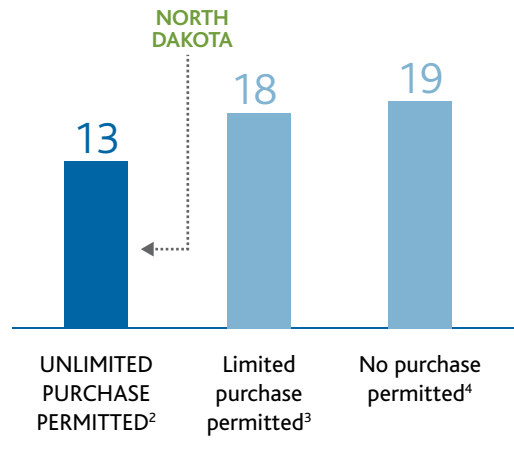
Do states permit teachers to purchase time for previous teaching experience?¹



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

Figure 114

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



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

Area 4: Retaining Effective Teachers

Goal H – Pension Sustainability

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

Goal Components

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

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

Background

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

Figure 115

How States are Faring on Pension Sustainability



Progress on this Goal Since 2009:

↑ : 2 ↔ : 20 ↓ : 29



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

As of June 30, 2010, the most recent date for which an actuarial valuation is available, North Dakota's pension system for teachers is 69.8 percent funded and has an amortization period of over 30 years. This means that if the plan earns its assumed rate of return and maintains current contribution rates, it would take the state over 30 years to pay off its unfunded liabilities. Neither the state's funding ratio nor its amortization period meets conventional standards, and the state's system is not financially sustainable according to actuarial benchmarks.

In addition, North Dakota commits excessive resources toward its teachers' retirement system. The current employer contribution rate of 8.75 percent is too high, in light of the fact that local districts and teachers must also contribute 6.2 percent to Social Security. While this rate allows the state to pay off liabilities, it does so at great cost, precluding North Dakota from spending those funds on other, more immediate means to retain talented teachers. The mandatory employee contribution rate of 7.75 percent is not unreasonable, although very close to what is considered excessive.

Supporting Research

2010 Comprehensive Annual Financial Report, North Dakota Retirement and Investment Office, for the year ended June 30, 2010

<http://www.nd.gov/rio/SIB/Publications/CAFR/2010AnnualReport.pdf>

RECOMMENDATION

■ Ensure that the pension system is financially sustainable.

The state would be better off if its system was over 95 percent funded and had an amortization period of 30 years or less to allow more protection during financial downturns. However, North Dakota should consider ways to improve its funding level without raising the contributions of school districts and teachers. In fact, the state should work to decrease employer contributions. Committing excessive resources to pension benefits can negatively affect teacher recruitment and retention. Improving funding levels necessitates, in part, systemic changes in the state's pension system. Goals 4-G and 4-I provide suggestions for pension system structures that are both sustainable and fair

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota asserted that to improve funding levels, which declined primarily because of the market downturn in 2008-2009, the 2011 state legislature approved North Dakota Teachers' Fund for Retirement contribution rate increases. Employee and employer contribution rates will both increase by 2 percent on July 1, 2012, and by another 2 percent on July 1, 2014, reaching 11.75 percent for employees and 12.75 percent for employers. Rates will return to 7.75 percent for employee and employer when NDTFFR reaches the 90 percent-funded level.

The state also noted that in addition to the contribution increases, the 2011 state legislature also approved benefit modifications to improve TFFR funding levels. School districts, teachers, and administrators supported the contribution and benefit changes recognizing the importance of a well-funded defined benefit plan.

Supporting Research

ND Teachers' Fund for Retirement, Summary of HB 1134 Provisions

<http://www.nd.gov/rio/TFFR/Legislation/HB1134%20summary%20of%20provisions.web.pdf>

LAST WORD

North Dakota's further increases in contribution rates will place excessive burdens on local districts and individual teachers. While the state is commended for making an effort to restore solid funding status, the state should investigate other ways and consider opening a defined contribution plan to prevent future unfunded liabilities. In addition, the changes made are only predicted to have North Dakota reach 80 percent funded over 30 years.

Figure 116

Do state pension systems meet standard benchmarks for financial health?

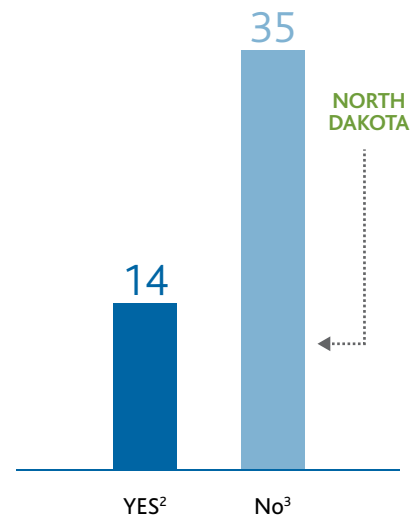
| | AT LEAST 80 PERCENT FUNDED | MAXIMUM 30 YEAR AMORTIZATION PERIOD |
|-----------------------|-------------------------------------|---------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> ¹ |
| Louisiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> ¹ |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan ² | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> |
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| Nevada | <input type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Jersey | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| NORTH DAKOTA | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pennsylvania | <input 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Utah ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 16 | 26 |

★ EXAMPLES OF BEST PRACTICE

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

Figure 117

Are state pension systems financially sustainable?¹



1. Cannot be determined for Michigan or Utah, which recently opened new systems.
2. **Strong Practice:** Alaska, Delaware, District of Columbia, Florida, Georgia, Indiana⁴, Nebraska, New York, North Carolina, Oregon, South Dakota, Tennessee, Washington, Wisconsin
3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, West Virginia, Wyoming
4. Based on Indiana's current plan only.

Figure 116

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

Figure 118

Real Rate of Return

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

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

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

Figure 119

How well funded are state pension systems?

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

Figure 119

1. Alaska has only a defined contribution pension system.
2. Indiana's current plan is 94.7 percent funded. However, when the current plan is combined with its closed plan, the funding level drops to 44.3 percent.

Figure 120

What is a reasonable rate for pension contributions?

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

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

Sources:

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

Figure 121

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

Figure 121

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

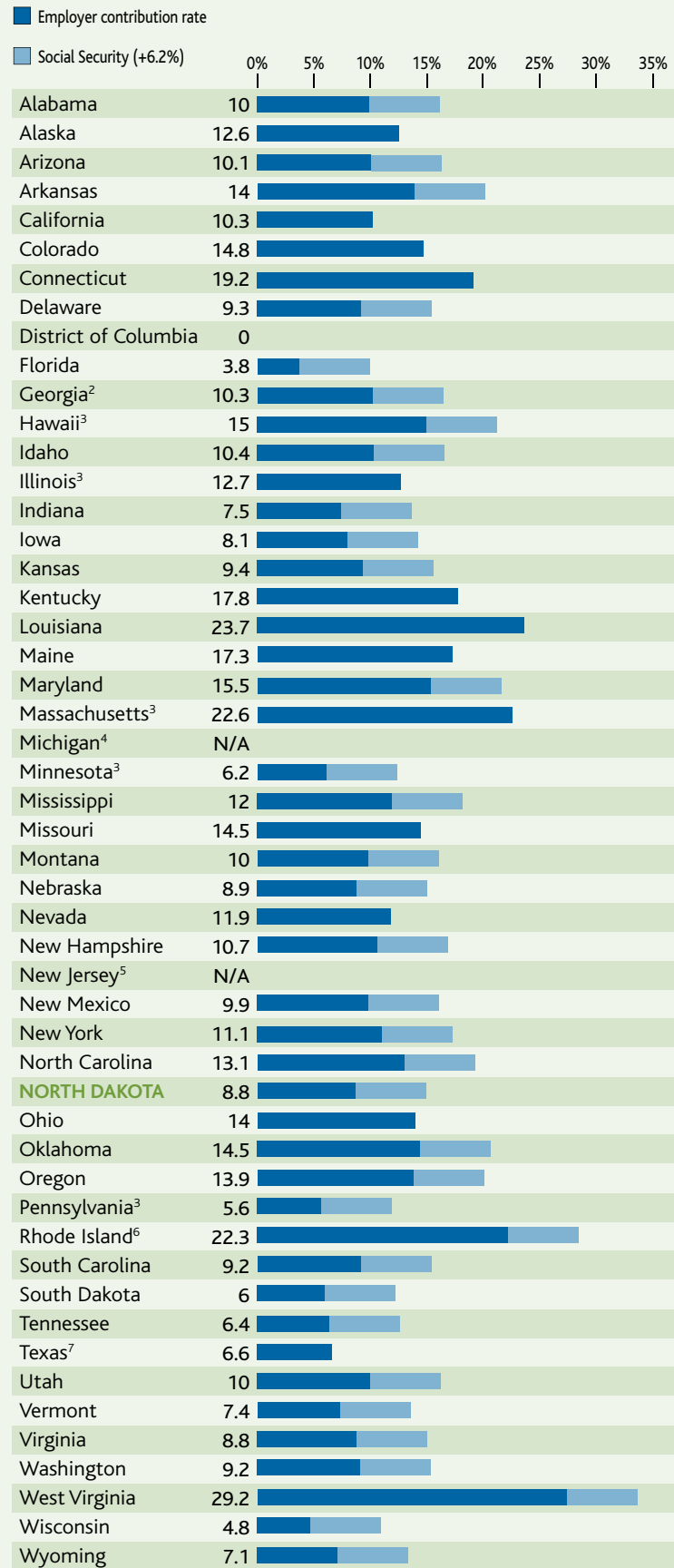
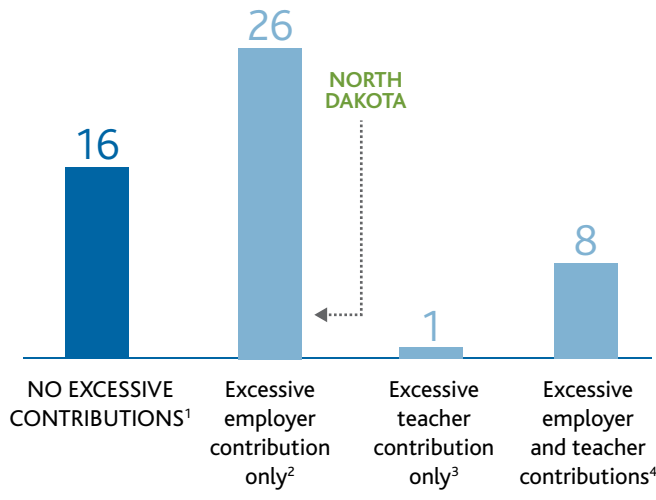


Figure 122

Do states require excessive contributions to their pension systems?



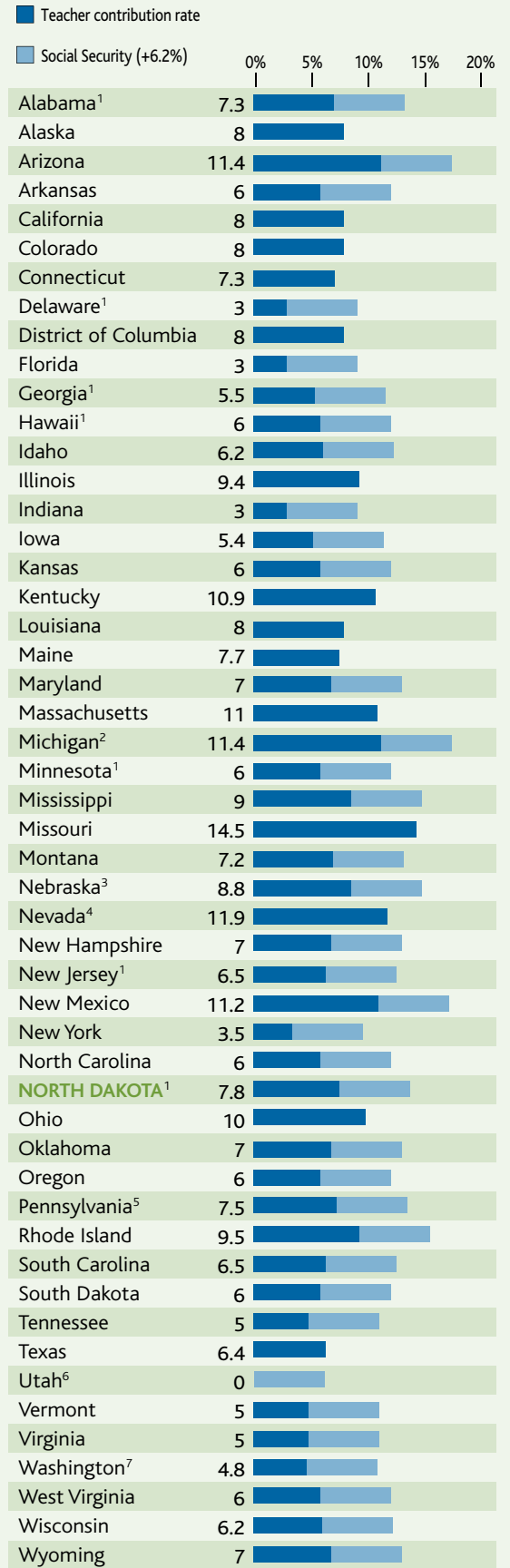
1. **Strong Practice:** Alaska, California, Colorado, District of Columbia, Florida, Illinois, Indiana, Minnesota, Nevada, New Jersey⁵, South Dakota, Tennessee, Texas, Vermont, Wisconsin, Wyoming
2. Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland,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

Figure 123

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

Figure 123

How much do state pension systems require teachers to contribute?



Area 4: Delivering Well-Prepared Teachers

Goal I – Pension Neutrality

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

Goal Components

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

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

Background

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

Figure 124

How States are Faring on Pension Neutrality



Progress on this Goal Since 2009:

↑ : 10 ↔ : 40 ↓ : 1



State Partly Meets Goal



Progress Since 2009

ANALYSIS

North Dakota's pension system is based on a benefit formula that is not neutral, meaning that each year of work does not accrue pension wealth in a uniform way until teachers reach conventional retirement age, such as that associated with Social Security.

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

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

North Dakota's pension plan is commended for utilizing a constant benefit multiplier of 2 percent; however, teachers may retire before standard retirement age based on years of service without a reduction in benefits. Teachers may retire when they are at least 60 years of age and qualify for the "Rule of 90," meaning age plus years of service equal 90, while other vested teachers may not retire until age 65. Therefore, teachers who begin their careers by age 30 can reach the "Rule of 90" with 30 years of service by age 60, entitling them to five additional years of unreduced retirement benefits beyond what other teachers would receive who may not retire until age 65. These provisions may encourage effective teachers to retire earlier than they might otherwise, and they fail to treat equally those teachers who enter the system at a later age and give the same amount of service.

Supporting Research

North Dakota Teachers' Fund for Retirement Member Handbook, effective August 1, 2011

<http://www.nd.gov/rio/TFFR/Publications/Handbook.pdf>

RECOMMENDATION

■ End retirement eligibility based on years of service.

North Dakota should change its practice of allowing teachers whose age and years of service equal 90 to retire at any age with full benefits. If retirement at an earlier age is offered to some teachers, benefits should be reduced accordingly to compensate for the longer duration they will be awarded.

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

North Dakota allows all teachers to retire before conventional retirement age, some as young as 56. As life expectancies continue to increase, teachers may draw out of the system for many more years than they contributed. This is not compatible with a financially sustainable system (see Goal 4-H).

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota restated that to improve funding levels, the 2011 state legislature approved benefit modifications in addition to contribution rate increases as described in Goal 4-H. For non-grandfathered Tier 1 employees, and all Tier 2 employees, the eligibility age for unreduced retirement benefits will increase to minimum age 60 for members with the Rule of 90, or minimum age 65 for those members without the Rule of 90. Also, the reduction factor will increase from 6 percent to 8 percent per year for those members who retire before normal retirement age. School districts, teachers and administrators supported the contribution and benefit changes recognizing the importance of a well-funded defined benefit plan.

Supporting Research

ND Teachers' Fund for Retirement, Summary of HB 1134 Provisions

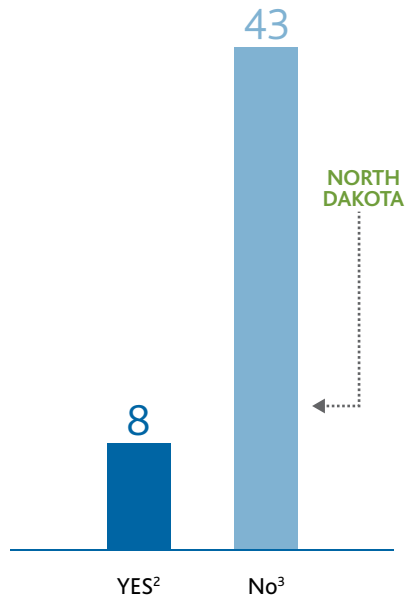
<http://www.nd.gov/rio/TFFR/Legislation/HB1134%20summary%20of%20provisions.web.pdf>

LAST WORD

The state is commended for moving retirement eligibility more in line with Social Security retirement age; however, eligibility based on years of service still remains, which creates uneven accrual of pension wealth.

Figure 125

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



- This only refers to determining retirement eligibility, not retirement benefits.
- Strong Practice:** Alaska, Illinois, Louisiana, Maine, Michigan, Minnesota, New Hampshire, New Jersey
- Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Washington, Wisconsin, Wyoming

Figure 126

- All calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age s/he is first eligible for unreduced benefits. The calculations use states' current benefit formulas and do not include cost of living increases. The final average salary was calculated as the average of the highest three years of salary, even though a few states may vary from that standard. Age 65 was used as a point of comparison because it is the minimum eligibility for unreduced Social Security benefits.
- Does not apply to Alaska's defined contribution plan.
- Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.
- California's formula has many options for retirement. A teacher with 40 years of experience at age 62 would reach California's maximum allowable multiplier of 2.4 percent.
- Age 60 is the earlier teachers hired on or after July 1, 2012 may retire. Teachers hired prior to this point may retire at age 55.
- Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach Massachusetts's maximum allowable benefit of 80 percent.

Figure 126

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

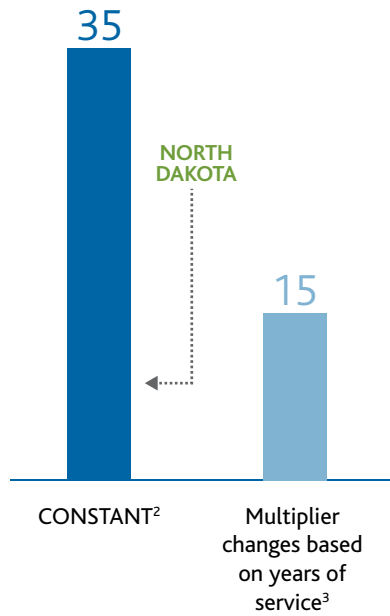
Total amount in benefits paid per teacher from the time of retirement until age 65

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

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

Figure 127

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



★ EXAMPLES OF BEST PRACTICE

Alaska offers a defined contribution pension plan that is neutral, with pension wealth accumulating in an equal way for all teachers for each year of work. In addition, **Illinois**, **Minnesota** and **New Jersey** offer a defined benefit plan with a formula multiplier that does not change relative to years of service and does not allow unreduced benefits for retirees below age 65. Illinois and New Jersey are further commended for ending their previous practices of allowing teachers to retire well before Social Security age without a reduction in benefits.

1. Alaska has a defined contribution plan, which does not have a benefit multiplier.

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

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

Figure 128

Double-Dipping: Cure the Disease, Not the Symptom

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

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

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

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

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

Area 5: Exiting Ineffective Teachers

Goal A – Licensure Loopholes

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

Goal Components

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

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

Background

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

Figure 129

How States are Faring on Closing Licensure Loopholes



Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

North Dakota allows new teachers who have not met licensure requirements to teach under the alternative access license, which is issued in areas where there is a documented shortage of regularly licensed teachers. The applicant must have a bachelor's degree in the content area to be assigned, and renewal depends on supply and demand of certificated teachers available for these positions. The alternate access can be renewed annually, but the "license will be issued only once to complete all testing requirements for regular licensure."

Supporting Research

North Dakota Century Code 67.1-02-04-01

RECOMMENDATION

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

While North Dakota's policy minimizes the risks brought about by having teachers in classrooms who lack sufficient or appropriate subject-matter knowledge by offering its alternative license for one year only before teachers are required to take the required subject-matter tests, the state could take its policy a step further and require all teachers to meet subject-matter license requirements prior to entering the classroom.

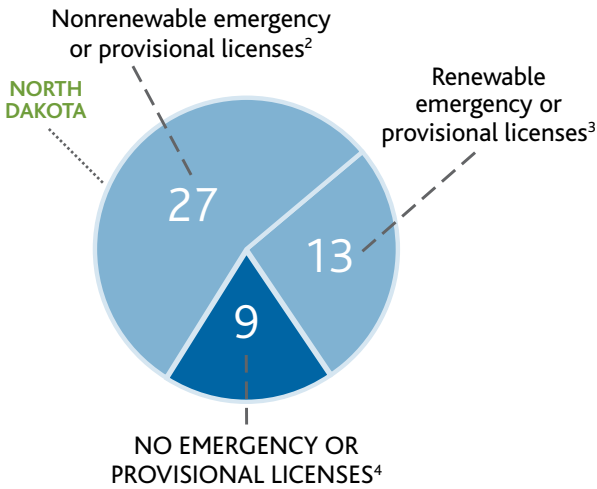
NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota had no comment on this goal.

★ EXAMPLES OF BEST PRACTICE

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

Figure 130
Do states still award emergency licenses?¹



1. Not applicable to Montana and Nebraska, which do not require subject matter testing.
2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota⁵, Ohio⁵, Oklahoma, Oregon, Rhode Island, Vermont, Washington, West Virginia, Wyoming
3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin
4. **Strong Practice:** Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico, South Carolina, Utah, Virginia
5. License is renewable, but only if licensure tests are passed.

- Figure 131
1. Iowa only requires subject-matter testing for elementary teachers.
 2. Montana does not require subject-matter testing.
 3. Nebraska does not require subject-matter testing.
 4. There is a potential loophole in Utah, as alternate route teachers appear able to delay passage of subject-matter tests.
 5. Wyoming only requires subject-matter testing for elementary and social studies teachers.

Figure 131

How long can new teachers practice without passing licensing tests?

| | NO DEFERRAL | Up to 1 year | Up to 2 years | 3 years or more (or unspecified) |
|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Alabama | <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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 ³ | <input 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"/> |
| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Utah ⁴ | <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"/> |
| 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 ⁵ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 9 | 14 | 8 | 18 |

Area 5: Exiting Ineffective Teachers

Goal B – Unsatisfactory Evaluations

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

Goal Components

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

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

Background

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

Figure 132

How States are Faring on Consequences for Unsatisfactory Evaluations



Progress on this Goal Since 2009:

↑ : 15 ↔ : 35 ↓ : 1



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

North Dakota does not have a policy regarding teachers who receive unsatisfactory evaluations.

RECOMMENDATION

- **Require that all teachers who receive unsatisfactory evaluations be placed on improvement plans.**

North Dakota should adopt a policy requiring that teachers who receive even one unsatisfactory evaluation be placed on structured improvement plans. These plans should focus on performance areas that directly connect to student learning and should list noted deficiencies, define specific action steps necessary to address these deficiencies and describe how and when progress will be measured.

- **Make eligibility for dismissal a consequence of unsatisfactory evaluations.**

Teachers who receive two consecutive unsatisfactory evaluations or have two unsatisfactory evaluations within five years should be formally eligible for dismissal, regardless of whether they have tenure. North Dakota should adopt a policy to ensure that teachers who receive such unsatisfactory evaluations are eligible for dismissal.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota had no comment on this goal.

Figure 133

What are the consequences for teachers who receive unsatisfactory evaluations?

| | IMPROVEMENT PLAN AFTER A SINGLE UNSATISFACTORY RATING | ELIGIBLE FOR DISMISSAL AFTER MULTIPLE UNSATISFACTORY RATINGS | Other consequences | No articulated consequences |
|----------------------|-------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input checked="" 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 | <input checked="" 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"/> |
| Colorado | <input checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" 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"/> |
| 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"/> ¹ | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input checked="" 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"/> |
| 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"/> ² | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ | <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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> ⁵ | <input 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"/> ⁶ | <input type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Rhode Island | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tennessee | <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"/> |
| Utah | <input checked="" 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"/> |
| Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <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"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 27 | 17 | 8 | 17 |

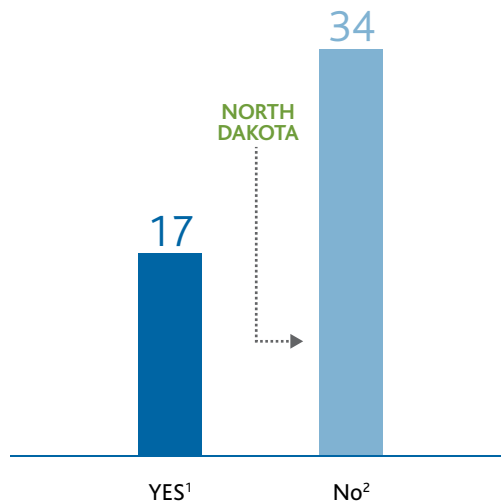
1. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.
2. While results of evaluations may be used in dismissal decisions, there are no specific criteria for a teacher's eligibility for dismissal.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

★ EXAMPLES OF BEST PRACTICE

Illinois and **Oklahoma** both require that teachers who receive unsatisfactory evaluations be placed on improvement plans. Teachers in Illinois are then evaluated three times during a 90-day remediation period and are eligible for dismissal if performance remains unsatisfactory. In addition, new legislation in Illinois allows districts to dismiss a teacher without going through the remediation process if that teacher has already completed a remediation plan but then receives an unsatisfactory rating within the next three years. Oklahoma's improvement plan may not exceed two months, and if performance does not improve during that time, teachers are eligible for dismissal.

Figure 134

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



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

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

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

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

Area 5: Exiting Ineffective Teachers

Goal C – Dismissal for Poor Performance

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

Goal Components

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

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

Background

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

Figure 135

How States are Faring in Dismissal for Poor Performance



Progress on this Goal Since 2009:

↑ : 16 ↔ : 35 ↓ : 0



ANALYSIS

In North Dakota, tenured teachers who are terminated have multiple opportunities to appeal. When a school district wishes to dismiss a teacher for cause, a hearing is held by an administrative law judge. Once the hearing has concluded, the judge has 30 days to issue findings of fact and conclusions to the school board, after which the teacher may file an additional appeal with the district court. The state does not specify the time frame for the hearing or the appeal.

North Dakota does not explicitly make teacher ineffectiveness grounds for dismissal, nor does the state distinguish the due process rights of teachers dismissed for ineffective performance from those facing other charges commonly associated with license revocation, such as a felony and/or morality violations. The process is the same regardless of the grounds for cancellation, which include immoral conduct, insubordination, conviction of a felony, unbecoming conduct, failure to perform duties, gross inefficiency and continuing physical or mental disability.

Supporting Research

North Dakota Statute 15.1-15-07; 15.1-15-08; 28.32-39

RECOMMENDATION

- **Specify that classroom ineffectiveness is grounds for dismissal.**

“Failure to perform duties” is ambiguous at best and may be interpreted as concerning dereliction of duty rather than ineffectiveness. North Dakota should explicitly make teacher ineffectiveness grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.

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

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

- **Distinguish the process and accompanying due process rights between dismissal for classroom ineffectiveness and dismissal for morality violations, felonies or dereliction of duty.**

While nonprobationary teachers should have due process for any termination, it is important to differentiate between loss of employment and issues with far-reaching consequences that could permanently impact a teacher’s right to practice. North Dakota should ensure that appeals related to classroom effectiveness are only decided by those with educational expertise.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota had no comment on this goal.

Figure 136

Do states articulate that ineffectiveness is grounds for dismissal?

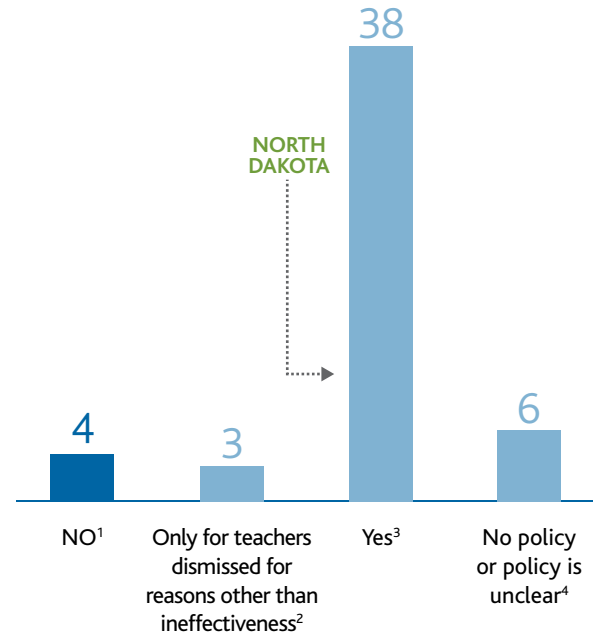
| | YES, THROUGH DISMISSAL POLICY | YES, THROUGH EVALUATION POLICY | No |
|----------------------|-------------------------------------|-------------------------------------|--------------------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ¹ |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Massachusetts | <input checked="" 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 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"/> ² |
| 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 checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Texas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> ³ |
| Washington | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 9 | 13 | 38 |

★ EXAMPLES OF BEST PRACTICE

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

Figure 137

Do states allow multiple appeals of teacher dismissals?



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

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

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

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

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

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

Figure 136

1. It is left to districts to define "inadequacy of classroom performance."

2. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.

3. Dismissal policy includes dismissal for unsatisfactory evaluations, but the state's evaluation system does not measure teacher effectiveness (see Goal 3-B).

Area 5: Exiting Ineffective Teachers

Goal D – Reductions in Force

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

Goal Components

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

1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

Background

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

Figure 138

How States are Faring in Reductions in Force



Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

North Dakota does not have policy that addresses the factors used by districts to determine which teachers are laid off during a reduction in force.

RECOMMENDATION

- **Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.**

North Dakota can still leave districts flexibility in determining layoff policies, but it should do so within a framework that ensures that classroom performance is considered.

- **Ensure that seniority is not the only factor used to determine which teachers are laid off.**

Unlike some states, North Dakota does not require that districts consider seniority; however, the state should do more to prevent districts from making decisions solely on this basis.

NORTH DAKOTA RESPONSE TO ANALYSIS

North Dakota had no comment on this goal.

Figure 139

Do states prevent districts from basing layoffs solely on “last in, first out”?

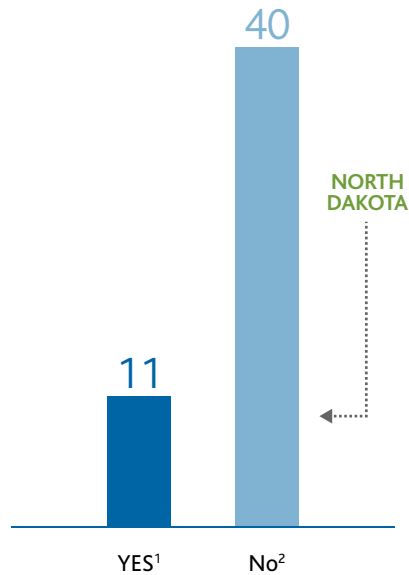
| | PERFORMANCE MUST BE CONSIDERED | SENIORITY CANNOT BE THE DECIDING FACTOR |
|----------------------|-------------------------------------|-----------------------------------------|
| Alabama | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Georgia | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> |
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| Pennsylvania | <input type="checkbox"/> | <input type="checkbox"/> |
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| Washington | <input type="checkbox"/> | <input type="checkbox"/> |
| West Virginia | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input type="checkbox"/> | <input type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> |
| | 11 | 17 |

★ EXAMPLES OF BEST PRACTICE

Colorado, Florida and Indiana all specify that in determining which teachers to lay off during a reduction in force, classroom performance is the top criterion. These states also articulate that seniority can only be considered after a teacher’s performance is taken into account.

Figure 140

Do districts have to consider performance in determining which teachers are laid off?



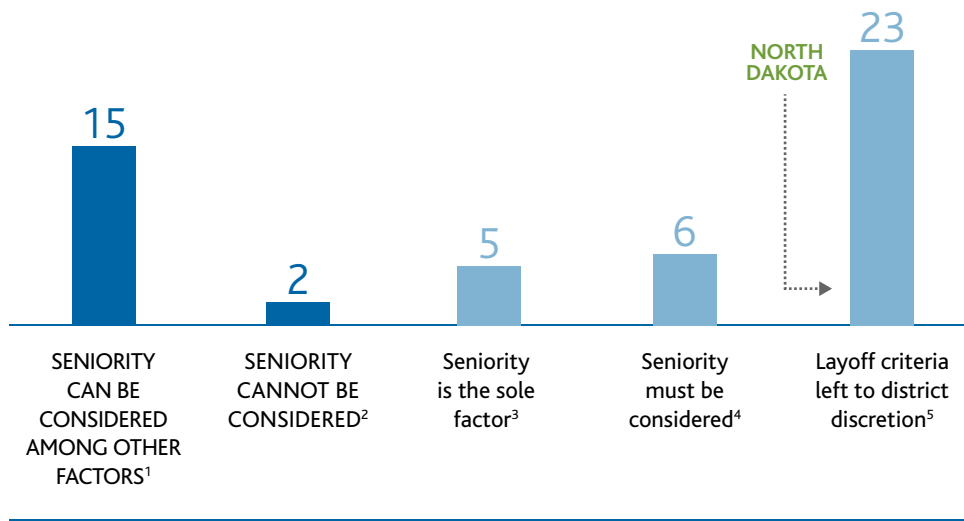
1. Strong Practice: Colorado, Florida, Illinois, Indiana, Michigan, Missouri, Oklahoma, Rhode Island, Tennessee, Texas, Utah

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio³, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.

Figure 141

Do states prevent districts from overemphasizing seniority in layoff decisions?



1. *Strong Practice:* Arizona, Colorado, Florida, Illinois, Indiana, Maine, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas

2. *Strong Practice:* Idaho, Utah

3. Hawaii, New York, Pennsylvania, West Virginia, Wisconsin⁷

4. California, Kentucky, Louisiana, Minnesota, New Jersey, Oregon

5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Georgia⁶, Iowa, Kansas, Maryland, Massachusetts⁶, Mississippi, Montana, Nebraska⁶, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Virginia, Washington, Wyoming

6. Nontenured teachers are laid off first.

7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

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