



A Race to the Top Scorecard

How the “Great Teachers and Leaders” assurance area can help states maximize their odds of winning a *Race to the Top* grant.

Most states are now working in earnest to respond to the U.S. Department of Education’s invitation for applications for the \$4.35 billion *Race to the Top* fund (RTT), described by Secretary Arne Duncan as a “once in a lifetime chance to change our schools.”

Although the Department is clear that states must articulate a coherent and comprehensive plan across four reform areas — **Standards and Assessments; Data Systems; Great Teachers and Leaders;** and **Turning Around Low-Achieving Schools**, there is one critical take away for states to understand:

The Great Teachers and Leaders area of the application is a clear MAKE OR BREAK for states. It is the most important single assurance area in terms of points assigned. It alone can earn a state 138 points out of the 500 total points for the application, more than a quarter of the entire RTT point allocation.

The importance of teachers and leaders in RTT is no surprise to the National Council on Teacher Quality (NCTQ). Over the past six months we’ve written policy papers for several states providing our best analysis of how to produce a competitive proposal.¹ In those papers we’ve argued that a comprehensive

¹ To date, NCTQ has prepared policy papers for Colorado, Michigan, Arizona and New Mexico. In each paper, we laid out a number of features of *Race to the Top* funding and what states should expect from the competition. We then provided a description of several human capital strategies — including next steps broken down by key actors and back-of-the-envelope cost calculations for implementing such strategies — that we believe will put states in a strong position to compete for RTT funds. See www.nctq.org.

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approach to RTT cannot be delivered by any state that fails to attend, first and foremost, to human capital. In this “Scorecard,” we have consolidated the advice we’ve given to individual states that will allow a state to easily calculate where it stands in terms of competitiveness.

That isn’t to say that the other three assurance areas don’t matter. Of course, effective human capital strategies require effective **data systems**. Any well designed human capital strategy will also make **struggling schools** a priority. And certainly an effective workforce cannot deliver results without a **common set of rigorous learning standards**. But to gain enough points over other states, a winning proposal must break new ground in the area of Great Teachers and Leaders.

Beating the odds

Here’s how NCTQ thinks the Department’s assigned points will play out:

State Success Factors: The Department is awarding **125 points** to this somewhat amorphous category. It has indicated that this large area will be an assessment of the overall coherence of the proposal, the state’s apparent capacity to pull off its plans, the proposal’s articulation of the state’s reform agenda and a place to boast about successes to date. It is also the place that consideration will likely be given to what states actually did with their American Recovery and Reinvestment Act (ARRA) state stabilization funds. Our guess is that points earned here will come as a result of 1) a proposal being well written, 2) the boldness of reforms being proposed, 3) how reform minded states were in their use of stabilization funds and 4) how convincing each state can be that it has the capacity to pull off its plan.

General Selection Criteria: Also separate from the four assurance areas, a state can earn up to **55 points** primarily on the basis of having what are perceived to be laws friendly to charter schools.

STEM: A state can earn **15 points** for having a great STEM plan, too few points to spur states to make this central to their proposals.

Standards and Assessment: This assurance area is worth **70 points**, nearly half the value of Great Teacher and Leaders. Because all but two states have signed on to the common standards project, no state is likely to pull ahead of the pack in this area (save the aggressiveness of their implementation timelines).

Data Systems: This assurance area is worth only **47 points**, a third of the value of Great Teacher and Leaders. While states vary greatly on their current capacity in this area, we expect most states to be making strong cases that they fully intend to put in place a comprehensive, statewide longitudinal data system, meeting the specifications and elements required by the Department. Again it will be hard to gain ground on other states in this area.

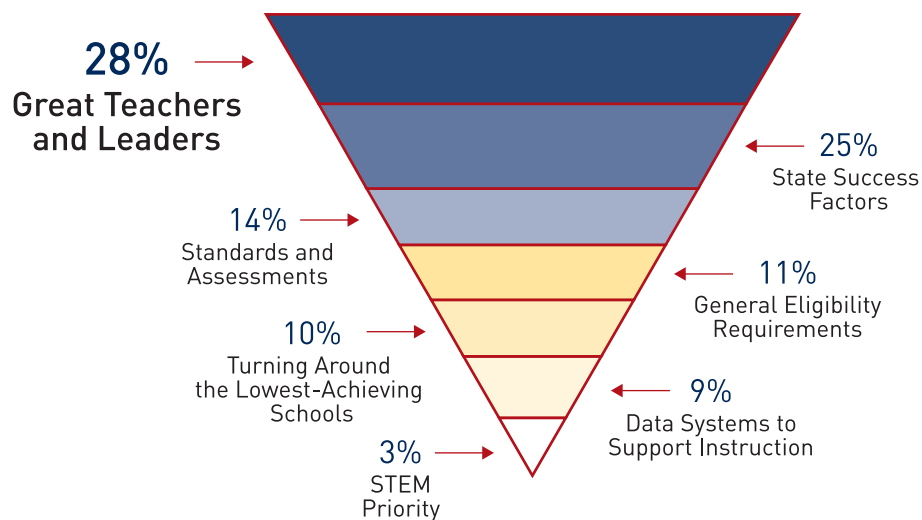
Identifying and intervening in low-achieving schools: This assurance area is worth **50 points**. It is certainly an area that will allow some states to stand out, but there are two mitigating factors. First, states face big capacity issues when it comes to the actual work of turning around struggling schools, and the third parties that they can enlist are in high demand and short supply. As a result, final plans may be less ambitious than was hoped. Second, it is unlikely that any particularly bold initiatives in this assurance area can be accomplished without significant attention to human capital.

And that brings us back to *Great Teachers and Leaders* valued at 138 points...

The bottom line is that the Department is sending a clear message about tackling human capital reform. It recognizes that human capital is an area where bold change is needed in education, and also where states can leverage strong influence. However, there are currently few state exemplars.

Human capital reform will be challenging and contentious and, to date, states have been unwilling to take it on in a comprehensive manner. It will require **break the mold** initiatives and **iron political will** on the part of states to undertake a human capital reform agenda — and, accordingly, the Department has assigned the big points and promised the big money for this tough work.

How the RTT points break out:



Is your state competitive?

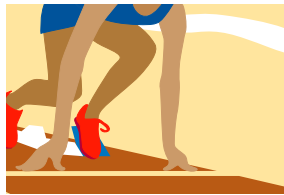
In the scorecard that follows, we offer smart guesses for how much various human capital strategies might be worth. Each of the five areas presented here were defined by the Department and assigned various point values in the RTT notice. We take their thinking a step further and assign points for particular strategies.

Here's how we reached our calculations:

- We give more points for *high quality practices* that characterize leading state policies.
- We also differentiate the points assigned to *innovative practices*.
- We note the places where states will take themselves completely out of the running if a policy is not already in place.
- We include *penalties* for states that have loopholes that negatively impact the effectiveness of innovative practices.

➤ RTT Scorecard key

We've judged which strategies are non-starters, which are likely to keep a state competitive, and which are most likely to put a state way ahead of the pack. Here's the key:



NECESSARY PRACTICE. States won't get off the starting line and are ineligible for RTT unless the described strategy is already in place. (2 POINTS)



BASELINE/FOUNDATIONAL PRACTICE. This is a strategy that all states should implement as a matter of standard practice. These sort of strategies may keep some states in the running for RTT, but aren't likely to move states out ahead of the pack. (3 POINTS)



CHALLENGING PRACTICE. This is a strategy that will push the reform envelope in some states, and is more challenging to implement. States will likely earn higher marks for innovation involving these sorts of strategies, helping states to break away from the pack for RTT consideration. (8 POINTS)



BOLD PRACTICE. This is a truly innovative reform strategy. It requires strong leadership and considerable political will in the face of opposition to put these sorts of ground-breaking practices into place. We think states will need to have a number of these kinds of policies in the works to be serious contenders for RTT funds. (10 POINTS)

CAUTION: Though the Department has assigned points to particular criteria areas within Great Teachers and Leaders (Areas 1-5 in this document), it has not assigned points to particular strategies. The point system in this scorecard is NCTQ's formulation and its purpose is to help states assess their competitiveness. NCTQ's totals do not, and are not meant to, correspond to the Department's point values.

➤ Area 1. Pathways into teaching

The RTT application indicates that the Department intends to provide up to 21 points to states based on its evaluation of:

- The extent to which states have legal, statutory, or regulatory provisions that allow alternative routes to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- The quality of the alternative routes to certification that states are using; and,
- The extent to which states have processes for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill those shortage areas.

NCTQ's scorecard for this section emphasizes the basic concept behind the alternate route into teaching — providing the nontraditional candidate who has strong subject-area knowledge with flexibility, and highly-structured support, freeing the candidate up to concentrate on acquiring professional knowledge and skills. States must put any alternate route programs, both for teachers and principals, on an even playing field with traditional programs, in terms of the regulatory framework that governs them.

Area 1. Pathways into teaching

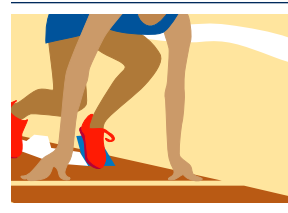
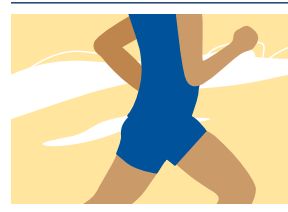

STRATEGY

Scores should be based on what is already in place in the state OR what will be specifically described in the proposal. Subtract points if any regulatory or legal obstacles remain to implementing the strategy.

DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS

	<p>1. ALTERNATIVE ROUTES FOR NONTRADITIONAL TEACHER CANDIDATES: Has the state adopted/approved alternative route programs?</p>	<p>2 State is disqualified if this strategy is not in place.</p>	
	<p>2. SUBJECT-AREA KNOWLEDGE: Are all alternate route candidates required to pass a subject-matter test?</p>	<p>3</p>	
	<p>3. FLEXIBILITY: Does the state allow alternate route candidates who lack a major in an intended subject area to demonstrate subject-matter knowledge by passing a rigorous content test (particularly relevant for STEM teachers)?</p>	<p>3</p>	
	<p>4. HIGH ACADEMIC STANDARD: With some accommodation for work experience, do alternate route programs screen candidates for academic ability at a higher standard than for traditional candidates, such as requiring a minimum 2.75 overall college GPA?</p>	<p>3</p>	
	<p>5. STREAMLINED PREPARATION: Does the state ensure that required credit hours for alternative routes is manageable (under 16 credit hours) and that programs are of reasonable length (no longer than two years)?</p>	<p>3</p>	
	<p>6. STRUCTURED, SUPERVISED SUPPORT: Do <u>all</u> alternate route teachers have access to high-quality induction support with particular focus on teachers in high needs schools, including such strategies as practice teaching prior to entering the classroom, intensive mentoring with classroom support, reduced teaching load and relief time to observe experienced teachers?</p>	<p>8</p>	


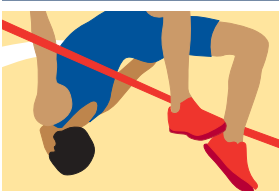

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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS

	<p>7. FLEXIBILITY: Has the state ensured that there are no restrictions on alternate routes that make them programs of last resort or limit their availability to certain geographic areas, grades or subject areas?</p>	<p>3</p>	
	<p>Penalty: If the state requires districts to certify that no traditionally prepared teacher was available before hiring an alternate route candidate, it is using alternative routes as a last resort.</p>	<p>-2</p>	
	<p>8. MONITORING SHORTAGES: Does the state have a data system to monitor, evaluate and identify areas of teacher and principal shortage? Do alternative routes address areas of shortage/need — including monitoring and filling needs for STEM teachers?</p>	<p>8</p>	
	<p>Penalty: If the state collects data relevant to tracking shortages, but doesn't analyze these data and use the information to fill shortages, then its data system is not helping to use alternative routes to be used effectively.</p>	<p>-4</p>	
	<p>9. DIVERSITY OF PROVIDERS: Are state regulations and alternate route program specifications structured to permit and encourage a diversity of providers, including districts, non-profits and organizations other than institutions of higher education?</p>	<p>3</p>	
	<p>Penalty: If the state technically permits a diversity of providers, but requires that candidates complete all preparation in "credit hours" then the state is effectively limiting alternate route providers to higher education institutions.</p>	<p>-2</p>	
<p>TOTAL POINTS</p>		<p>36</p>	

➤ Area 2.

Measuring educator effectiveness based on performance

The RTT application indicates that the Department intends to provide up to 58 points to states based on its evaluation of the extent to which states have:

- High-quality plans and ambitious, yet achievable, annual targets to ensure that participating districts measure individual student growth;
- Rigorous, transparent and fair evaluation systems for teachers and principals that use multiple rating categories and take into account data on student growth as a significant factor;
- Annual evaluations of teachers and principals that include timely and constructive feedback and provide teachers and principals with data on student growth for their students, classes, and schools.
- Evaluation systems used to inform decisions about professional development, coaching, induction support, compensation, promotion and teacher and principal retention.
- Evaluation systems that are used to provide opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities; make tenure decisions; remove ineffective teachers and principals after they have had ample opportunities to improve.

A successful performance management system — one that gives educators the tools they need to be effective, supports their development, rewards their accomplishments and holds them accountable for results — is essential to the fundamental goal of all education reform: eliminating achievement gaps and ensuring that all students achieve to their highest potential.

The first order of business is to build a system that is reliable and fair. The need for fairness strongly suggests that the state has, at minimum, a role providing guidance, models and tools for developing such a system and requiring that any locally developed evaluation systems be validated by the state.

Huge investment will be needed for training. Even the best evaluation system will be crippled by poor implementation and poor training in use of the system. With an evaluation system in place that measures teacher effectiveness, states can examine their tenure processes and explore compensation reform.

Area 2. Measuring educator effectiveness based on performance

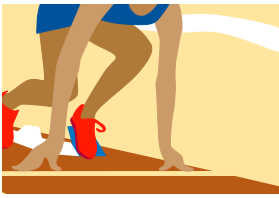
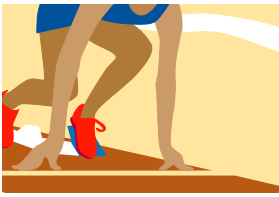



STRATEGY

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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

YOUR POINTS

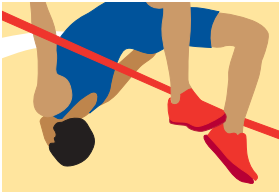




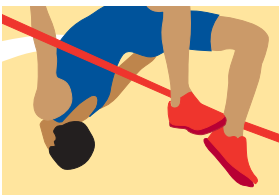
	<p>1. LINKING STUDENT AND TEACHER DATA: Has the state ensured that there are no legal or regulatory obstacles to linking student achievement or student growth data to teachers and principals for the purpose of evaluations?</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">State is disqualified if this strategy is not in place.</p>	
	<p>2. ANNUAL EVALUATIONS: Does the state require annual performance evaluations (either formal or a combination of formal and informal) of teachers and principals?</p>	<p style="text-align: center;">2</p>	
	<p>3. DATA SYSTEM CAPACITY: Does the state have a data system capable of tracking individual student performance, linking individual student achievement data with individual teachers and other teacher evaluation information, and making that information available to schools and teachers?</p> <p>Penalty: If the state system is not capable of retrieving data for teachers and students for all grades for which statewide assessments are administered, or if the state has required elements in its data system but the data are not of the quality that can be used for high-stakes purposes, the data system capacity is too limited.</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">-2</p>	
	<p>4. VALUE ADDED: Does the data system generate value-added data for teachers and have the capacity to incorporate other objective student data?</p>	<p style="text-align: center;">3</p>	
	<p>5. DEFINITION OF EFFECTIVE TEACHERS: Do state statutes and/or regulations articulate a definition of effective teachers that includes the academic performance of students as the key criterion?</p>	<p style="text-align: center;">3</p>	

Area 2. Measuring educator effectiveness based on performance

STRATEGY

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DEGREE OF DIFFICULTY

		NCTQ AVAILABLE POINTS	STATE POINTS
	6. FORMAL STATE EVALUATION INSTRUMENT: Are all districts and schools required to use a state-developed or state-validated formal evaluation instrument for evaluating teachers?	8	
	7. STUDENT ACHIEVEMENT PREPONDERANT CRITERION: Is student learning the preponderant criterion of the state's evaluation instrument?	10	
	8. COMPREHENSIVE PERFORMANCE DATA: Are teacher evaluation ratings based to a significant extent on objective student data (but not limited to standardized test scores), including sources such as examination of formative assessments, progress in the curriculum, random sampling of student work, and observational data of student behavior?	8	
	9. INFORMAL EVALUATION INSTRUMENTS: Does the state's performance management system include informal instruments that allow districts to incorporate local curricula, instructional priorities and professional development initiatives relevant to evaluating individual teacher performance?	10	
	10. MULTIPLE RATINGS: Has the state ensured that there are multiple rating levels in its performance evaluation system, rather than maintaining only two possible ratings for teacher evaluations, such as satisfactory or unsatisfactory?	3	
	11. TRAINING: Does the state have ambitious and high-quality programs for training state, district and school level personnel on its performance evaluation system?	8	

Area 2. Measuring educator effectiveness based on performance

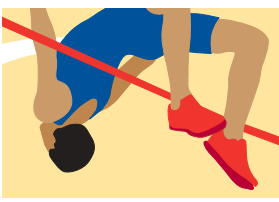
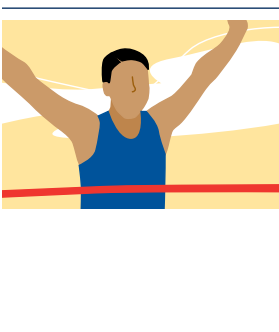

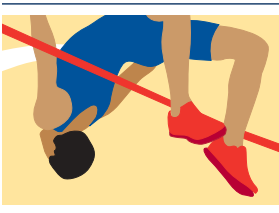
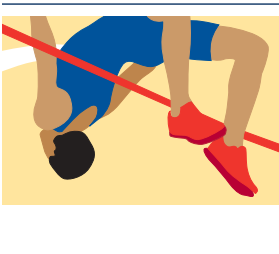
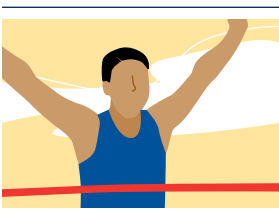
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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS

	<p>12. PRINCIPAL EVALUATIONS: Does the state have a protocol for evaluating principal effectiveness, based in significant part on the effectiveness of teachers and on student achievement?</p>	<p>8</p>	
	<p>13. STANDARD TENURE PROCESS: Is there a clearly articulated statewide process for making data-based tenure decisions? Is the review process transparent, and does it include a reasonable appeal process for a teacher denied tenure based on performance? Are tenure review teams used to make data-based tenure decisions?</p>	<p>10</p>	
	<p>14. AWARDING TENURE BASED ON EFFECTIVENESS: Does state statute require that tenure only be awarded on the basis of teacher effectiveness?</p>	<p>10</p>	
	<p>15. MEANINGFUL PROBATION: Is the probationary period for teachers of sufficient length to accumulate adequate performance data on which to base tenure decisions (at least 4 years)?</p>	<p>8</p>	
	<p>16. ACCOUNTABILITY: Are principals held accountable for the implementation of the performance management system, with a reporting system firmly in place that will permit the districts to meaningfully review the evaluation practices of each school principal?</p>	<p>8</p>	
	<p>17. THIRD-PARTY EVALUATORS: Are third-party evaluators (including peer evaluators) used as part of the teacher evaluation system to enhance and supplement the quality of the feedback and support to teachers and principals?</p>	<p>10</p>	

Area 2. Measuring educator effectiveness based on performance

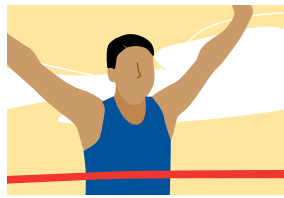
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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS



18. TEACHER DISMISSAL: Does state law articulate that teachers may be dismissed for consistently poor performance in the classroom? Does the state articulate procedures and due process rights for such dismissals that are *wholly distinct* from dismissals based on criminal or morality violations?

10

-4

Penalty: If state mechanisms for dismissal involve multiple appeals, lengthy legal proceedings or decisions made by those without educational expertise, then the state does not have a streamlined dismissal process.



19. SUPPORT FOR LOW-PERFORMERS: Does the state clearly lay out the obligations of districts and principals to provide remediation for teachers identified as poorly performing and set a pre-established timeline for how long such support should last?

8

-4

Penalty: If a teacher's remediation period is allowed to carry over from one school year into the next, resulting in the teacher being assigned to a new class as the teacher of record, the remediation process is unsound.

Area 2. Measuring educator effectiveness based on performance

STRATEGY

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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS



20. ELIMINATE INEFFECTIVE COMPENSATION SCHEMES:

Has the state revised its salary schedules or worked with districts to revise their salary schedules, so as not to require a master's degree for teachers to advance and/or not to pay differentials for advanced degrees — effectively freeing up resources that can be redirected to other compensation strategies?

Penalty: If the state has advanced licensing requirements or a state-level salary schedule that effectively requires advanced degrees, the state is engaged in a strategy which research shows does not contribute to teacher effectiveness.

10

-4



21. REMOVE UNNECESSARY COMPENSATION RESTRICTIONS:

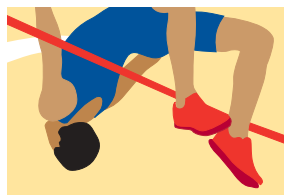
Has the state removed obstacles to teacher and principal hiring that restrict teacher compensation, notably intrastate salary portability, along with credential restrictions for both principals and teachers?

8



22. PAY FOR PERFORMANCE: Does the state allow districts to differentiate pay by providing a higher salary to teachers who consistently earn the highest ratings on its evaluation system or are otherwise determined to be most effective in terms of raising student achievement?

10



23. PAY DIFFERENTIAL FOR STEM: Does the state differentiate pay for STEM teachers by starting STEM teachers at a higher step on the salary schedule if they have relevant prior work experience?

8

Area 2. Measuring educator effectiveness based on performance

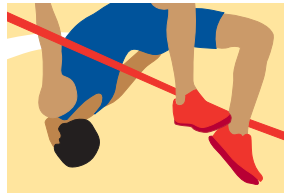
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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS



24. MERIT-BASED OPPORTUNITIES: Are additional employment opportunities in the state and districts, such as summer school, decided on the basis of merit, rather than on seniority?

8

TOTAL POINTS

176

➤ Area 3. Equitable distribution

The RTT application indicates that the Department intends to provide up to 25 points to states based on its evaluation of the extent to which states, in collaboration with participating districts, have:

- High-quality plans and ambitious, yet achievable, annual targets to ensure the equitable distribution of teachers — that is, ensuring that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.
- Demonstrated efforts to increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs; and teaching in other areas as identified by states or districts through strategies in the areas of recruitment, compensation, teaching and learning environments, professional development, incentives, and human resources practices and processes.

Schools serving children living in poverty are more apt to employ teachers with lower qualifications than schools serving more affluent children. In other words, students in need of the most qualified teachers are often shortchanged, at least as measured by teacher credentials.

These workforce disparities are the repercussion of teachers' right to choose where they work, both within a district and among neighboring districts in a state. Without encroaching on this right, there is much that states can do to reward and incent districts that help teachers make different choices, and even sanction those that do not. The strategies NCTQ presents below are predicated on our belief that there are many effective teachers who would work in high needs schools but do not — and not because the children in those schools are poor or of a different race or ethnicity. Effective teachers want to work where they can be successful and too often high needs schools are not such places. They also do not want to be perceived as working in last resort jobs, where no one would work if good enough to work elsewhere. Cash bonuses, even when quite significant, are simply not enough to overcome a teacher's fair and proper desire to be — and to be viewed as — effective.

Area 3. Equitable distribution


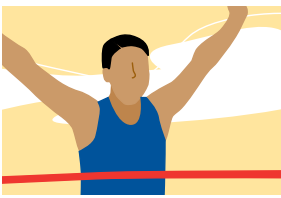



STRATEGY

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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS

	<p>1. TRANSPARENCY: Does the state annually report district- and school-level data on teacher effectiveness data to leaders? At a minimum the state reports the ratio of novice teachers to full school staff; annual turnover rate; and teacher absenteeism rate.</p> <p>Penalty: If the state does not report these data, but puts the burden on the districts and schools to analyze and report the information, the state is not providing transparent reports on teacher effectiveness.</p>	<p>3</p> <p>-2</p>	
	<p>2. EFFECTIVENESS DATA: Does the state have a teacher academic quality index for each school that measures the overall qualifications of teachers, reporting on such factors such as failure rate on licensing tests, certification status, academic background and experience?</p>	<p>10</p>	
	<p>3. PRINCIPAL EFFECTIVENESS: Does the state have a performance matrix to encourage districts to make data-driven decisions about principal assignments? Indicators include student achievement measures of comparable schools, annual turnover rate of teachers, distribution of evaluation ratings of teachers serving under the principal and staff absentee rates.</p>	<p>10</p>	
	<p>4. REWARD HIGH-PERFORMING LEADERS: Are principals with high quality index ratings rewarded?</p>	<p>8</p>	
	<p>5. PAY FOR HIGH-PERFORMERS IN HIGH NEED SCHOOLS: Is additional pay provided to principals or teachers who are identified as highly-qualified or highly-effective and who serve in high needs schools?</p>	<p>8</p>	

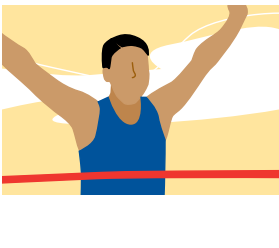
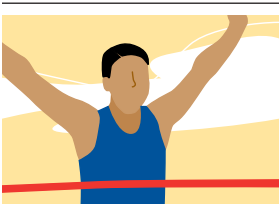
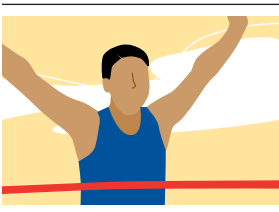
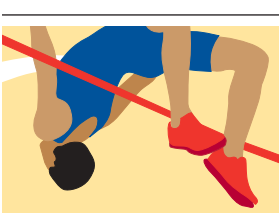
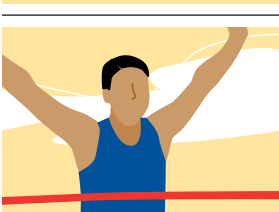


STRATEGY

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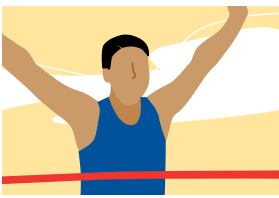

DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS

	<p>6. MUTUAL CONSENT: To facilitate districts' ability to equitably distribute teachers, has the state set in statute a statewide mutual consent policy for all districts requiring agreement by both the teacher and the principal on assignment to a particular school?</p>	<p>10</p>	
	<p>7. MUTUAL CONSENT PART II: Does the state have statute that nullifies the contract of any teacher who loses an assignment and is unable to secure another position within 12 months?</p>	<p>10</p>	
	<p>8. CREATE POOL OF HIGHLY EFFECTIVE TEACHERS: Does the state have a "Teacher Corps" program to place the state's most effective teachers in high needs classes as an intra-district loan or as state employees?</p>	<p>10</p>	
	<p>9. LIFT SALARY CAPS: Has the state lifted salary caps or does it have an inter-district agreement requiring the lifting of any salary caps imposed on experienced and effective teachers if they are willing to teach in a struggling school?</p>	<p>8</p>	
	<p>10. DIFFERENTIATE PAY FOR HIGHLY EFFECTIVE TEACHERS: Does the state provide or help support additional pay for high-quality teachers to teach standard classes (e.g. 9th grade remedial English vs. AP English)?</p>	<p>10</p>	
	<p>11. MERIT-BASED OPPORTUNITIES: Does state statute require that additional employment opportunities available to teachers be assigned on the basis of merit, not seniority?</p>	<p>10</p>	
	<p>12. INCENTIVES: Are there strategies in place for securing a commitment from teachers to serve a set period in high-need schools – through incentives or remuneration?</p>	<p>10</p>	

Area 3. Equitable distribution

DEGREE OF DIFFICULTY	STRATEGY	NCTQ AVAILABLE POINTS	STATE POINTS
	<p>13. PORTABILITY AGREEMENTS: Has the state brokered portability agreements among districts to allow teachers or principals to move across districts without encountering pay caps?</p>	10	
	<p>14. PENSION REFORM: Has the state undertaken pension reform to retain effective teachers? Reforms include ameliorating practices which lead to disadvantaging teachers early in their careers.</p>	10	
	<p>15. MODEL PAY OPTIONS: Are there model pay options in place under the state's performance-based evaluation system, moving away from stipends, bonuses, "winning the lottery" approaches to more permanent salary adjustments for effective teachers?</p>	10	
TOTAL POINTS		137	

➤ Area 4. Teacher preparation

The RTT application indicates that the Department intends to provide up to 14 points to states based on its evaluation of the extent to which states:

- Link student achievement and student growth data to the students' teachers and principals, link this information to the in-state programs where those teachers and principals were prepared for credentialing, and publicly report the data for each credentialing program in the state.
- Expand preparation and credentialing options and programs that are shown to be successful at producing effective teachers and principals.

States have made initial strides in publishing data about teacher preparation programs. However, these outcome data are of limited value on their own. They will only provide the state with an existent picture of program quality, demonstrating a range in quality that is only as wide as the best program is good and the worst program is bad. It is in fact settling for the status quo.

NCTQ believes that a more ambitious vision of how teacher preparation can contribute to teacher effectiveness is needed. States can make a real difference in teacher quality by raising its standards for what it takes to become a teacher. Through their standard setting and program approval processes, states must ensure that programs are delivering the preparation that school districts need. They must ensure that teacher candidates possess the knowledge and skills for admission and that candidates exit with sufficient skills to be granted licensure to teach.

Area 4. Teacher preparation






STRATEGY

Scores should be based on what is already in place in the state *OR* what will be specifically described in the proposal. Subtract points if any regulatory or legal obstacles remain to implementing the strategy.

DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS

	<p>1. BASIC SKILLS AS ENTRY REQUIREMENT: Does the state require all teacher applicants to pass a basic skills test with the cut score set by the state as a condition of admission into an approved undergraduate teacher preparation program?</p>	<p>3</p>	
	<p>2. TRANSITION TO MORE RIGOROUS MATHEMATICS TESTS FOR ENTRY: Has the state adopted an incremental plan that eventually replaces all basic skills tests used as a condition of admission into an approved undergraduate teacher preparation program with tests that evaluate the proficiency of elementary teacher candidates up through Algebra II and secondary teacher candidates through precalculus?</p>	<p>10</p>	
	<p>3. ADOPT HIGH-QUALITY CONTENT TESTS IN READING: Does the state require elementary teachers to pass a <i>stand alone</i>, high quality reading test (with its own passing score) to ensure that teacher preparation programs are teaching the science of reading?</p>	<p>8</p>	
	<p>4. STRIP PROGRAM REQUIREMENTS NOT SHOWN TO BE ASSOCIATED WITH EFFECTIVENESS: Has the state stripped unsupported regulatory requirements, such as advanced degree requirements or requirements that principals participate in an approved principal preparation program?</p>	<p>10</p>	
	<p>5. ELIMINATE EXTRANEIOUS COURSEWORK: Has the state eliminated state-level requirements for coursework that bears no direct connection to raising student achievement?</p>	<p>3</p>	

STRATEGY

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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS

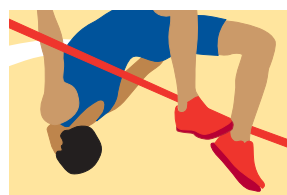


6. DATA AND REPORTING ON TEACHER PREP PROGRAMS: Does the state have a comprehensive data and reporting system for holding teacher preparation programs accountable? This includes pass rates for individuals entering student teaching (not program completers), academic gains of graduates' students averaged over the first three years of teaching and five-year retention rates of graduates in the profession.

10

Penalty: If the state does not report individual, candidate-level data back to the teacher preparation programs, it is not using data effectively as an accountability and program improvement mechanism.

-4



7. SECOND CAREER OPTION: Does the state require programs to have undergraduate teacher candidates accumulate sufficient credits outside of teaching so that a candidate found to be unqualified for teaching can still graduate in a timely manner? [For example, if programs required all prospective elementary teachers to complete a subject-area minor, an individual who failed at student teaching could still earn a college degree in relatively short order.]

8



8. MUTUAL EFFECTIVENESS: Does the state require that teacher preparation programs place student teachers only in classrooms staffed by teachers determined to be effective?

3

TOTAL POINTS

55

➤ Area 5. Teacher support

The RTT application indicates that the Department intends to provide up to 20 points to states based on its evaluation of the extent to which states and participating districts:

- Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students; and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes.

It goes without saying that if teachers left teacher preparation institutions better prepared, then providing induction and ongoing support programs would be less critical to state reform efforts. In addition to reducing the stress and burden on new teachers, a successful induction program can help mitigate the negative impact first-year teachers have on student achievement. Research has shown that first-year teachers produce significantly lower academic gains than any other teachers. Reducing the amount of time new teachers are the only teacher in the classroom should ameliorate this unfortunate effect.

In the scorecard, NCTQ emphasizes the support states provide for new teachers with intensive coaching and reduced teaching load during the first year.

STRATEGY

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DEGREE OF DIFFICULTY

NCTQ AVAILABLE POINTS

STATE POINTS

	<p>1. INDUCTION: Does the state proportionately target its available dollars for teacher induction to teachers working in high-need or low-achieving schools?</p> <p>Penalty: If the state provides no funding for induction support or the available funds are insufficient to effectively support all teachers working in high needs schools (although proportionately distributed), deduct points</p>	<p>3</p> <p>-2</p>	
	<p>2. HIGHLY EFFECTIVE MENTORS: Does the state's school code specify that new teacher mentors must be themselves effective teachers?</p>	<p>3</p>	
	<p>3. EXPANDING MENTOR POOL: Are there strategies in place for expanding the pool of mentor teachers, including contracting with retired effective teachers and offering it as professional development for highly-effective teachers?</p>	<p>8</p>	
	<p>4. COACHING: Are coaches hired to work with all new teachers teaching in high-poverty and low-achieving schools? In districts with significant poverty and in low performing schools, a coach should be placed for 80 percent of class time in every new teacher's classroom for the first 2 to 8 weeks of school.</p>	<p>10</p>	
	<p>5. REDUCING TEACHING LOAD FOR NEW TEACHERS: Do the state and districts have policies in place to reduce the teaching load for new teachers in high-poverty and low-achieving schools?</p>	<p>10</p>	
	<p>6. EFFECTIVE PROFESSIONAL DEVELOPMENT: Does the state ensure that only effective professional development focused on data, instruction, and improving student achievement is funded by the state and its districts?</p>	<p>3</p>	

Area 5. Teacher support

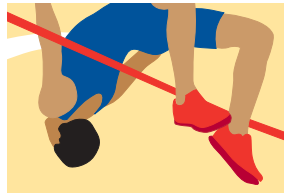
STRATEGY

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DEGREE OF DIFFICULTY

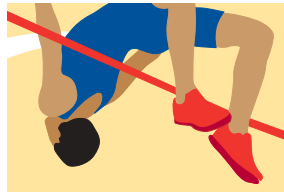
NCTQ AVAILABLE POINTS

STATE POINTS



7. SUPPORT FOR STEM NEEDS: Does the state allow licensing waivers for teachers of advanced secondary STEM courses?

8



8. COLLABORATION: Does the state make it possible for teachers in high-need schools to increase the time available to them to plan and work together?

8

TOTAL POINTS

53

➤ Summary Scorecard

Total your state's points in each area.

Area 1	36
Area 2	176
Area 3	137
Area 4	55
Area 5	53
TOTAL =	457

How competitive is your state?

360+ points:	Front Runner
270-359 points:	Competitive
175-269 points:	In the Race but Lagging Behind
0-174 points:	Not Competitive

CAUTION: Though the Department has assigned points to particular criteria areas within Great Teachers and Leaders (Areas 1-5 in this document), it has not assigned points to particular strategies. The point system in this scorecard is NCTQ's formulation and its purpose is to help states assess their competitiveness. NCTQ's totals do not, and are not meant to, correspond to the Department's point values.



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