

Iowa

Are New Teachers Being
Prepared for College- and
Career-Readiness Standards?

2014 State Teacher Policy Yearbook



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. Although this year's edition did not require the extensive review that comprehensive editions require, we still wanted to make sure that we captured all relevant policy changes and that states' perspectives were represented. Every state formally received a draft of the policy updates we identified in June 2014 as well as a draft of analyses and recommendations for the new indicators related to college- and career-readiness standards for comment and correction. States also received a final draft of their reports a month prior to release. All but two states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue, explain their differing points of view and often acknowledge the imperfections of their teacher policies are important steps in moving forward.

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Teacher Preparation Policy Priorities for Iowa

Prepare all teachers to meet the instructional shifts of college- and career-readiness standards for students.

- Strengthen preparation requirements to ensure teacher candidates have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction.
Priority for elementary, middle, secondary and special education teacher preparation.
- Through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.
Priority for elementary, middle, secondary and special education teacher preparation.
- Ensure teachers are prepared to intervene and support students who are struggling with reading.
Priority for elementary, middle, secondary and special education teacher preparation.

Additional priorities for elementary teacher preparation:

- Require all elementary teacher candidates—including candidates for an early childhood license—to pass a rigorous content test that assesses knowledge of all core subjects, including mathematics, and requires a meaningful passing score for each area.
- Require a rigorous assessment in the science of reading instruction.
- Require a content specialization in an academic subject area.

Additional priorities for secondary teacher preparation:

- Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

Additional priorities for special education teacher preparation:

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Raise admission requirements:

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population, measured by a test normed to the general college-bound population or minimum GPA.

Hold preparation programs accountable:

- Collect performance data to monitor programs, including student achievement gains.
- Set minimum standards for program performance with consequences for failure to meet those standards.
- Publicly report performance data.

Teacher Preparation in Iowa

The 2014 *State Teacher Policy Yearbook* keeps the spotlight on the critical issue of teacher preparation. In addition to updating the full set of teacher preparation policies reviewed in last year's comprehensive edition, the 2014 *Yearbook* casts a critical eye on whether states have established requirements for teacher preparation and licensure that help to ensure that teachers are ready for the increased demands of states' college- and career-readiness standards for K-12 students.

Current Status of Iowa Teacher Prep Policy

D+ 2014 Teacher Prep Grade

Prior Grades: **D+** 2013 | **D** 2012 | **D** 2011

| Yearbook Goal | Topic | 2014 Score | 2013 Score |
|---------------|--|------------|------------|
| 1-A | <i>Admission into Preparation Programs</i> | | |
| 1-B | <i>Elementary Teacher Preparation</i> | | |
| 1-C | <i>Elementary Teacher Preparation in Reading Instruction</i> | | |
| 1-D | <i>Elementary Teacher Preparation in Mathematics</i> | | |
| 1-E | <i>Middle School Teacher Preparation</i> | | |
| 1-F | <i>Secondary Teacher Preparation</i> | | |
| 1-G | <i>Secondary Teacher Preparation in Science</i> | | |
| 1-H | <i>Special Education Teacher Preparation</i> | | |
| 1-I | <i>Assessing Professional Knowledge</i> | | |
| 1-J | <i>Student Teaching</i> | | |
| 1-K | <i>Teacher Preparation Program Accountability</i> | | |

Does Not Meet
 Meets Only a Small Part
 Partially Meets
 Nearly Meets
 Fully Meets

2014 Teacher Prep Policy Update for Iowa

Based on a review of state legislation, rules and regulations, NCTQ has identified the following recent teacher prep policy changes in Iowa:

- No recent policy updates were identified for Iowa in the area of teacher preparation.

Iowa Response to Policy Update

States were asked to review NCTQ's identified updates and also to comment on policy changes related to teacher preparation that have occurred in the last year, pending changes, or teacher preparation in the state more generally.

Iowa confirmed that there were no policy changes related to teacher preparation. The state noted that educator preparation standards are in the process of being updated. New standards will be submitted for approval in fall 2014. Iowa added that it has adopted the use of the edTPA assessment to meet the statutory requirement of testing candidates for program completion, and that the state's licensing board is in the process of updating curricular requirements for special education licensure.

Figure A

Delivering well-prepared teachers

| | 2014 GRADE | 2013 GRADE | 2012 GRADE | 2011 GRADE |
|----------------------------|------------|------------|------------|------------|
| Alabama | B- | B | B- | C |
| Alaska | F | F | F | F |
| Arizona | D | D- | D- | D- |
| Arkansas | C+ | C+ | C | C |
| California | D+ | D+ | D | D |
| Colorado | D- | D- | D | D- |
| Connecticut | B- | B- | C+ | C- |
| Delaware | B- | C+ | D- | D- |
| District of Columbia | C- | D+ | D | D |
| Florida | B+ | B+ | B- | B- |
| Georgia | C+ | C+ | C | C |
| Hawaii | D- | F | D | D |
| Idaho | D+ | D+ | D | D |
| Illinois | D+ | D+ | D | D |
| Indiana | B+ | B+ | B- | C+ |
| IOWA | D+ | D+ | D | D |
| Kansas | D+ | D+ | D+ | D+ |
| Kentucky | B- | B- | C+ | C- |
| Louisiana | C | C- | C | C |
| Maine | D+ | D+ | D+ | D |
| Maryland | D+ | D+ | D+ | D+ |
| Massachusetts | B- | B- | C+ | C+ |
| Michigan | D+ | D | D+ | D+ |
| Minnesota | C+ | C+ | C+ | C |
| Mississippi | C | C- | C | C |
| Missouri | B- | C- | D+ | D+ |
| Montana | F | F | F | F |
| Nebraska | D- | F | D- | D- |
| Nevada | D- | D- | D- | D- |
| New Hampshire | C- | C- | C- | D |
| New Jersey | B- | B- | C- | D+ |
| New Mexico | D+ | D | D+ | D+ |
| New York | B | B- | C- | D+ |
| North Carolina | C+ | C+ | D- | D- |
| North Dakota | D | D | D | D |
| Ohio | C | C | C- | D+ |
| Oklahoma | C | C | C | C |
| Oregon | D+ | D | D- | D- |
| Pennsylvania | C | C | C | C |
| Rhode Island | B+ | B+ | C | D+ |
| South Carolina | C+ | C | C- | C- |
| South Dakota | D | D- | D | D |
| Tennessee | B- | B- | B- | B- |
| Texas | B | B | C+ | C+ |
| Utah | C- | D+ | D | D |
| Vermont | C | C | C- | D+ |
| Virginia | B- | C+ | C- | C- |
| Washington | D+ | D+ | D+ | D+ |
| West Virginia | C+ | C+ | C- | C- |
| Wisconsin | C | C- | D+ | D |
| Wyoming | D- | F | F | F |
| Average State Grade | C | C- | D+ | D |

Figure B

Delivering well-prepared teachers

| | 2014 GRADE |
|----------------------------|------------|
| Florida | B+ |
| Indiana | B+ |
| Rhode Island | B+ |
| New York | B |
| Texas | B |
| Alabama | B- |
| Connecticut | B- |
| Delaware | B- |
| Kentucky | B- |
| Massachusetts | B- |
| Missouri | B- |
| New Jersey | B- |
| Tennessee | B- |
| Virginia | B- |
| Arkansas | C+ |
| Georgia | C+ |
| Minnesota | C+ |
| North Carolina | C+ |
| South Carolina | C+ |
| West Virginia | C+ |
| Louisiana | C |
| Mississippi | C |
| Ohio | C |
| Oklahoma | C |
| Pennsylvania | C |
| Vermont | C |
| Wisconsin | C |
| District of Columbia | C- |
| New Hampshire | C- |
| Utah | C- |
| California | D+ |
| Idaho | D+ |
| Illinois | D+ |
| IOWA | D+ |
| Kansas | D+ |
| Maine | D+ |
| Maryland | D+ |
| Michigan | D+ |
| New Mexico | D+ |
| Oregon | D+ |
| Washington | D+ |
| Arizona | D |
| North Dakota | D |
| South Dakota | D |
| Colorado | D- |
| Hawaii | D- |
| Nebraska | D- |
| Nevada | D- |
| Wyoming | D- |
| Alaska | F |
| Montana | F |
| Average State Grade | C |

Elementary Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all elementary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction of all subject areas. Specifically,
 - A. The state should require that all new elementary teachers are prepared to incorporate complex texts and academic language into instruction.
 - B. The state should ensure that all new elementary teachers are prepared to incorporate literacy skills as an integral part of every subject.
 - C. The state should ensure that all new elementary teachers of English language arts are prepared to support struggling readers.
2. The state should require that new elementary teachers, including those who can teach elementary grades on an early childhood license, pass a rigorous test of reading instruction in order to attain licensure.
3. The state should ensure that all elementary teacher candidates, including those who can teach elementary grades on an early childhood license, possess sufficient content knowledge in all core subjects, including mathematics.
4. 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 45 credit hours to ensure appropriate depth in the core subject areas of English, mathematics, science, social studies and fine arts.
5. 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 ensures that prospective teachers have taken higher-level academic coursework.



How well are states ensuring that elementary teachers are prepared for college- and career-readiness standards?

11

Alaska, Arizona, Hawaii, **IOWA**, Kansas, Montana, Nebraska, Nevada, North Dakota, Ohio, South Dakota

9

Colorado, Georgia, Illinois, Louisiana, Maine, Maryland, Michigan, Oklahoma, Oregon

19

Alabama, Delaware, District of Columbia, Idaho, Kentucky, Minnesota, Mississippi, Missouri, New Jersey, New Mexico, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Washington, Wisconsin, Wyoming

12

Arkansas, California, Connecticut, Florida, Indiana, Massachusetts, New Hampshire, New York, North Carolina, Texas, Virginia, West Virginia

0

Elementary Teacher Prep Analysis: Iowa

PREPARING ELEMENTARY TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

The new demands of college- and career-readiness standards for students heighten the need for elementary teachers to have a strong content background in all of the subject matter taught in the elementary grades. Iowa, like most states, has adopted such standards and must ensure that its preparation and licensure requirements for new teachers address this need.

Currently, Iowa offers an elementary license to teach grades K-6. The state also offers an early childhood license for grades PreK-3. Key licensing requirements for elementary school teachers in Iowa include:



IOWA ELEMENTARY TEACHER PREP SNAPSHOT

- State requires passing a content test in each of the four core subjects.
- State requires adequate test on the science of reading.
- State requires academic content specialization.
- State has adequate/appropriate requirements for teachers who teach elementary grades on an early childhood license.

Yes No

In addition to the strong content background called for by college- and career-readiness standards, teacher candidates must also be prepared for the key instructional shifts that differentiate these standards from their predecessors. Iowa's preparation and licensure requirements for elementary teachers are not aligned with the state's college- and career-readiness standards for students.

Elementary teachers in Iowa are required to pass the Praxis II Elementary Education: Content Knowledge (5014) test, which includes only a vague reference to "understand[ing] the basic elements of nonfiction for children."

Early childhood education teachers in Iowa are required to pass either the Praxis II Early Childhood: Content Knowledge (5022) or the Interdisciplinary ECE (5023) test, neither of which addresses informational texts.

Neither teacher standards nor certification assessments address incorporating literacy into all academic subjects.

Iowa's elementary content test does not address struggling readers, and its early childhood test only vaguely addresses the topic

RECOMMENDATIONS

- **Ensure that elementary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Incorporate informational text of increasing complexity into classroom instruction.

The framework for Iowa's elementary and early childhood education content tests fails to capture the major instructional shifts of college- and career-readiness standards. The state is therefore encouraged to strengthen its teacher preparation requirements and ensure that all elementary and early childhood candidates have the ability to adequately incorporate complex informational text into classroom instruction.

Incorporate literacy skills as an integral part of every subject.

To ensure that elementary students are capable of accessing varied information about the world around them, Iowa should also—either through testing frameworks or teacher standards—include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

Support struggling readers.

Iowa should articulate specific requirements ensuring that elementary teachers are prepared to intervene and support students who are struggling. The early elementary grades are an especially important time to address reading deficiencies before students fall behind.

- **Require all elementary teacher candidates—including candidates for an early childhood license—to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.**

Iowa should ensure that its elementary content test is appropriately aligned with its college- and career-readiness standards. The state should require separate, meaningful passing scores for each core subject

by requiring teachers to know the “major indicators of common reading difficulties (e.g., delays in learning to read, dyslexia, comprehension difficulties).”

Supporting Research

Praxis Tests

www.ets.org/praxis

Iowa Administrative Code 282-13.26(5) and 281-79.15(7)

IOWA RESPONSE TO ANALYSIS

Iowa recognized the factual accuracy of this analysis. The state also noted that its educator preparation standards are being updated and will go through official review beginning in fall 2014. The updates will address these issues at least partially.

Iowa added that it has adopted the edTPA assessment as a means of meeting the statutory requirement of assessment of candidates for program completion.

RECOMMENDATIONS CONTINUED

covered on the test, including reading/language arts, math, science and social studies. A candidate may achieve a passing score and still be seriously deficient in a particular subject area. Mathematics content in particular should be assessed 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.

In addition, Iowa is urged to require all early childhood education teacher candidates who teach elementary grades to pass an appropriate test, either the same test as required of other elementary teachers or a comparably rigorous one geared to early childhood content. It is especially worrisome that the state allows some teachers up through grade 3 to teach without ever having passed a content test.

- **Require all teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.**

Iowa 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 address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test 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. Iowa should also require all early childhood education teacher candidates who teach elementary grades to pass a rigorous assessment to ensure that they are adequately prepared in the science of reading instruction before entering the classroom.

RECOMMENDATIONS CONTINUED

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

Iowa's policy requiring elementary candidates to earn a "field of specialization" is undermined because it may be met with an interdisciplinary program. Unlike an academic concentration, an interdisciplinary concentration will not necessarily enhance teachers' content knowledge or ensure that prospective teachers have taken higher-level academic coursework. Further, the policy does not provide an option for teacher candidates unable to fulfill student teaching or other professional requirements to still earn a degree, as an academic major does.

■ **Ensure that teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework.**

Iowa should establish more comprehensive coursework requirements for elementary teacher candidates that align with college- and career-readiness standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 45 credit hours in the core subject areas of English, mathematics, science, social studies and fine arts.

Figure 1

Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

| | USE OF INFORMATIONAL TEXT | INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS | SUPPORTING STRUGGLING READERS |
|----------------------|-------------------------------------|---|-------------------------------------|
| Alabama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| California | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Rhode Island | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Fully addresses instructional component Partially addresses instructional component

SUMMARY OF ELEMENTARY TEACHER PREP FIGURES

- **Figure 1**
Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 2**
Content test requirements
- **Figure 3**
Specific subject-matter requirements
- **Figure 4**
Science of reading requirements
- **Figure 5**
Math requirements
- **Figure 6**
Requirements for academic concentrations
- **Figure 7**
Requirements for early childhood teachers
- **Figure 8**
Teacher Prep Review findings about elementary teacher prep

Figure 2

Do states ensure that elementary teachers know core content?

| | ELEMENTARY CONTENT TEST WITH SEPARATE PASSING SCORE FOR EACH SUBJECT | Elementary content test with separate passing score for some subjects | Elementary content test with composite score | No test required |
|----------------------|--|---|--|--|
| Alabama | <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"/> ¹ |
| Arizona | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| California | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| New Hampshire | <input checked="" 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"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| Vermont | <input checked="" 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"/> |
| Washington | <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"/> |
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| Wyoming | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 21 | 9 | 17 | 4 |

★ EXAMPLES OF BEST PRACTICE

Both **Arkansas** and **California** ensure that elementary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. These states specify that elementary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts, but also to challenge students with texts of increasing complexity.

Candidates are also required to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

In addition, **Indiana** ensures that all candidates licensed to teach the elementary grades, including early childhood education candidates, possess the requisite knowledge of core content and of the key elements of scientifically based reading instruction before entering the classroom. Elementary and early childhood teacher candidates are required to pass a content test comprised of four independently scored subtests, including mathematics. In addition, these candidates are required to pass a comprehensive assessment that tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Elementary teacher candidates in Indiana must also earn either a major or minor in an academic content area.

Massachusetts's MTEL mathematics subtest continues to set the standard in this area by evaluating mathematics knowledge beyond an elementary school level and challenging candidates' understanding of underlying mathematics concepts.

1. Alaska does not require testing for initial licensure.
 2. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.
 3. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.

Figure 3

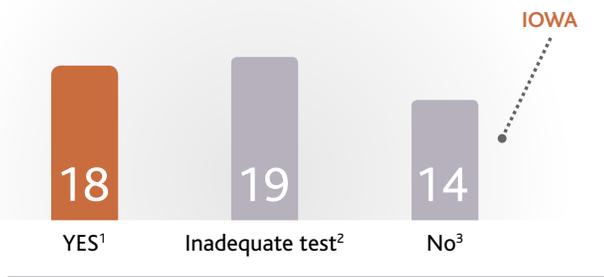
Do states expect elementary teachers to have in-depth knowledge of core content?

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

Subject mentioned Subject covered in depth

Figure 4

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



- Strong Practice:** Alabama, California⁴, Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina⁵, Ohio, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
- Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Maine, Missouri, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wyoming
- Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, South Dakota
- California allows an exemption from the state's reading test for teachers who already have a single subject credential.
- Teachers have until their second year to pass the reading test.

Figure 6

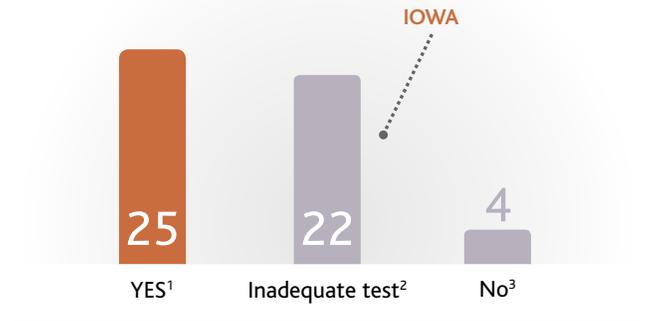
Do states expect elementary teachers to complete an academic concentration?



- Strong Practice:** Colorado, Massachusetts, New Mexico
- Strong Practice:** Indiana, Mississippi, Oklahoma
- California, Connecticut, Iowa, Maryland, 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.
- Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Montana, Nebraska, Nevada, New Hampshire⁵, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming
- Only K-8 teachers must complete an area of concentration in a field such as humanities, fine arts, social sciences and sciences.

Figure 5

Do states measure new elementary teachers' knowledge of math?



- Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Maine, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming
- Arizona, California, Colorado, Georgia, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Washington, Wisconsin
- Alaska⁴, Hawaii, Montana, Ohio⁵
- Testing is not required for initial licensure.
- Only teachers of grades 4 and 5 are required to pass an adequate content test.

Figure 7

What do states require of early childhood teachers who teach elementary grades?

| | CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT | ADEQUATE SCIENCE OF READING TEST |
|-----------------------------|--|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alaska ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| California ¹ | <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 ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| IOWA | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mississippi ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana ¹ | <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 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 ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oregon ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| South Carolina | <input type="checkbox"/> | <input type="checkbox"/> |
| South Dakota | <input type="checkbox"/> | <input type="checkbox"/> |
| Tennessee | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Texas ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> ² | <input type="checkbox"/> |
| Vermont | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Washington | <input type="checkbox"/> | <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 type="checkbox"/> |

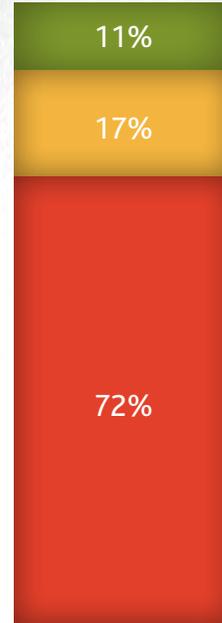
6

13

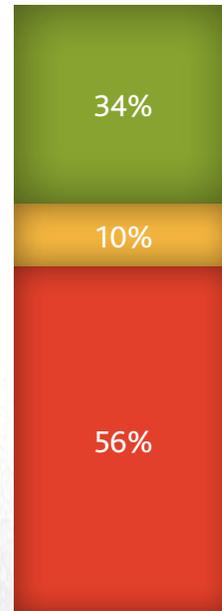
Figure 8

TEACHER PREP REVIEW FINDINGS

Only 11 percent of preparation programs ensure that elementary teachers are well prepared in the subjects they will teach.



Just 34 percent of preparation programs provide adequate training to elementary teachers in the science of reading instruction.



From NCTQ's 2014 *Teacher Prep Review* Standard 6: Elementary Content (n=1,166 elementary programs) and Standard 2: Early Reading (n=959 elementary and special education programs)

Figure 7

1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
2. Early childhood candidates may pass either multiple subjects (subscores) or content knowledge (no subscores) test.

Middle School Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all middle school teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
 - A. The state should require that all new middle school teachers are prepared to incorporate complex texts and academic language into instruction.
 - B. The state should ensure that all new middle school teachers are prepared to incorporate literacy skills as an integral part of every subject.
 - C. The state should ensure that all new middle school teachers of English language arts are prepared to support struggling readers.
2. The state should require that new middle school teachers pass a licensing test in every core academic area they are licensed to teach.
3. 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.



How well are states ensuring that middle school teachers are prepared for college- and career-readiness standards?

16

Alaska, Arizona, California, Hawaii, Idaho, Maine, Michigan, Montana, Nebraska, New Mexico, Oklahoma, Oregon, South Dakota, Utah, Washington, Wyoming

5

Colorado, Massachusetts, Nevada, North Dakota, Wisconsin

22

Alabama, Connecticut, Delaware, District of Columbia, **IOWA**, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Rhode Island, South Carolina, Vermont, Virginia, West Virginia

6

Florida, Georgia, Illinois, Pennsylvania, Tennessee, Texas

2

Arkansas, Indiana

PREPARING MIDDLE SCHOOL TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

The middle school years are critical to students' education, but, too often, states fail to distinguish the knowledge and skills needed by middle school teachers from those needed by an elementary teacher. Middle school teachers should not only be prepared to teach grade-level content, but should also be prepared to meet the increased instructional requirements of college- and career-readiness standards for students.

Iowa requires middle school teachers to earn a middle grades endorsement in two academic areas of concentration (math, English language arts, social studies or science) or a 5-12 endorsement in a subject area. Key licensing requirements for middle school teachers in Iowa include:



IOWA MIDDLE SCHOOL TEACHER PREP SNAPSHOT

- State requires teachers to pass a content test for each subject they teach.
- State requires middle school teachers to hold a middle grade or secondary license.

Yes No

Preparation and licensure requirements for middle school teachers must address more than just content knowledge; the key instructional shifts articulated in college- and career-readiness standards must also be incorporated. Iowa addresses some of the instructional shifts toward building content knowledge and vocabulary through careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students through its required assessment for middle school English teachers, the Praxis II Middle School English Language Arts (5047) test.

Neither teacher standards nor testing frameworks in other content areas address incorporating literacy skills.

Regarding struggling readers, Iowa's middle school English content test requires that a teacher "knows commonly used research-based approaches to grouping and differentiated instruction to meet specific instructional objectives in English Language Arts" and "understands commonly used research-based strategies for teaching adolescent reading."

RECOMMENDATIONS

- **Ensure that all middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Incorporate informational text of increasing complexity into classroom instruction.

Although Iowa's English language arts content test for middle school teachers addresses informational texts, the state should strengthen its policy and ensure that teachers are able to challenge students with texts of increasing complexity.

Incorporate literacy skills as an integral part of every subject.

To ensure that middle school students are capable of accessing varied information about the world around them, Iowa should also—either through testing frameworks or teacher standards—include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

Support struggling readers.

Iowa should articulate more specific requirements ensuring that middle school teachers are prepared to intervene and support students who are struggling. While college- and career-readiness standards will increase the need for all middle school teachers to be able to help struggling readers to comprehend grade-level material, training for English language arts teachers in particular must emphasize identification and remediation of reading deficiencies.

Supporting Research

Praxis Tests

www.ets.org/praxis

Test Requirements

https://www.educateiowa.gov/pk-12/educator-quality/practitioner-preparation#Required_Test_Qualifying_Scores

Iowa Administrative Code 282-13.27

IOWA RESPONSE TO ANALYSIS

Iowa recognized the factual accuracy of this analysis. The state noted that its educator preparation standards are being updated and will go through official review beginning in fall 2014. The updates will address these issues at least partially.

Iowa added that it has adopted the edTPA assessment as a means of meeting the statutory requirement of assessment of candidates for program completion.

RECOMMENDATIONS CONTINUED

- **Close the loophole that allows teachers to add middle grade levels to an existing license without demonstrating content knowledge.**

Iowa allows teachers to add middle level endorsements with just coursework; additional content tests are not required. The state is urged to require that all teachers who add the middle grade levels to their certificates pass a rigorous subject-matter test to ensure content knowledge of all subject areas before they are allowed in the classroom.

Figure 9

Are states ensuring that new middle school teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

| | USE OF INFORMATIONAL TEXT | INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS | SUPPORTING STRUGGLING READERS |
|----------------------|---------------------------|---|-------------------------------|
| 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 | ☐ | ☐ | ☐ |

☑ Fully addresses instructional component ☑ Partially addresses instructional component

SUMMARY OF MIDDLE SCHOOL TEACHER PREP FIGURES

- **Figure 9**
Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 10**
Distinctions in licenses between middle and elementary teachers
- **Figure 11**
Content test requirements
- **Figure 12**
Teacher Prep Review findings about middle school teacher prep

Figure 10

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 | □ | □ | ■ ¹ |
| Arkansas | ■ | □ | □ |
| California | □ | ■ ² | □ |
| Colorado | ■ | □ | □ |
| Connecticut | ■ | □ | □ |
| Delaware | ■ | □ | □ |
| District of Columbia | ■ | □ | □ |
| Florida | ■ | □ | □ |
| Georgia | ■ | □ | □ |
| Hawaii | ■ | □ | □ |
| Idaho | □ | □ | ■ |
| Illinois | ■ | □ | □ |
| Indiana | ■ | □ | □ |
| IOWA | ■ | □ | □ |
| Kansas | ■ | □ | □ |
| Kentucky | ■ | □ | □ |
| Louisiana | ■ | □ | □ |
| Maine | □ | □ | ■ |
| Maryland | ■ | □ | □ |
| Massachusetts | ■ | □ | □ |
| Michigan | □ | ■ | □ |
| Minnesota | □ | ■ | □ |
| Mississippi | ■ | □ | □ |
| Missouri | ■ | □ | □ |
| Montana | □ | □ | ■ |
| Nebraska | □ | ■ | □ |
| Nevada | □ | □ | ■ |
| New Hampshire | □ | □ | ■ |
| New Jersey | ■ | □ | □ |
| New Mexico | □ | □ | ■ |
| New York | ■ | □ | □ |
| North Carolina | ■ | □ | □ |
| North Dakota | □ | □ | ■ ¹ |
| Ohio | ■ | □ | □ |
| Oklahoma | □ | □ | ■ ³ |
| Oregon | □ | □ | ■ ⁴ |
| Pennsylvania | ■ | □ | □ |
| Rhode Island | ■ | □ | □ |
| South Carolina | ■ | □ | □ |
| South Dakota | □ | □ | ■ |
| Tennessee | ■ | □ | □ |
| Texas | ■ | □ | □ |
| Utah | □ | ■ | □ |
| Vermont | ■ | □ | □ |
| Virginia | ■ | □ | □ |
| Washington | □ | □ | ■ |
| West Virginia | ■ | □ | □ |
| Wisconsin | □ | □ | ■ ¹ |
| Wyoming | ■ | □ | □ |
| 32 | 5 | 14 | |

★ EXAMPLES OF BEST PRACTICE

Illinois ensures that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state’s new standards for the middle grades include the instructional shifts toward building content knowledge and vocabulary through increasingly complex texts and careful reading of informational and literary texts associated with these standards. The standards also address the needs of struggling readers.

Illinois’s requirements connecting literacy to all subject areas are particularly noteworthy. All middle school teachers must understand “the role, perspective and purpose of text in specific disciplines” and be able to perform tasks such as scaffolding reading to allow students to understand and learn from challenging text; guiding reading discussions that require students to identify key ideas and details of a text; analyze craft and structure and critically evaluate the text; and model reading strategies to improve comprehension.

In addition, **Georgia, Mississippi, New Jersey** and **South Carolina** ensure that all middle school teacher candidates are adequately prepared to teach middle school-level content. None of these states offers a K-8 generalist license and all require passing scores on subject-specific content tests. Georgia, Mississippi and South Carolina explicitly require at least two content-area minors, and New Jersey requires a content major along with a minor for each additional area of certification.

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

Figure 11

Do middle school teachers have to pass an appropriate content test in every core subject they are licensed to teach?

| | YES | No, test does not report subscores for all core subjects | No, K-8 license requires only elementary test | No, testing of all subjects not required |
|----------------------|--|--|--|--|
| Alabama | <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"/> ¹ |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input checked="" 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"/> ² |
| Colorado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁴ |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IOWA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ⁵ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ⁶ | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ⁷ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> ⁸ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input 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"/> |
| Oklahoma | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Oregon | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input 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 checked="" 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"/> |
| Utah | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vermont | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Virginia | <input 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 checked="" 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"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 27 | 2 | 15 | 7 |

Figure 12

TEACHER PREP REVIEW FINDINGS

82 percent of programs ensure that middle school teachers are well prepared in the subjects they will teach.



From NCTQ's 2014 *Teacher Prep Review Standard 7: Middle School Content* (n=375 middle school programs). State licensing test requirements are also included in evaluating this standard.

1. Alaska does not require content tests for initial licensure.
2. Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require content test.
3. For K-8 license, Idaho also requires one single-subject test.
4. Illinois requires candidates to take a middle level core content test if a test is available. It is not clear that this will result in teachers passing a test in each subject and draft test frameworks are not yet available for review.
5. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary grades.
6. New Hampshire requires K-8 candidates to pass a middle school content test in one core area.
7. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass the new assessment with three subtests.
8. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.

Secondary Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all secondary teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
 - A. The state should require that all new secondary teachers are prepared to incorporate complex texts and academic language into instruction.
 - B. The state should ensure that all new secondary teachers are prepared to incorporate literacy skills as an integral part of every subject.
 - C. The state should ensure that all new secondary teachers of English language arts are prepared to support struggling readers.
2. The state should require that secondary teachers pass a licensing test in every subject they are licensed to teach.
3. The state should require secondary general science and general social studies teachers to pass a subject-matter test of each discipline they are licensed to teach.
4. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.



How well are states ensuring that secondary teachers are prepared for college- and career-readiness standards?



Secondary Teacher Prep Analysis: Iowa

PREPARING SECONDARY TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

To be prepared to meet the instructional requirements of college- and career-readiness standards for their students, secondary teachers must be experts in the subject matter they teach. States should ensure that secondary teachers have sufficient content knowledge in all the subjects they are licensed to teach.

Currently, Iowa offers single-subject secondary licenses to teach grades 5-12. Key licensing requirements for secondary school teachers in Iowa include:

IOWA SECONDARY TEACHER PREP SNAPSHOT

- State requires a content test to teach any single core subject.
- State offers only single-subject science certifications or has appropriate requirements for teachers with general science license.
- State offers only single-subject social studies certifications or has appropriate requirements for teachers with general social studies license.
- State requires a content test in order to add an endorsement to a license.

Yes No

Not only must secondary teachers possess strong backgrounds in content knowledge as required by college- and career-readiness standards, they must also be able to address the key instructional shifts associated with the standards. Iowa addresses some of the instructional shifts toward building content knowledge and vocabulary through careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students through its required assessment for English language arts teachers, the Praxis II English Language Arts: Content and Analysis (5039) test.

Neither teacher standards nor secondary tests in other content areas address incorporating literacy skills.

Iowa has no requirements for the preparation of secondary teachers that address struggling readers.

RECOMMENDATIONS

- **Ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Incorporate informational text of increasing complexity into classroom instruction.

Although Iowa's required secondary English language arts content test addresses informational texts, the state should strengthen its policy and ensure that teachers are able to challenge students with texts of increasing complexity.

Incorporate literacy skills as an integral part of every subject.

To ensure that secondary students are capable of accessing varied information about the world around them, Iowa should also—either through testing frameworks or standards—include literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

Support struggling readers.

Iowa should articulate requirements ensuring that secondary teachers are prepared to intervene and support students who are struggling. While college- and career-readiness standards will increase the need for all secondary teachers to be able to help struggling readers to comprehend grade-level material, training for English language arts teachers in particular must emphasize identification and remediation of reading deficiencies.

Supporting Research

Praxis Tests

www.ets.org/praxis

Test Requirements

<https://www.educateiowa.gov/documents/educator-quality/2013/04/content-test-requirements-each-endorsement-area>

Iowa Administrative Code 282-13.28 (17) and (18)

IOWA RESPONSE TO ANALYSIS

Iowa recognized the factual accuracy of this analysis. The state also noted that its educator preparation standards are being updated and will go through official review beginning in fall 2014. The updates will address these issues at least partially.

Iowa added that it has adopted the edTPA assessment as a means of meeting the statutory requirement of assessment of candidates for program completion.

RECOMMENDATIONS CONTINUED

- **Require secondary teachers with umbrella certifications to pass a content test for each discipline they are licensed to teach.**

By allowing general social studies and general science certifications—and only requiring general knowledge exams for each—Iowa is not ensuring that these secondary teachers possess adequate subject-specific content knowledge. The state's required general social studies assessment combines all subject areas (e.g., history, geography, economics), and its required general science assessment combines subject areas that include biology, chemistry and physics. Neither assessment reports separate scores for each area. Therefore, candidates could answer many—perhaps all—chemistry questions, for example, incorrectly, yet still be licensed to teach chemistry to high school students.

- **Require subject-matter testing when adding subject-area endorsements.**

Iowa should require passing scores on subject-specific content tests, regardless of other coursework or degree requirements, for teachers who are licensed in core secondary subjects and wish to add another subject area, or endorsement, to their licenses. While coursework may be generally indicative of background in a particular subject area, only a subject-matter test ensures that teachers know the specific content they will need to teach.

Figure 13

Are states ensuring that new secondary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

| | USE OF INFORMATIONAL TEXT | INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS | SUPPORTING STRUGGLING READERS |
|----------------------|---------------------------|---|-------------------------------|
| 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 | ☐ | ☐ | ☐ |

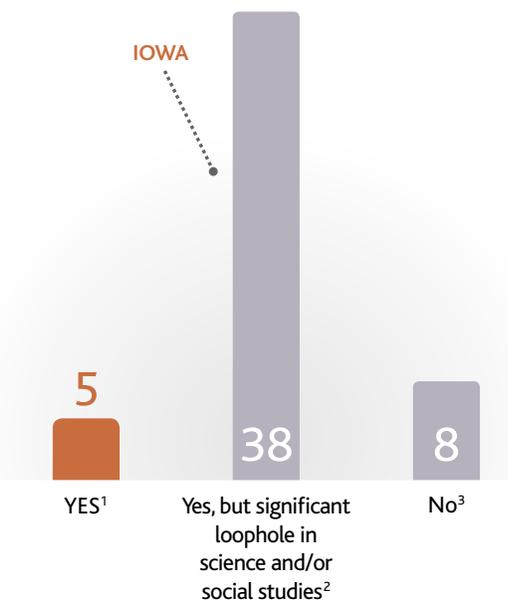
■ Fully addresses instructional component ☑ Partially addresses instructional component

SUMMARY OF SECONDARY TEACHER PREP FIGURES

- **Figure 13**
Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 14**
Content test requirements
- **Figure 15**
Requirements for general science teachers
- **Figure 16**
Requirements for general social studies teachers
- **Figure 17**
Teacher Prep Review findings about secondary teacher prep

Figure 14

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



1. **Strong Practice:** Indiana, Minnesota, Missouri, South Dakota, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina⁴, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin [For more on loopholes, see Figure 15 (science) and Figure 16 (social studies).]

3. Alaska⁵, Arizona⁶, California, Colorado, Hawaii, Montana, Washington, Wyoming

4. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.

5. Alaska does not require content tests for initial licensure.

6. Candidates with a master's degree in the subject area do not have to pass a content test.

★ EXAMPLES OF BEST PRACTICE

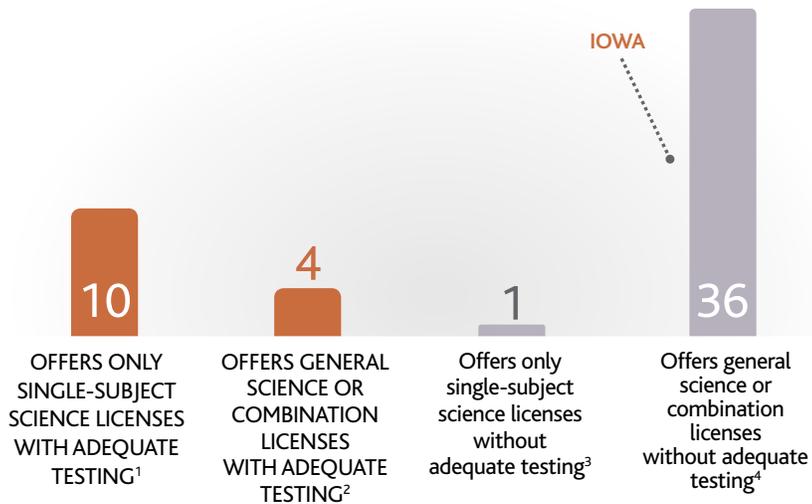
Arkansas has done more than other states to ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. Not only does the state address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these new standards in its educator competencies for secondary English language arts teachers, it also requires teachers to incorporate literacy skills into all content areas. For example, the secondary social studies competency to "incorporate disciplinary literacy" states that "reading competencies for literacy in history/social studies for grades 7-12 include the ability to read informational texts in history and social studies closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts." A similar competency exists for both the life science and physical science secondary certifications.

Indiana, Minnesota and **Tennessee** require that all secondary teacher candidates pass a content test to teach any core subject—both as a condition of licensure and to add an additional field to a secondary license. Further, neither of these states offers secondary certification in general social studies or science; all teachers must be certified in a specific discipline.

Also worthy of mention is **Missouri**, which requires general social studies teachers to pass a multi-content test with six independently scored subtests. Missouri also offers a general science license that can only be used to teach general science courses. All other science teachers must be certified in a specific discipline.

Figure 15

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



1. **Strong Practice:** Florida, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, New York, South Dakota, Tennessee, Virginia

2. **Strong Practice:** Missouri, New Jersey, Rhode Island⁵, West Virginia⁵

3. California

4. Alabama, Alaska, Arizona⁶, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Georgia⁷, Hawaii, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Utah, Vermont, Washington, Wisconsin, Wyoming

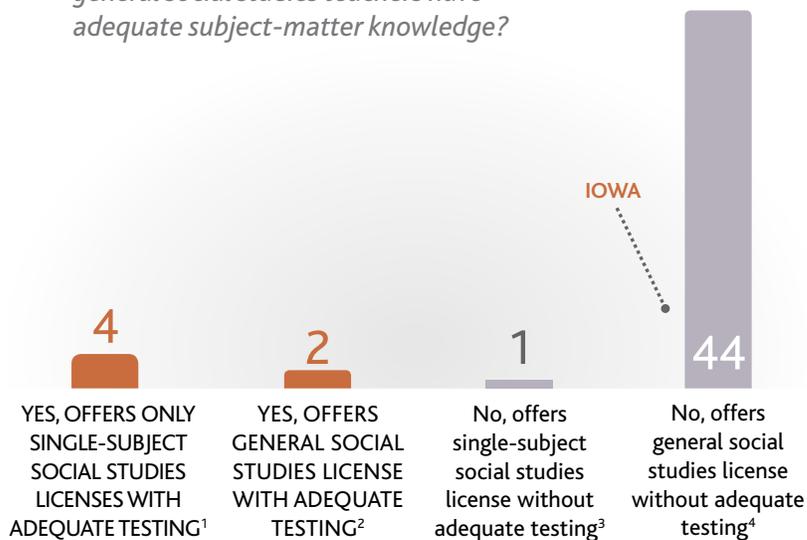
5. Teachers with the general science license may only teach general science courses.

6. Arizona limits teachers with the general science license to teaching only general science courses. However, candidates with a master's degree in the subject area do not have to pass a content test.

7. Georgia's science test consists of two subtests.

Figure 16

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



1. *Strong Practice*: Georgia, Indiana, South Dakota, Tennessee

2. *Strong Practice*: Minnesota⁵, Missouri

3. Arizona⁶

4. Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma⁷, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

5. Minnesota's test for general social studies is divided into two individually scored subtests.

6. Candidates with a master's degree in the subject area do not have to pass a content test.

7. Oklahoma offers combination licenses without adequate testing.

Figure 17

TEACHER PREP REVIEW FINDINGS

Less than 40 percent of preparation programs ensure that secondary teachers are well prepared in the subjects they will teach.



From NCTQ's 2014 *Teacher Prep Review* Standard 8: High School Content (n=1,110 high school programs). State licensing test requirements are also considered in evaluating this standard.

Special Education Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all special education teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
 - A. The state should ensure that all new secondary special education teachers are prepared to support struggling readers.
 - B. The state should require that all new secondary special education teachers are prepared to incorporate complex texts and academic language into instruction.
 - C. The state should ensure that all new secondary special education teachers are prepared to incorporate literacy skills as an integral part of every subject.
2. The state should require that new elementary special education teachers pass a rigorous test of reading instruction in order to attain licensure.
3. 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.
4. All elementary special education candidates should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
5. The state should ensure that secondary special education teachers possess adequate content knowledge.



How well are states ensuring that special education teachers are prepared for college- and career-readiness standards?

30

Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Kansas, Kentucky, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Utah, Vermont, Washington, Wyoming

9

California, Colorado, Connecticut, Idaho, **IOWA**, Maryland, New Jersey, Tennessee, Virginia

11

Alabama, Indiana, Louisiana, Massachusetts, Missouri, North Carolina, Pennsylvania, Rhode Island, Texas, West Virginia, Wisconsin

1

New York

0

PREPARING SPECIAL EDUCATION TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

Although most special education students are expected to meet the same high college- and career-readiness standards as typical students, too many states set an even lower bar for the preparation and licensure requirements of special education teachers. States must ensure that special education teachers are well grounded in all of the subject matter they will be licensed to teach.

Currently, Iowa offers a special education licenses to teach grades K-8 or 5-12. Key licensing requirements for special education teachers in Iowa include:



IOWA SPECIAL ED TEACHER PREP SNAPSHOT

State only offers discrete elementary and secondary special education licenses.

Elementary subject-matter test required for special education license.

Secondary test in at least one subject area required for secondary special education license.

Yes No

Special education teachers must also be prepared for the key instructional shifts that differentiate college- and career-readiness standards from previous student standards. Regrettably, Iowa's preparation and licensure requirements for special education teachers are not aligned with the state's college- and career-readiness standards for students.

Iowa does not require its elementary special education teachers to pass a rigorous test of reading instruction. Although the state requires its K-8 and 5-12 special education teacher candidates to pass the Praxis II Fundamental Subjects: Content Knowledge test, it does not include the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these standards.

Neither teacher standards nor testing frameworks in other content areas address incorporating literacy skills.

Iowa has no requirements for the preparation of elementary or secondary special education teachers that address struggling readers.

RECOMMENDATIONS

- **Ensure that special education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Require all elementary special education teacher candidates to pass a rigorous assessment in the science of reading instruction.

Iowa should require a rigorous reading assessment tool to ensure that its elementary special education 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 address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test 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 special education teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

Incorporate informational text of increasing complexity into classroom instruction.

Either through testing frameworks or teacher standards, Iowa should specifically address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

Incorporate literacy skills as an integral part of every subject.

To ensure that special education students are capable of accessing varied information about the world around them, Iowa should also include specific requirements regarding literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

Support struggling readers.

Iowa should articulate requirements ensuring that all special education teachers are prepared to intervene and support students who are struggling with reading. With read-

Supporting Research

Praxis Test

www.ets.org/praxis

Iowa Administrative Code 282-14.1, -.2 and 13.28

Special Education Test Requirements

<https://www.educateiowa.gov/documents/educator-quality/2013/04/special-education-test-requirements>

IOWA RESPONSE TO ANALYSIS

Iowa recognized the factual accuracy of this analysis. The state also noted that its educator preparation standards are being updated and will go through official review beginning in fall 2014. The updates will address these issues at least partially.

Iowa added that it has adopted the edTPA assessment as a means of meeting the statutory requirement of assessment of candidates for program completion.

RECOMMENDATIONS CONTINUED

ing difficulties generally representing the primary reason for special education placements, it is essential that all special education teachers have the knowledge and skills to diagnose and support students with literacy needs.

- **Require that elementary special education candidates pass a content test that reports separate passing scores as a condition of initial licensure.**

Iowa is on the right track in requiring a content test for all special education candidates. However, because the test does not contain separate subscores it is possible to miss a number of questions in any core content area and still pass the test. In order to ensure that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the subject matter at hand, Iowa should require a rigorous content test that reports separate passing scores for each content area. Iowa should also set these passing scores to reflect high levels of performance. Further, the state should ensure that content reflected in its test for special education teachers is no less rigorous than what is expected of general education teachers.

- **Ensure that secondary special education teachers possess adequate content knowledge.**

Secondary special education teachers are frequently generalists who teach many core subject areas. It may be unreasonable to expect secondary special education teachers to meet the same requirements for each subject they teach as other teachers who teach only one subject. However, Iowa's current policy of only requiring a general content test, which is the same one required of elementary teachers and does not appear to include secondary-level content, will not help special education students to meet rigorous learning standards. To provide a middle ground, Iowa should consider a customized HOUSS route for new secondary special education teachers and look to the flexibility offered by the Individuals with Disabilities Education Act (IDEA), which allows for a combination of testing and coursework to demonstrate requisite content knowledge in the classroom.

Figure 18

Are states ensuring that new special education teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

| | USE OF INFORMATIONAL TEXT | INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS | SUPPORTING STRUGGLING READERS |
|----------------------|---------------------------|---|-------------------------------|
| 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 | ☐ | ☐ | ☐ |

☑ Fully addresses instructional component ☐ Partially addresses instructional component

SUMMARY OF SPECIAL EDUCATION TEACHER PREP FIGURES

- **Figure 18**
Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 19**
Distinctions in licenses between elementary and secondary teachers
- **Figure 20**
Content test requirements
- **Figure 21**
Science of reading requirements
- **Figure 22**
Teacher Prep Review findings about special education teacher prep

★ EXAMPLES OF BEST PRACTICE

Although all states have weaknesses when it comes to special education teachers' preparedness to meet the instructional requirements of college- and career-readiness standards for students, both **Indiana** and **New York** are notable for addressing the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these standards.

Unfortunately, states are also weak in other areas of special education teacher preparation. However, three states—**Missouri**, **New York** and **Rhode Island**—are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are required to teach. These three states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers.

Secondary special education teachers in New York must pass a multi-subject content test for special education teachers comprised of three separately scored sections. Rhode Island requires its secondary special education teachers to hold certification in another secondary area. Secondary special education teachers in Missouri can either take a multi-subject test comprised of four separately scored sections or a single-subject secondary assessment.

Figure 19

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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Delaware | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Indiana | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| IOWA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input 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 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 checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 type="checkbox"/> | <input checked="" 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"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Pennsylvania | <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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input 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 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 | 12 | 23 |

Figure 20

Which states require subject-matter testing for special education teachers?

| Elementary Subject-Matter Test | |
|---|---|
| Required for an elementary special education license | Alabama, IOWA , Louisiana, Massachusetts, Missouri ¹ , New Jersey, New York, Pennsylvania ² , Rhode Island, West Virginia ³ , Wisconsin |
| Required for a K-12 special education license | Colorado, Idaho, North Carolina |
| Secondary Subject-Matter Test(s) | |
| Tests in all core subjects required for secondary special education license | Missouri ¹ , New York ⁴ , Wisconsin ⁵ |
| Test in at least one subject required for secondary special education license | Louisiana, New Jersey, Pennsylvania ² , Rhode Island, West Virginia ³ |
| Required for a K-12 special education license | None |

1. Missouri offers a K-12 certification but candidates must pass either the elementary multi-content assessment or the middle/secondary multi-content assessment.
2. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education and as a reading specialist does not have to take a content test.
3. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.
4. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.
5. Wisconsin requires a middle school level content area test which does not report subscores for each area.

Figure 19

1. Missouri, New Jersey, Oregon and Vermont issue a K-12 certificate, but candidates must meet discrete elementary and/or secondary requirements.

Figure 21

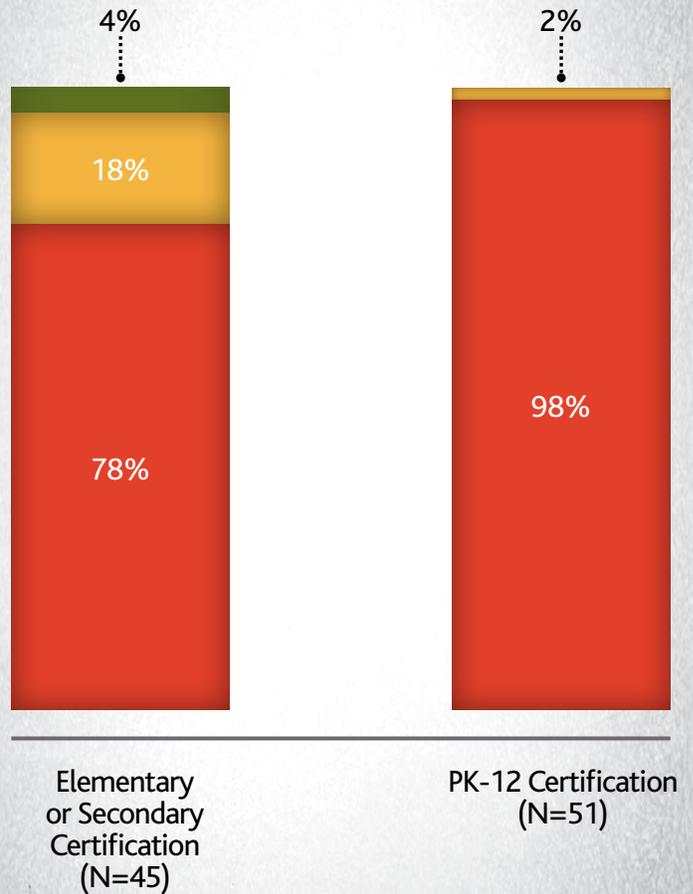
Do states require all teachers of early reading to pass an adequate science of reading test?

| | Elementary teachers | Early childhood teachers | Elementary special education teachers |
|----------------------|---------------------|--------------------------|---------------------------------------|
| Alabama | ■ | ■ | □ |
| Alaska | □ | □ ¹ | □ |
| Arizona | □ | □ | □ |
| Arkansas | □ | □ ¹ | □ |
| California | ■ | □ ¹ | ■ |
| Colorado | □ | □ | □ |
| Connecticut | ■ | ■ | ■ |
| Delaware | □ | □ | □ |
| District of Columbia | □ | □ | □ |
| Florida | ■ | ■ | □ |
| Georgia | □ | □ ¹ | □ |
| Hawaii | □ | □ | □ |
| Idaho | □ | □ | □ |
| Illinois | □ | □ | □ |
| Indiana | ■ | ■ | ■ |
| IOWA | □ | □ | □ |
| Kansas | □ | □ | □ |
| Kentucky | □ | □ ¹ | □ |
| Louisiana | □ | □ | □ |
| Maine | □ | □ | □ |
| Maryland | □ | □ | □ |
| Massachusetts | ■ | ■ | ■ |
| Michigan | □ | □ ¹ | □ |
| Minnesota | ■ | ■ | □ |
| Mississippi | ■ | □ ¹ | □ |
| Missouri | □ | □ | □ |
| Montana | □ | □ ¹ | □ |
| Nebraska | □ | □ | □ |
| Nevada | □ | □ | □ |
| New Hampshire | ■ | ■ | □ |
| New Jersey | □ | □ | □ |
| New Mexico | ■ | □ | □ |
| New York | ■ | ■ | ■ |
| North Carolina | ■ | □ ¹ | ■ |
| North Dakota | □ | □ | □ |
| Ohio | ■ | □ ¹ | □ |
| Oklahoma | ■ | ■ | ■ |
| Oregon | □ | □ ¹ | □ |
| Pennsylvania | □ | □ ¹ | □ |
| Rhode Island | □ | □ | □ |
| South Carolina | □ | □ | □ |
| South Dakota | □ | □ | □ |
| Tennessee | ■ | ■ | ■ |
| Texas | □ | □ ¹ | □ |
| Utah | □ | □ | □ |
| Vermont | □ | □ | □ |
| Virginia | ■ | ■ | ■ |
| Washington | □ | □ | □ |
| West Virginia | ■ | ■ | ■ |
| Wisconsin | ■ | ■ | ■ |
| Wyoming | □ | □ | □ |
| | 18 | 13 | 11 |

Figure 22

TEACHER PREP REVIEW FINDINGS

Less than 5 percent of preparation programs ensure that special education teachers are well prepared in the subjects they will teach.



From NCTQ's 2014 *Teacher Prep Review* Standard 9: Content for Special Education (n=96 special education programs)

1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.

Admission into Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should limit admission to teacher preparation programs to candidates in the top half of the college-going population.
2. 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. Alternatively, academic proficiency could be demonstrated by grade point average.



How well are states ensuring that teacher prep programs have rigorous admission standards?

18

Alaska, Arizona, California, Colorado, Idaho, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, Nevada, New Mexico, North Dakota, Ohio, South Dakota, Vermont, Wyoming

8

Alabama, Arkansas, Florida, Illinois, **IOWA**, Missouri, Nebraska, Oregon

10

Connecticut, Indiana, Kentucky, New Hampshire, Oklahoma, Pennsylvania, Tennessee, Washington, West Virginia, Wisconsin

2

Georgia, Mississippi

13

Delaware, District of Columbia, Hawaii, Louisiana, Michigan, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Virginia

RAISING THE BAR FOR TEACHER PREP THROUGH HIGHER ADMISSION STANDARDS

NCTQ has repeatedly found that too many teacher preparation programs are in need of major improvement, graduating first-year teachers lacking skills and content knowledge adequate to thrive in the classroom. One important way states can raise the bar for teacher preparation programs is to set more ambitious admission requirements for new elementary, secondary and special education teachers. This is even more relevant and important as the increasing expectations of college- and career-readiness standards demand more from teachers academically. A key criterion for admissions is evidence of a strong academic background, and states should require programs to select candidates from the top half of the college-going population. Countries like Singapore and Finland are even more restrictive in admissions; the top half goal is realistic and achievable while representing a significantly higher standard for programs throughout the United States. Until recently, few states had rigorous academic standards for admission, but with states like Rhode Island and Delaware significantly raising the bar by taking the lead in establishing higher standards and new accreditation requirements from CAEP, this is beginning to change.



IOWA

ADMISSION INTO TEACHER PREP SNAPSHOT

-  State requires a minimum GPA of 3.0 for admission into teacher prep.
-  State requires a test normed to college-bound population prior to admission to prep program.

 Yes  No

Iowa requires that approved undergraduate teacher preparation programs only accept teacher candidates who have passed a basic skills test. The test is normed just to the prospective teacher population. Iowa does not allow teacher preparation programs to exempt candidates who demonstrate equivalent performance on a college entrance exam.

Supporting Research

Iowa Code Title VII Chapter 256.16

IOWA RESPONSE TO ANALYSIS

While not asked to respond to the full analysis for this section, Iowa noted that educator preparation standards are in the process of being updated. New standards will be submitted for approval in fall 2014.

RECOMMENDATIONS

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

Iowa should require an assessment demonstrating 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. Iowa's policy is especially weak because the state allows individual teacher preparation programs to set their own passing scores.

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

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

- **Consider requiring candidates to pass subject-matter tests as a condition of admission into teacher programs.**

In addition to ensuring that programs require a measure of academic performance for admission, Iowa might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion. Program candidates are likely to have completed coursework that covers related test content in the prerequisite classes required for program admission. Thus, it would be sensible to have candidates take content tests while this knowledge is fresh rather than wait two years to fulfill the requirement, and candidates lacking sufficient expertise would be able to remedy deficits prior to entering formal preparation.

Figure 23

Do states measure the academic proficiency of teacher candidates?

| | TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM | Test normed to teacher candidates only before admission to prep program | Test normed to teacher candidates only during or after completion of prep program | No test required |
|----------------------|--|---|---|-------------------------------------|
| Alabama | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District of Columbia | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| Hawaii | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Louisiana | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maine | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> ¹ | <input 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"/> |
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| Montana | <input 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"/> |
| Nevada | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New York | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ohio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oklahoma | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² | <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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| South Carolina | <input checked="" type="checkbox"/> ¹ | <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 type="checkbox"/> | <input type="checkbox"/> |
| Utah | <input checked="" type="checkbox"/> ¹ | <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"/> ¹ | <input 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"/> |
| | 13 | 18 | 13 | 7 |

SUMMARY OF ADMISSION INTO TEACHER PREP FIGURES

- **Figure 23**
Test of academic proficiency requirements
- **Figure 24**
GPA requirements
- **Figure 25**
Teacher Prep Review findings about admissions

★ EXAMPLES OF BEST PRACTICE

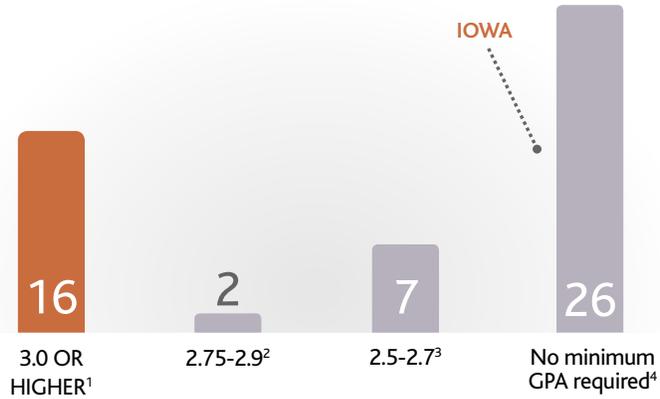
While many states now require CAEP accreditation which includes a standard requiring strong admission practices, **Rhode Island** and **Delaware** have set requirements independent of the accreditation process, ensuring that the states' expectations are clear. Both states require a test of academic proficiency normed to the general college-bound population rather than a test that is normed just to prospective teachers. Delaware also requires teacher candidates to have a 3.0 GPA or be in the top 50th percentile for general education coursework completed. Rhode Island also requires an average cohort GPA of 3.0, and, beginning in 2016, the cohort mean score on nationally-normed tests such as the ACT, SAT or GRE must be in the top 50th percentile. In 2020, the requirement for the mean test score will increase from the top half to the top third.

1. Requirements for admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admission policy.

2. Candidates in Oklahoma also have the option of gaining admission with a 3.0 GPA.

Figure 24

Do states require a minimum GPA for admission to teacher prep?

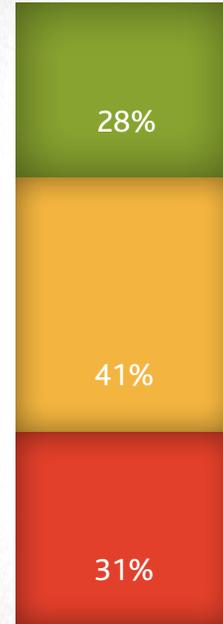


1. **Strong Practice:** Delaware, District of Columbia⁵, Georgia⁶, Hawaii⁵, Louisiana⁵, Michigan⁵, Mississippi⁶, New Jersey⁶, New York⁵, North Carolina⁵, Oklahoma⁷, Pennsylvania⁸, Rhode Island, South Carolina⁵, Utah, Virginia⁵
2. Kentucky, Texas
3. Alabama, Arkansas, Connecticut⁹, Florida, Nebraska, South Dakota, Wisconsin¹⁰
4. Alaska, Arizona, California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Tennessee, Vermont, Washington, West Virginia, Wyoming
5. Required minimum GPA of 3.0 is based on CAEP accreditation standards, not state's own admission policy.
6. The 3.0 GPA requirement is a cohort average; individual candidates in Mississippi and New Jersey must have a 2.75 GPA. Individual candidates in Georgia must have a 2.5 GPA.
7. Candidates in Oklahoma also have the option of gaining admission by passing a basic skills test.
8. Students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.
9. Connecticut requires a B- grade point average for all undergraduate courses.
10. The GPA admission requirement is 2.5 for undergraduate and 2.75 for graduate programs.

Figure 25

TEACHER PREP REVIEW FINDINGS

Only 28 percent of teacher preparation programs have a high bar for admissions.



From NCTQ's 2014 *Teacher Prep Review* Standard 1: Selection Criteria (n=2,396 elementary, secondary and special education programs)

Teacher Preparation Program Accountability

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should incorporate preparation to teach to college- and career-readiness standards into its accountability requirements for teacher preparation programs.
2. The state should collect data that connects student achievement gains to teacher preparation programs. Such data can include value-added or growth analyses conducted specifically for this purpose or evaluation ratings that incorporate objective measures of student learning to a significant extent.
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.
5. The state should retain full authority over its process for approving teacher preparation programs.



How well are states ensuring that teacher preparation programs are accountable for their performance?



HOLDING PREPARATION PROGRAMS ACCOUNTABLE FOR RESULTS

The ultimate goal of teacher preparation programs should be to produce teachers who are effective in educating their students and ensure that they are ready for college and career. As programs operate by virtue of state approval, it is the state's responsibility to connect approval to accountability measures that ensure high performance. While this goal may have been hard to assess a few years ago, that is no longer the case. Redesigned evaluations of teacher effectiveness in the majority of states offer an opportunity for states to collect meaningful objective data on the performance of program graduates. To date, few states connect their process of approving teacher preparation programs to measurable outcome data about programs' graduates.



IOWA TEACHER PREP ACCOUNTABILITY SNAPSHOT

- State collects data that connects student achievement gains to teacher preparation programs.
- State collects other meaningful data that reflect program performance.
- State has set minimum standards for program performance.
- State publishes an annual report card on its own website.
- State retains full authority over its approval process.

Yes No

Iowa's approval process for traditional and alternate route teacher preparation programs does not hold programs accountable for the quality of the teachers they produce.

Most importantly, Iowa does not collect or report data that connect student achievement gains to teacher preparation programs. However, Iowa does rely on some objective, meaningful data to measure the performance of teacher preparation programs. The state requires that its preparation programs document the quality of their programs by collecting evaluative data from practitioners who work with the teacher candidates as well as "evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers."

Regrettably, Iowa does not appear to apply any transparent, measurable criteria for conferring program approval. Further, there is

RECOMMENDATIONS

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

As one way to measure whether programs are producing effective classroom teachers, Iowa should consider the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching. Data that are aggregated to the institution (e.g., combining elementary and secondary programs) rather than disaggregated to the specific preparation program are not useful for accountability purposes. Such aggregation can mask significant differences in performance among programs.

■ Report other meaningful data that reflect program performance.

Although measures of student growth are an important indicator of program effectiveness, they cannot be the sole measure of program quality for several reasons, including the fact that many programs may have graduates whose students do not take standardized tests. The accountability system must therefore include other objective measures that show how well programs are preparing teachers for the classroom. Iowa should expand its requirements to also include such measures as:

1. Average raw scores of teacher candidates on licensing tests, including academic proficiency, subject-matter and professional-knowledge tests
2. Number of times, on average, it takes teacher candidates to pass licensing tests
3. Five-year retention rates of graduates in the teaching profession.

no evidence that the state's standards for program approval are resulting in greater accountability. In the past three years, no programs in Iowa have been identified in required federal reporting as low performing. The state's website does not include a report card that allows the public to review and compare program performance.

In Iowa, there is some overlap of accreditation and state approval. Although CAEP and the state conduct concurrent on-site reviews, Iowa delegates its subject-matter program review process to CAEP.

Supporting Research

Iowa Administrative Code 281-79.13, -.15(7)

Title II State Reports

<https://title2.ed.gov>

www.ncate.org

IOWA RESPONSE TO ANALYSIS

While not asked to respond to the full analysis for this section, Iowa did note that educator preparation standards are in the process of being updated. New standards will be submitted for approval in fall 2014.

RECOMMENDATIONS CONTINUED

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

Merely collecting the types of data described above is insufficient for accountability purposes. The next and perhaps more critical step is for the state to establish precise minimum standards for teacher preparation program performance for each category of data. Programs should then be held accountable for meeting these standards, and there should be consequences for failing to do so, including loss of program approval.

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

Iowa should produce an annual report card that shows all the data the state collects on individual teacher preparation programs, which should be published on the state's website at the program level for the sake of public transparency. Data should be presented in a manner that clearly conveys whether programs have met performance standards.

■ Maintain full authority over the process for approving teacher preparation programs.

Iowa should ensure that it is the state that considers the evidence of program performance and makes the decision about whether programs should continue to be authorized to prepare teachers.

Figure 26

Do states hold teacher preparation programs accountable?

| | OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED | MINIMUM STANDARDS FOR PERFORMANCE SET | DATA PUBLICLY AVAILABLE ON WEBSITE |
|-----------------------------|--|--|--|
| Alabama | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> |
| Alaska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arizona | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arkansas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| California | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Colorado | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Connecticut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delaware | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| District of Columbia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Florida | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Georgia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hawaii | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Idaho | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indiana | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| IOWA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kansas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kentucky | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Louisiana | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| Maine | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Maryland | <input checked="" type="checkbox"/> ³ | <input type="checkbox"/> | <input type="checkbox"/> |
| Massachusetts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Michigan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> ¹ | <input checked="" type="checkbox"/> |
| Minnesota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mississippi | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Missouri | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Montana | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Nebraska | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nevada ¹ | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| New Hampshire | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Jersey | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Mexico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New York | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| North Carolina | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> ² |
| North Dakota | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ohio ¹ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Rhode Island | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
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| Virginia | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Washington | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| West Virginia | <input checked="" type="checkbox"/> ¹ | <input type="checkbox"/> | <input type="checkbox"/> |
| Wisconsin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Wyoming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 35 | 4 | 18 |

SUMMARY OF TEACHER PREP PROGRAM ACCOUNTABILITY FIGURES

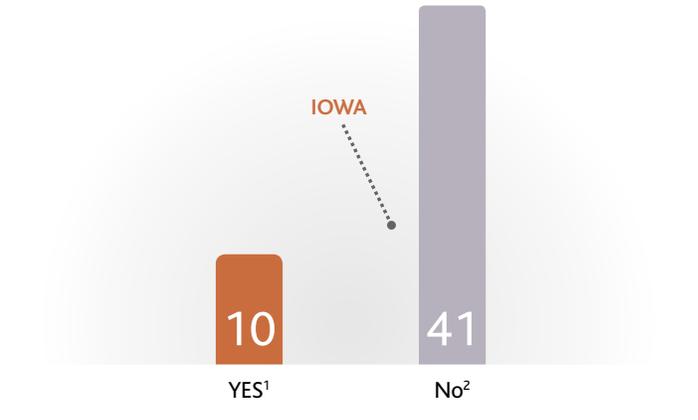
- **Figure 26**
Accountability requirements
- **Figure 27**
Use of student achievement data

★ EXAMPLES OF BEST PRACTICE

No state has yet implemented a full accountability system for teacher preparation that features data, including student achievement gains, connected to teacher preparation programs (not just the institution level); has clear minimum standards of performance for those data; and publishes the results for use by prospective teachers, hiring school districts and the general public. Some states are well on their way. **Georgia** and **Louisiana** collect student achievement gains and set minimum standards of performance, while **Ohio** and **Tennessee** have published report cards that include connections to student achievement gains.

Figure 27

Do states connect student achievement data to teacher preparation programs?



- Strong Practice:** Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas
- Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia³, Hawaii³, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland³, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York³, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
- Included in state's Race to the Top plan, but not in policy or yet implemented.

Figure 26

- For traditional preparation programs only.
- State does not distinguish between alternate route programs and traditional preparation programs in public reporting.
- For alternate routes only.

Teacher Preparation Policy Priorities for Iowa

Prepare all teachers to meet the instructional shifts of college- and career-readiness standards for students.

- Strengthen preparation requirements to ensure teacher candidates have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction.
Priority for elementary, middle, secondary and special education teacher preparation.
- Through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.
Priority for elementary, middle, secondary and special education teacher preparation.
- Ensure teachers are prepared to intervene and support students who are struggling with reading.
Priority for elementary, middle, secondary and special education teacher preparation.

Additional priorities for elementary teacher preparation:

- Require all elementary teacher candidates—including candidates for an early childhood license—to pass a rigorous content test that assesses knowledge of all core subjects, including mathematics, and requires a meaningful passing score for each area.
- Require a rigorous assessment in the science of reading instruction.
- Require a content specialization in an academic subject area.

Additional priorities for secondary teacher preparation:

- Require secondary science and social studies teachers to pass a content test for each discipline they are licensed to teach.

Additional priorities for special education teacher preparation:

- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Raise admission requirements:

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population, measured by a test normed to the general college-bound population or minimum GPA.

Hold preparation programs accountable:

- Collect performance data to monitor programs, including student achievement gains.
- Set minimum standards for program performance with consequences for failure to meet those standards.
- Publicly report performance data.



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

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