

Blueprint for Change in Oregon

2010
State Teacher
Policy Yearbook



National Council on Teacher Quality

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their extensive experience has helped to ensure the factual accuracy of the final product. Although this year's *Blueprint for Change* did not require the extensive review typically required of states, we still wanted to make sure that states' perspectives were represented. As such, each state received a draft of the policy updates we identified this year. We would like to thank all of the states for graciously reviewing and responding to our drafts.

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About the Yearbook

The 2010 *Blueprint for Change* is the National Council on Teacher Quality's fourth annual review of state laws, rules and regulations that govern the teaching profession. This year's *Yearbook* takes a different approach than our past editions, as it is designed as a companion to the 2009 *State Teacher Policy Yearbook*, NCTQ's most recent comprehensive report on state teacher policies.

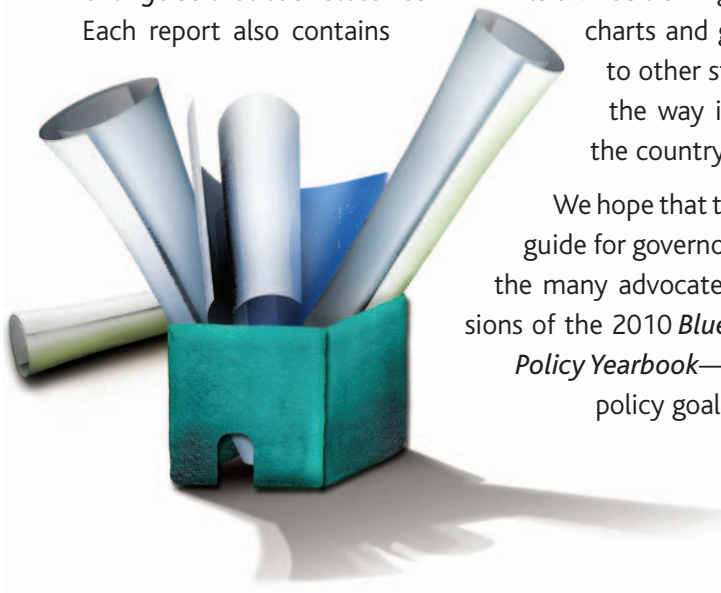
The comprehensive *Yearbook*, a 52-volume state-by-state analysis produced biennially, examines the alignment of states' teacher policies with goals to improve teacher quality. The 2009 report, which addressed key policy areas such as teacher preparation, evaluation, alternative certification and compensation, found that states had much work to do to ensure that every child has an effective teacher. Next year we will once again conduct a comprehensive goal-by-goal analysis of all aspects of states' teacher policies.

In 2010, an interim year, we set out to help states prioritize among the many areas of teacher policy in need of reform. With so much to be done, state policymakers may be nonplussed about where to begin. The 2010 *Yearbook* offers each state an individualized blueprint, identifying state policies most in need of attention. Although based on our 2009 analyses, this edition also updates states' progress in the last year, a year that saw many states make significant policy changes, largely spurred by the Race to the Top competition. Rather than grade states, the 2010 *Blueprint for Change* stands as a supplement to the 2009 comprehensive report, updating states' positive and negative progress on *Yearbook* goals and specifying actions that could lead to stronger policies for particular topics such as teacher evaluation, tenure rules and dismissal policies.

As is our practice, in addition to a national summary report, we have customized this year's *Blueprint for Change* so that each state has its own edition highlighting its progress toward specific *Yearbook* goals. Each report also contains

charts and graphs showing how the state performed compared to other states. In addition, we point to states that are leading the way in areas requiring the most critical attention across the country.

We hope that this year's *Blueprint for Change* serves as an important guide for governors, state school chiefs, school boards, legislatures and the many advocates seeking reform. Individual state and national versions of the 2010 *Blueprint for Change*, as well as the 2009 *State Teacher Policy Yearbook*—including rationales and supporting research for our policy goals—are available at www.nctq.org/stpy.



Blueprint for Change in Oregon

The 2009 *State Teacher Policy Yearbook* provided a comprehensive review of states' policies that impact the teaching profession. As a companion to last year's comprehensive state-by-state analysis, the 2010 edition provides each state with an individualized "Blueprint for Change," building off last year's *Yearbook* goals and recommendations.

State teacher policy addresses a great many areas, including teacher preparation, certification, evaluation and compensation. With so many moving parts, it may be difficult for states to find a starting point on the road to reform. To this end, the following brief provides a state-specific roadmap, organized in three main sections.

- Section 1 identifies policy concerns that need **critical attention**, the areas of highest priority for state policymakers.
- Section 2 outlines "**low-hanging fruit**," policy changes that can be implemented in relatively short order.
- Section 3 offers a short discussion of some **longer-term systemic issues** that states need to make sure stay on the radar.

Current Status of Oregon's Teacher Policy

In the 2009 *State Teacher Policy Yearbook*, Oregon had the following grades:



Overall Grade

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

2010 Policy Update:

In the last year, many states made significant changes to their teacher policies, spurred in many cases by the Race to the Top competition. Based on a review of state legislation, rules and regulations, NCTQ has identified the following recent policy changes in Oregon:

- No recent policy changes were identified.

■ Oregon Response to Policy Update:

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

- Oregon confirmed that there are no recent policy changes to report. The state noted that it is in the process of collecting baseline data on teacher and principal evaluation systems from all school districts to understand what types of evaluation systems are in place across the state and how the evaluation process is being used to inform human resource decisions. This data will inform discussions on developing common criteria for educator evaluations.

Oregon added that the 2010 legislative session passed HB 3619, which creates a task force to develop a proposal for a seamless system of professional development that begins with career preparation and continues through employment as an education professional. The task force was charged with completing the following: 1) review current practices of professional development, including career preparation, for education professionals; 2) identify strengths of and needs for practices and procedures used in the preparation, recruitment and retention of education professionals; and 3) identify gaps in practices and procedures used in the preparation, recruitment and retention of education professionals that may exist between teacher education institutions and employers of education professionals. The proposed system must strive to prepare, recruit and retain highly effective teachers for every K-12 classroom and highly effective administrators for every public school. It must also produce methods for the collection, reporting and use of student performance data in a manner that enables teacher education institutions to analyze their programs' effectiveness. The report is scheduled to be submitted to the legislature in December 2010.

Finally, Oregon noted that it is collaborating with Washington, Idaho and Hawaii in an initiative to provide a single source education and workforce longitudinal data system and building the partnership necessary to support and sustain the data exchange. Project ALDER (Advancing Longitudinal Data for Educational Reform) will expand the breadth of Oregon's current system by incorporating early childhood, post secondary and workforce data that are not currently part of its existing longitudinal data systems. The project will expand the depth of the current system by including teacher training and licensure data with a robust link from teachers to students, as well as the use of data standards to allow inter-state data exchanges. The design and implementation of the K-12 teacher-student linkage components will allow subsequent reporting and analysis of teacher-level variables that may affect student achievement.

Section 1: Critical Attention Areas

This section identifies the highest priority areas as states work to advance teacher quality. These are the policy issues that should be at the top of the list for state policymakers. Oregon should turn its immediate attention to the following eleven issues.



Critical Attention: Oregon policies that need to better connect to teacher effectiveness

1. ENSURE THAT TEACHER EVALUATIONS ASSESS EFFECTIVENESS IN THE CLASSROOM:

The fundamental purpose of teachers' formal evaluations should be to determine whether the teachers are effective in the classroom. To achieve this purpose, evaluations must be based primarily on teachers' impact on students. While it is certainly appropriate to include subjective factors, such as classroom observations, Oregon should adopt a policy that requires objective evidence of student learning—including but not limited to standardized test scores—to be the preponderant criterion of teacher evaluations.

Evaluation is a critical attention area in

42 states.

States on the right track include Colorado, Louisiana and Rhode Island.

In order to ensure that teachers' strengths are optimized and weaknesses addressed, it is critical that teachers are evaluated with sufficient frequency. Oregon should require that all nonprobationary teachers be evaluated annually regardless of their previous performance and that all new teachers be evaluated at least twice a year. Further, the state should also require that the first evaluation for probationary teachers occur during the first half of the school year, so that new teachers are provided with feedback and support early on.

In addition, to ensure that the evaluation instrument accurately differentiates among levels of teacher performance, Oregon should require districts to utilize multiple rating categories, such as highly effective,

effective, needs improvement and ineffective. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.

2. CONNECT TENURE DECISIONS TO TEACHER EFFECTIVENESS:

The point at which a teacher's probationary period ends, commonly referred to as tenure, should be a significant milestone. Although the awarding of tenure is a local decision, state policy should reflect the fact that tenure should only be awarded to teachers who have consistently demonstrated their effectiveness. Oregon should require a clear process, such as a hearing, for districts to use when considering whether a teacher advances from probationary to permanent status. Such a process would ensure that the local district reviews the teacher's performance before making a determination. Oregon should also ensure that evidence of effectiveness is the preponderant criterion for making tenure decisions. In addition, the current policy of granting tenure after just three years does not allow for the accumulation of sufficient data on teacher performance to support meaningful decisions. Extending the probationary period—ideally to five years—would prevent effective teachers from being unfairly denied tenure based on too little data and ineffective teachers from being granted tenure prematurely.

Tenure is a critical attention area in

46 states.

States on the right track include Colorado, Delaware and Rhode Island.

Figure 1

Is classroom effectiveness considered in teacher evaluations and tenure decisions?

	Evaluations include student achievement data	Evidence of student learning is the preponderant criterion in teacher evaluations	Evidence of student learning is the preponderant criterion in tenure decisions
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<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 type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland ²	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
OREGON	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16

10

4

In addition, Oregon should reconsider its mandate of a master's degree for licensure advancement, as research is conclusive and emphatic that master's degrees do not have any significant correlation to classroom performance.

3. PREVENT INEFFECTIVE TEACHERS FROM REMAINING IN THE CLASSROOM INDEFINITELY:

Oregon should explicitly make teacher ineffectiveness grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers, and it should steer clear of euphemistic terms that are ambiguous at best and may be interpreted as concerning dereliction of duty rather than ineffectiveness. In Oregon, the process is the same regardless of the grounds for dismissal, which include inefficiency, immorality, insubordination, neglect of duty, physical or mental incapacity and inadequate performance.

Nonprobationary teachers who are dismissed for any grounds, including ineffectiveness, are entitled to due process. However, cases that drag on for years drain resources from school districts and create a disincentive for districts to attempt to terminate poor performers. Therefore, the state must ensure that the opportunity to appeal occurs only once and only at the district level and involves only adjudicators with educational expertise.

Dismissal is a critical attention area in

46 states.

States on the right track include Oklahoma and Rhode Island.

1 The District of Columbia has no state-level policy, but District of Columbia Public Schools requires that student academic achievement count for 50% of evaluation score.

2 Legislation articulates that student growth must account for a significant portion of evaluations, with no single criterion counting for more than 35% of the total performance evaluation. However, the State Board is on track to finalize regulations that limit any single component of student growth, such as standardized test scores, to 35%, but add other measures of student progress for a total of 50%.



Critical Attention: Oregon policies that fail to ensure teachers are well prepared

4. ENSURE THAT ELEMENTARY TEACHERS KNOW THE SCIENCE OF READING:

Although Oregon requires that its teacher preparation programs provide teacher candidates with training in the science of reading, the state should also ensure that its assessment adequately tests the science of reading as well as reports a specific subscore for this portion of

Preparation to teach reading is a critical attention area in

43 states.

States on the right track include Connecticut, Massachusetts and Virginia.

the test. Unless the state establishes a separate passing score for the science of reading, Oregon has no assurance that new teachers will enter the classroom with the skills they need to teach children to read.

5. ENSURE THAT ELEMENTARY TEACHERS KNOW ELEMENTARY CONTENT MATH:

Aspiring elementary teachers must begin to acquire a deep conceptual knowledge of the mathematics they will teach, moving well beyond mere procedural understanding. Leading mathematicians and math educators have found that elementary teachers are not well served by mathematics courses designed for a general audience and that methods courses do not provide sufficient content preparation. Although Oregon's testing standards address areas such as algebra, geometry and data analysis, the state should specifically articulate that preparation programs deliver mathematics content geared to the explicit needs of elementary teachers. Oregon should also adopt a rigorous mathematics assessment, such as the one required by Massachusetts. At the very least, the state should consider requiring a mathematics subscore on its general content knowledge test, not only to ensure that teacher candidates have minimum mathematics knowledge but also to allow them to test out of coursework requirements.

Preparation to teach mathematics is a critical attention area in

49 states.

A state on the right track is Massachusetts.

6. ENSURE ADEQUATE SUBJECT-MATTER PREPARATION FOR MIDDLE SCHOOL TEACHERS:

Middle school grades are critical years of schooling, yet too many states fail to distinguish the knowledge and skills needed by middle school teachers from those needed by elementary teachers. Whether teaching a single subject in a departmentalized setting or teaching

multiple subjects in a self-contained setting, middle school teachers must be able to teach significantly more advanced content than elementary teachers do. To ensure adequate content preparation of its middle school teachers, Oregon is urged to no longer permit middle school teachers to teach on a 3-8 generalist license and instead adopt for all teachers middle-grades licensure policies that are distinguishable from elementary teacher certification. Such policies should ensure that middle school teachers know the content they will teach by requiring that they pass a subject-matter test in every core area they intend to teach prior to licensure.

Middle school licensure is a critical attention area in

22 states.

States on the right track include Georgia, Kentucky and Louisiana.

7. ENSURE THAT TEACHER PREPARATION PROGRAMS ARE ACCOUNTABLE FOR THE QUALITY OF THE TEACHERS THEY PRODUCE:

States should consider factors related to program performance in the approval of teacher preparation programs. Although the quality of both the subject-matter preparation and professional sequence is crucial, there are also additional measures that can provide the state and the public with meaningful, readily understandable indicators of how well programs are doing when it comes to preparing teachers to be successful in the classroom. Oregon should make objective outcomes that go beyond licensure pass rates, such as graduates' evaluation results and students' academic achievement gains, a central component of its teacher preparation program approval process, and it should establish precise standards for program performance that are more useful for accountability purposes. Oregon should also post an annual report card on its website that not only details the data it collects but also identifies programs that fail to meet these criteria.

Teacher preparation program accountability is a critical attention area in

30 states.

States on the right track include Colorado and Louisiana.

Figure 2

Do states ensure that teachers are well prepared?

	Ensures elementary teachers know the science of reading	Ensures elementary teachers know elementary content math	Differentiates preparation between elementary and middle school teachers
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/> ¹	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/> ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6	2	29

1 Although California has a standalone test of reading pedagogy, the ability of this test to screen out candidates who do not know the science of reading has been questioned.

2 Florida's licensure test for elementary teachers includes a strong focus on the science of reading but does not report a separate subscore for this content.



Critical Attention: Oregon policies that license teachers who may lack subject-matter knowledge

8. CLOSE LICENSURE LOOPHOLES TO ENSURE THAT TEACHERS KNOW THE CONTENT THEY TEACH:

Licensure loopholes are a critical attention area in

34 states.

States on the right track include Mississippi, Nevada and New Jersey.

All students are entitled to teachers who know the subject matter they are teaching. Permitting individuals who have not yet passed state licensing tests to teach neglects the needs of students, instead extending personal consideration to

adults who may not be able to meet minimal state standards. Licensing tests are an important minimum benchmark in the profession, and states that allow teachers to postpone passing these tests are abandoning one of the basic responsibilities of licensure.

Oregon should ensure that all teachers pass all required subject-matter licensure tests before they enter the classroom so that students will not be at risk of having teachers who lack sufficient or appropriate content-area knowledge. The state allows new teachers who have not met licensure requirements to teach under the nonrenewable Restricted Transitional Teaching License, which is valid for three years. If conditional or provisional licenses are deemed necessary, then Oregon should only issue them under limited and exceptional circumstances and for no longer than a period of one year.

Oregon's licensure loopholes are especially worrisome because the state has strong subject-matter requirements for elementary teachers that are potentially sabotaged by the fact that teachers who have not passed licensure tests are allowed to be in the classroom for up to three years.

9. ENSURE THAT ELEMENTARY CONTENT TESTS ADEQUATELY ASSESS CONTENT KNOWLEDGE IN EACH SUBJECT AREA:

Oregon requires that all new elementary teachers must pass the Oregon Educator Licensure Assessments (ORELA) general subject-matter test. Although this assessment consists of two subtests—the first covers language arts, social science and the arts, and the second covers mathematics, science, health and physical education—it does not report teacher performance in each subject area, meaning that it may be possible to pass the test and still perform poorly in some subject areas. Oregon should require separate passing scores for each area because without them it is impossible to measure knowledge of individual subjects.

Also, while Oregon does not publish data that reflect what its passing score actually means in terms of percentile and/or percentage of questions answered correctly, published pass rate data suggest that the state sets a low bar. According to the state's Title II report, all of the teacher preparation programs in Oregon report a pass rate of 100 percent, indicating that the required passing score does not screen out any candidates at all. The state should consider whether its passing score does in fact ensure that teacher candidates have the requisite level of content knowledge, and, at the very least, it should share with the public data that indicate what its passing score actually means.

Elementary licensure tests are a critical attention area in

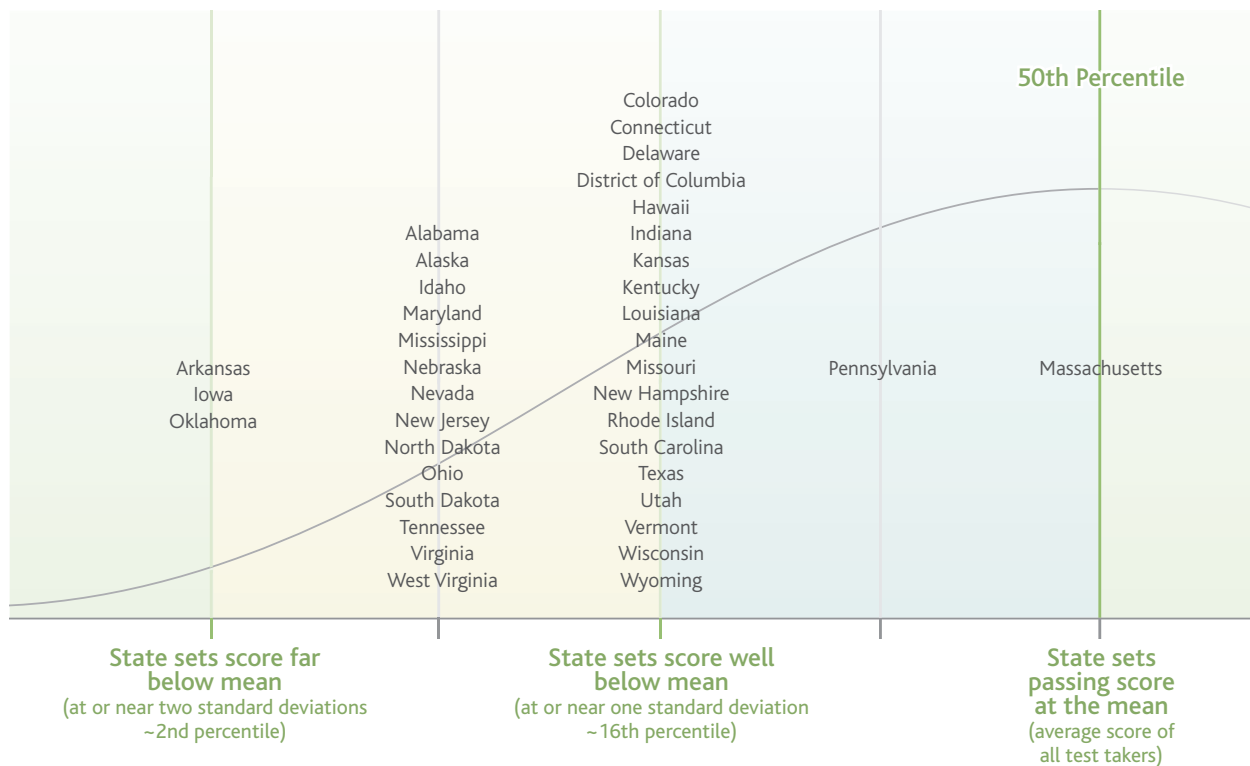
50 states.

A state on the right track is Massachusetts.



Figure 3

Where do states set the passing score on elementary content licensure tests?¹



¹ Data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, New Mexico, New York, North Carolina, OREGON, and Washington. Montana does not require a content test. Colorado cut score is for Praxis II, not PLACE.



Critical Attention: Oregon policies that limit the teacher pipeline

10. ENSURE THAT ALTERNATE ROUTE CANDIDATES HAVE SUFFICIENT CONTENT KNOWLEDGE:

Oregon should require all alternate route candidates to pass a subject-matter test. The concept behind the alternate route into teaching is that the nontraditional candidate is able to concentrate on acquiring professional knowledge and skills because he or she

has strong subject-area knowledge. This must be demonstrated in advance of entering the classroom. Currently, Oregon does not require all of its alternate route candidates to pass a subject-matter test.

Alternate route admissions is a critical attention area in

38 states.

States on the right track include Michigan and Oklahoma.

11. BROADEN ALTERNATE ROUTE USAGE AND PROVIDERS:

Oregon should allow alternate route teachers to teach across all grades, subjects and geographic areas. The state should also encourage a diversity of providers, allowing school districts and nonprofit organizations, in addition to institutions of higher education, to operate programs. At present, teachers certified through an alternate route can only teach when no traditionally certified teacher is available. Further, the state only allows institutions of higher education to provide alternative certification programs. These limitations prevent Oregon's alternate routes from providing a true alternative pathway into the teaching profession.

Alternate route diversity is a critical attention area in

28 states.

States on the right track include Illinois, New York and Washington.

Figure 4

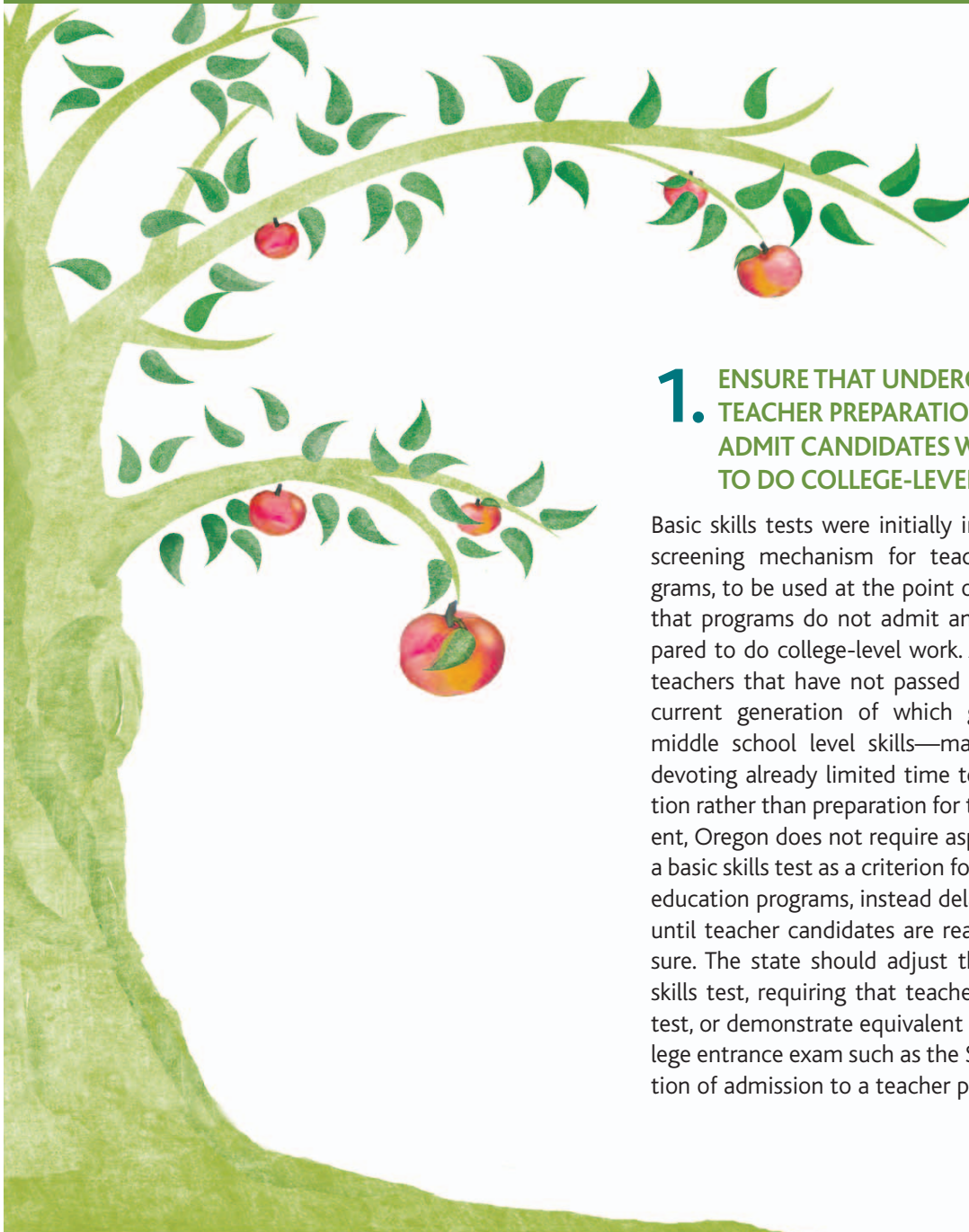
Do states permit alternate route providers other than colleges and universities?

	Allows district run programs	Allows non-profit providers	Allows colleges and universities only
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska ¹	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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District of Columbia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OREGON	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	19	23	21

1 Alaska's alternate route is operated by the state department of education.
 2 ABCTE is also an approved provider.
 3 North Dakota does not have an alternate route to certification.

Section 2: Low-Hanging Fruit

This section highlights areas where a small adjustment would result in significantly stronger policy. Unlike the more complex topics identified in Section 1, the issues listed in this section represent low-hanging fruit, policies that can be addressed in relatively short order.



1. ENSURE THAT UNDERGRADUATE TEACHER PREPARATION PROGRAMS ADMIT CANDIDATES WHO ARE PREPARED TO DO COLLEGE-LEVEL WORK:

Basic skills tests were initially intended as a minimal screening mechanism for teacher preparation programs, to be used at the point of admission to ensure that programs do not admit anyone who is not prepared to do college-level work. Admitting prospective teachers that have not passed basic skills tests—the current generation of which generally assess only middle school level skills—may result in programs devoting already limited time to basic skills remediation rather than preparation for the classroom. At present, Oregon does not require aspiring teachers to pass a basic skills test as a criterion for admission to teacher education programs, instead delaying the requirement until teacher candidates are ready to apply for licensure. The state should adjust the timing of its basic skills test, requiring that teacher candidates pass the test, or demonstrate equivalent performance on a college entrance exam such as the SAT or ACT, as a condition of admission to a teacher preparation program.

2. ENSURE THAT SPECIAL EDUCATION TEACHERS ARE ADEQUATELY PREPARED TO TEACH SUBJECT MATTER:

To ensure that secondary special education teachers are adequately prepared to teach multiple subjects, Oregon should require that teacher preparation programs graduate secondary special education teacher candidates who are highly qualified in at least two subjects. The most efficient way to accomplish this objective is to require that teacher candidates earn the equivalent of two subject-area minors and pass tests in those areas. Oregon does require that secondary special education teacher candidates complete a subject-matter endorsement; however, this only ensures that they are highly qualified in one area.

3. INFORM THE PUBLIC ABOUT TEACHER PREPARATION PROGRAM QUALITY:

In the absence of more meaningful accountability data that show the quality of teacher preparation programs, Oregon should at least publish on the state's website whatever program-specific data it does have, including the licensure test pass rate data that are reported to the federal government as required under Title II.

4. ENSURE THAT OUT-OF-STATE TEACHERS MEET THE STATE'S TESTING REQUIREMENTS:

Oregon should uphold its standards for all teachers and insist that out-of-state teachers meet its own licensure test requirements. While it is important not to create unnecessary obstacles for teachers seeking reciprocal licensure in a new state, testing requirements can provide an important safeguard. Particularly given the variance of the passing scores required on licensure tests, states must not assume that a teacher that passed another state's test would meet its passing score as well. Oregon takes considerable risk by granting a waiver for its licensing tests to any out-of-state teacher who has "academic preparation" and five years of experience. The state should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards. The negative impact on student learning stemming from a teacher's inadequate subject-matter knowledge is not mitigated by the teacher's having coursework and experience.

5. REQUIRE SUBJECT-MATTER TEST AS CONDITION OF ADMISSION TO ALTERNATE ROUTE:

Oregon currently permits candidates to test out of coursework requirements through a content-area test, yet does not require that all alternate route teachers pass such a test. As discussed previously in the Critical Attention section of this report, the state should expand the use of its content-area test, requiring that all alternate route candidates demonstrate their subject-matter knowledge through the content test, without also requiring a major or equivalent coursework.

Section 3: Systemic Issues

This section discusses some of the longer-term systemic issues related to teacher quality that states also need to address. While these may not be “front-burner” issues in many states, they are important to an overall reform agenda.

1. Performance Management

The critical relationship between teacher quality and student achievement has been well established, and ensuring that all students have teachers with the knowledge and skills to support their academic success has become a national priority. Yet the policy framework that governs the teaching profession in most states is almost entirely disconnected from teacher effectiveness. Although states largely control how teachers are evaluated, licensed and compensated, teacher effectiveness in terms of student learning has not been a central component in these policies.

Fortunately, this is starting to change. Fifteen states have made progress in their requirements for teacher evaluation in the last year alone.¹ As evaluation ratings become more meaningful, states should plan to connect teacher evaluation to an overall system of performance management. The current siloed approach, with virtually no connection between meaningful evidence of teacher performance and the awarding of tenure and professional licensure, needs a fundamental overhaul. These elements must not be thought of as

isolated and discrete, but as part of a comprehensive performance system. This system should also include compensation strategies as well as new teacher support and ongoing professional development, creating a coordinated and aligned set of teacher policies.

Meaningful evaluation is at the center of a performance management system, and, as discussed in the Critical Attention section of this report, Oregon has considerable work to do to ensure that evaluations measure teacher effectiveness. But as the state moves forward, it should keep in mind the larger goal of creating a performance management system.

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.

¹ Includes changes to state policies regulating the frequency of evaluations for probationary and nonprobationary teachers as well as requirements that teacher evaluations consider classroom effectiveness.

2. Pension Reform

State pension systems are in need of a fundamental overhaul. In an era when retirement benefits have been shrinking across industries and professions, teachers' generous pensions remain fixed. In fact, nearly all states, including Oregon, continue to provide teachers with a defined benefit pension system, an expensive and inflexible model that neither reflects the realities of the modern workforce nor provides equitable benefits to all teachers.

Unlike most states, Oregon commendably offers teachers the choice to enroll in a hybrid pension system with a defined contribution component. However, the mandatory employer contributions continue to fund only the traditional defined benefit component, which disadvantages teachers who move from one

\$361,536

Amount Oregon pays for each teacher that retires at an early age with unreduced benefits until that teacher reaches age 65⁴

state to another, career switchers who enter teaching and those who teach for fewer than 20 years. For these reasons alone, reform is needed. But the dubious financial health of states' pension systems makes this an area in need of urgent

attention. Some systems carry high levels of unfunded liabilities, with no strategy to pay these liabilities down in a reasonable period, as defined by standard accounting practices. According to Oregon's 2008 actuarial report, its system was 80.2 percent funded. However, that was before the recent market downturn.¹ When funding cannot keep up with promised benefits, a new approach is clearly needed. And changes must be made immediately to alter the long-term outlook for the state, as it is exceedingly difficult to reduce promised benefits once a teacher is a member of the system—regardless of whether the state can afford them.

Systemic reform should lead to the development of a financially sustainable, equitable pension system that includes the following:

- The option of a fully portable pension system as teachers' primary pension plan, either through a defined contribution plan or a defined benefit plan that is formatted similar to a cash balance plan²
- Reasonable district and teacher contribution rates
- Vesting for teachers no later than the third year of employment
- Purchase of time in a defined benefit plan for unlimited previous teaching experience at the time of employment, as well as for all official leaves of absence, such as maternity and paternity leave
- The option in a defined benefit plan of a lump-sum rollover to a personal retirement account upon employment termination, which includes teacher contributions and all accrued interest at a fair interest rate
- Funds contributed by the employer included in withdrawals due to employment termination
- A neutral formula for determining pension benefits, regardless of years worked (eliminating any multiplier that increases with years of service or longevity bonuses)³
- Eligibility for retirement benefits based solely on age, not years of service, in order to avoid disincentives for effective teachers to continue working until conventional retirement age.

1 Public Fund Survey, <http://www.publicfundsurvey.org/www/publicfundsurvey/actuarialfundinglevels.asp>.

2 A cash balance pension plan is a benefit plan in which participants, and their employers if they choose, periodically contribute a predetermined rate to employees' individual pension accounts. These contributions grow at a guaranteed rate. Upon retirement or withdrawal, the participant may receive the full account balance in one lump sum, so long as the benefits are fully vested. (Based on Economic Research Institute, <http://www.eridlc.com/resources/index.cfm?fuseaction=resource.glossary>)

3 The formula may include years of service (i.e., years of service x final average salary x benefit multiplier), but other aspects of the benefit calculation, such as the multiplier, should not be dependent on years of service.

4 Calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age when he or she is first eligible for unreduced benefits. Calculations use the state's benefit formula for new hires, exclude cost of living increases, and base the final average salary on the highest three years. Age 65 is the youngest eligibility age for unreduced Social Security benefits.

3. Certification of Special Education Teachers

States' requirements for the preparation of special education teachers are one of the most neglected and dysfunctional areas of teacher policy. The low expectations for what special education teachers should know stand in stark contradiction to state and federal expectations that special education students should meet the same high standards as other students.

Oregon, like most states, sets a low bar for the content knowledge that special education teachers must have. The state appropriately requires elementary special education teachers to pass the same content test as all other elementary teachers. However, even though secondary special education teachers must be highly

qualified in every subject they will teach, the state's current policy that requires a subject-matter endorsement only ensures that teacher preparation programs graduate teachers who are highly qualified in one core academic area.

Oregon is commended for distinguishing between elementary and secondary special education licenses and for not allowing a generic K-12 special education license, ubiquitous in many states. But its certification process still does not ensure that all special education teachers know all the subject matter they are expected to teach.

Figure 5

Do states distinguish between elementary and secondary special education teachers?

	Offers only a K-12 certification	Offers K-12 and grade-specific certification(s)	Does not offer a K-12 certification
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OREGON	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	22	17	12

1 New policy goes into effect January 1, 2013.



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

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