2011 State Teacher Policy Yearbook

Ohio





Acknowledgments

STATES

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

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

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National Council on Teacher Quality

Executive Summary

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

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

Ohio at a Glance

Overall 2011 Yearbook Grade:

Area Grades20112009Area 1 Delivering Well Prepared TeachersD+DArea 2 Expanding the Teaching PoolB-DArea 3 Identifying Effective TeachersC+C-Area 4 Retaining Effective TeachersC-C

Overall 2009 Yearbook Grade: D+

Area 5 Exiting Ineffective Teachers

Overall Progress

C+

D



Highlights from recent progress in Ohio include:

- Evidence of student learning in teacher evaluations
- Alternate route program flexibility for nontraditional candidates
- Broad usage and providers of alternate route programs

How is **Ohio** Faring?

Area 1 Delivering Well Prepared Teachers

Policy Strengths

All new teachers must pass a pedagogy test.

Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although middle school teachers may not teach on a K-8 generalist license, not all must appropriately pass a single-subject content test.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

Area 2 Expanding the Pool of Teachers

Policy Strengths

- Admission requirements for the alternate route to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

Policy Weaknesses

Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.

- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is limited.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there may be additional obstacles that do not support licensure reciprocity.

D+

B-

How is Ohio Faring?

Area 3 Identifying Effective Teachers

Policy Strengths

The state data system has the capacity to provide evidence of teacher effectiveness.

Policy Weaknesses

- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- Licensure advancement and renewal are not based on teacher effectiveness.

C+

C+

 Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4 Retaining Effective Teachers

Policy Strengths

- All new teachers receive mentoring.
- Teachers can receive additional compensation for working in high-need schools or shortage subject areas.
- Teachers have the choice of a defined benefit pension plan, a defined contribution pension plan or a combined plan.

Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.

- The state's defined contribution pension plan is fully portable and fair to all teachers, and this plan, as well as the combined plan, determine retirement benefits with a formula that is neutral, meaning that pension wealth accumulates uniformly for each year a teacher works.
- The state does not support performance pay or additional compensation for relevant prior work experience.
- The pension system is significantly underfunded and requires slightly excessive contributions.

Area 5 Exiting Ineffective Teachers

Policy Strengths

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

Policy Weaknesses

- The state could do more to establish consequences for multiple unsatisfactory evaluations.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is considered in determining which teachers to lay off during reductions in force; however, a greater emphasis is placed on a teacher's tenure status.

Ohio Goal Summary

Goal Breakdown	
🔶 Best Practice	0
Fully Meets	6
Nearly Meets	9
Partially Meets	7
Only Meets a Small Part	5
O Does Not Meet	9
Progress on Goals Since 2009 7 🔮 3 🕞 19 🖼 7	
Area 1: Delivering Well Prepared Teachers	
1-A: Admission into Preparation Programs	0
1-B: Elementary Teacher Preparation	0
1-C: Teacher Preparation in Reading Instruction	0
1-D: Teacher Preparation in Mathematics	0
1-E: Middle School Teacher Preparation	•
1-F: Secondary Teacher Preparation	•
1-G: Secondary Teacher Preparation in Science	٩
1-H: Secondary Teacher Preparation in Social Studies	٩
1-I: Special Education Teacher Preparation	0
1-J: Assessing Professional Knowledge	•
1-K: Student Teaching	0
1-L: Teacher Preparation Program Accountability	٩
Area 2: Expanding the Pool of Teachers	
2-A: Alternate Route Eligibility	9
2-B: Alternate Route Preparation	0
2-C: Alternate Route Usage and Providers	
2-D: Part Time Teaching Licenses	0
2-E: Licensure Reciprocity	•

Area 3: Identifying Effective Teachers		
3-A: State Data Systems		
3-B: Evaluation of Effectiveness		
3-C: Frequency of Evaluations	•	
3-D: Tenure	•	
3-E: Licensure Advancement	0	
3-F: Equitable Distribution	0	
Area 4: Retaining Effective Teachers		
4-A: Induction	0	
4-B: Professional Development	٠	
4-C: Pay Scales	0	
4-D: Compensation for Prior Work Experience	0	
4-E: Differential Pay		
4-F: Performance Pay	0	
4-G: Pension Flexibility	•	
4-H: Pension Sustainability	0	
4-I: Pension Neutrality	•	
Area 5: Exiting Ineffective Teachers		
5-A: Licensure Loopholes	٩	
5-B: Unsatisfactory Evaluations	•	
5-C: Dismissal for Poor Performance	0	
5-D: Reductions in Force	•	

About the Yearbook

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

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

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

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

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

How to Read the Yearbook

NCTQ rates state teacher policy in several ways.

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



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

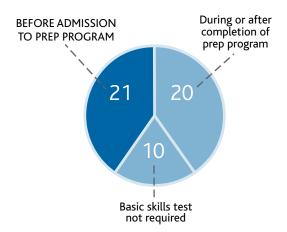


Some goals are marked with this symbol , which indicates that the bar has been raised for this goal since the 2009 *Yearbook*. With many states making considerable progress in advancing teacher effectiveness policy, NCTQ raised the standards for some goals where the bar had been quite low. As this may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

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

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

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



6 : NCTQ STATE TEACHER POLICY YEARBOOK 2011 OHIO

Goals

AREA 1: DELIVERING WELL PREPARED TEACHERS

1-A: Admission into Preparation Programs

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

1-B: Elementary Teacher Preparation

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

1-C: Teacher Preparation in Reading Instruction

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

1-D: Teacher Preparation in Mathematics

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

1-E: Middle School Teacher Preparation

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

1-F: Secondary Teacher Preparation

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

1-G: Secondary Teacher Preparation in Science

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

1-H: Secondary Teacher Preparation in Social Studies

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

1-I: Special Education Teacher Preparation

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

1-J: Assessing Professional Knowledge

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

1-K: Student Teaching

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

1-L: Teacher Preparation Program Accountability

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

AREA 2: EXPANDING THE POOL OF TEACHERS

2-A: Alternate Route Eligibility

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

2-B: Alternate Route Preparation

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

2-C: Alternate Route Usage and Providers

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

2-D: Part Time Teaching Licenses

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

2-E: Licensure Reciprocity

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

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Goals

AREA 3: IDENTIFYING EFFECTIVE TEACHERS

3-A: State Data Systems

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

3-B: Evaluation of Effectiveness

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

3-C: Frequency of Evaluations

The state should require annual evaluations of all teachers.

3-D: Tenure

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

3-E: Licensure Advancement

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

3-F: Equitable Distribution

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

AREA 4: RETAINING EFFECTIVE TEACHERS

4-A: Induction

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

4-B: Professional Development

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

4-C: Pay Scales

The state should give local districts authority over pay scales.

4-D: Compensation for Prior Work Experience

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

4-E: Differential Pay

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

4-F: Performance Pay

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

4-G: Pension Flexibility

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

4-H: Pension Sustainability

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

4-1: Pension Neutrality

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

AREA 5: EXITING INEFFECTIVE TEACHERS

5-A: Licensure Loopholes

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

5-B: Unsatisfactory Evaluations

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

5-C: Dismissal for Poor Performance

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

5-D: Reductions in Force

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

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Area 1: Delivering Well-Prepared Teachers

Goal A – Admission into Preparation Programs

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

Goal Components

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

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

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

Background

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

Figure 1

How States are Faring in Admission Requirements

- 1 Best Practice State
- **0** States Meet Goal

States Meet Goal

11 States Nearly Meet Goal Connecticut, Georgia , Hawaii , Indiana , Louisiana, Mississippi, North Carolina, Rhode Island , South Carolina, Tennessee, West Virginia



2

States Partly Meet Goal Arkansas, Illinois, Iowa **↑**, Missouri, Nebraska, Washington

States Meet a Small Part of Goal Florida, Wisconsin

31 States Do Not Meet Goal Alabama, Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Idaho, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, OHIO, Oklahoma, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Wyoming

Progress on this Goal Since 2009:

1:6 ↔:45 ↓:0



Area 1: Goal A **Ohio** Analysis

State Does Not Meet Goal 🛛 🧑 Bar Raised for this Goal 🏾 💮 Progress Since 2009

ANALYSIS

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

Supporting Research Ohio Administrative Code 3301-24-03

RECOMMENDATION

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

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

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

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

Exempt candidates with comparable SAT or ACT scores.

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

OHIO RESPONSE TO ANALYSIS

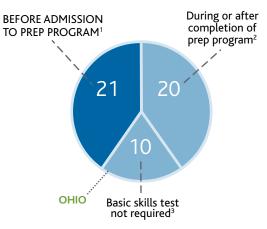
Ohio recognized the factual accuracy of this analysis.

T EXAMPLES OF BEST PRACTICE

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

Figure 3

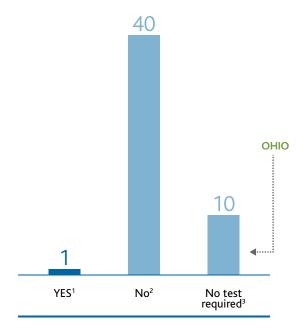
When do states test teacher candidates' basic skills?



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

Figure 2

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



1. Strong Practice: Texas

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

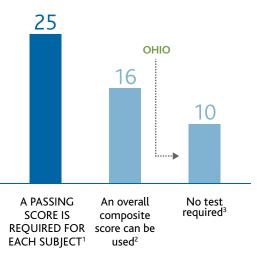
3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 4

Figure 4 Do states appropriately test teacher candidates' academic proficiency?	EST NORMED TO CO	Test normed only the control of the	Test normed only to teach	No text required	
	- 20 A		~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	/ ×	
Alabama					
Alaska					
Arizona					
Arkansas					
California Colorado					
Connecticut					
Delaware					
District of Columbia					
Florida					
Georgia					
Hawaii					
Idaho					
Illinois					
Indiana					
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Kansas					
Kentucky					
Louisiana					
Maine					
Maryland					
Massachusetts					
Michigan					
Minnesota					
Mississippi					
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Montana					
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico New York					
North Carolina					
North Dakota					
OHIO					
Oklahoma					
Oregon					
Pennsylvania					
Rhode Island					
South Carolina					
South Dakota					
Tennessee					
Texas					
Utah					
Vermont					
Virginia					
Washington					
West Virginia					
Wisconsin					
Wyoming					
	1	20	20	10	

Figure 5

Do states measure performance in reading, mathematics and writing?



- 1. Strong Practice: Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin
- 2. California⁴, District of Columbia⁴, Hawaii⁴, Indiana, Iowa, Maine⁴, Maryland, New Hampshire⁴, New Mexico, New York, North Carolina, North Dakota⁵, Pennsylvania⁴, Rhode Island⁴, Vermont, Virginia
- 3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming
- 4. Minimum score must be met in each section.
- 5. Composite score can only be used if passing score is met on two of three subtests.

Area 1: Delivering Well-Prepared Teachers

Goal B – Elementary Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 6

How States are Faring in Elementary **Teacher Preparation**



States Partly Meet Goal California, Georgia, Louisiana, Michigan, New Mexico, Oklahoma, Texas, Washington

18 States Meet a Small Part of Goal Alabama, Arizona, Arkansas, Colorado, Florida, Illinois, Iowa, Kansas, Mississippi, Missouri, New Jersey, New York, North Dakota, Oregon, Tennessee, Utah 1, Virginia, West Virginia

States Do Not Meet Goal 21 Alaska, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Kentucky, Maine, Maryland, Montana, Nebraska, Nevada, North Carolina, OHIO, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Wisconsin, Wyoming

Progress on this Goal Since 2009:

1:3 :44 4:4

Area 1: Goal B Ohio Analysis

) State Does Not Meet Goal

Progress Since 2009

ANALYSIS

Although Ohio has adopted the Common Core Standards, the state does not ensure that its early childhood teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

Ohio requires early childhood candidates (PK-3) to pass the Praxis II test "Education of Young Children," an assessment with limited subject-matter substance. Only the middle childhood education (4-9) teachers are required to pass a Praxis II general subject-matter test. While distinguishing between the subject-matter needs of different groups of teachers by requiring different tests is certainly sound, both assessments must adequately test for required subject-matter knowledge. This does not appear to be the case here. The selected test for early childhood teachers put the state in questionable compliance with NCLB's requirements that all elementary teachers take a test of broad subject matter. Further, based on available information on the Praxis II, there is no reason to expect that the current versions would be well aligned with the Common Core Standards.

In addition, Ohio does not specify any general education requirements, nor does it require any subjectmatter coursework specifically designed for early childhood teacher candidates. The state does, however, require that candidates seeking middle licenses be prepared in the humanities (including the arts) as well as two areas of concentration that include reading and language arts, science and social studies. Unfortunately, the state's language is not specific enough to ensure that these courses will be relevant to the topics covered in the elementary-level classrooms.

Ohio has also adopted NCATE's National Association for the Education of Young Children (NAEYC) standards for approving its early childhood programs. However, NAEYC standards fall far short of the mark. They are lacking in specific academic content and offer no assurance that candidates will receive liberal arts preparation in core academic areas.

Finally, there is no assurance that arts and sciences faculty will teach liberal arts classes to elementary teacher candidates.

Supporting Research

Ohio Administrative Code 3301-24-03, -05 Praxis II www.ets.org

RECOMMENDATION

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

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

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



Provide broad liberal arts coursework relevant to the elementary classroom.

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

Require at least an academic concentration.

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

Ensure that arts and sciences faculty teach liberal arts coursework.

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

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.

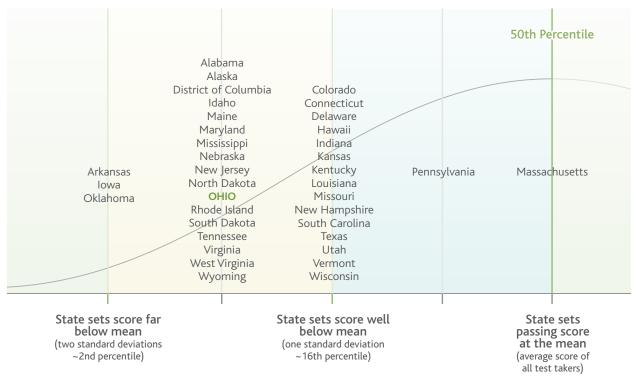


T EXAMPLES OF BEST PRACTICE

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

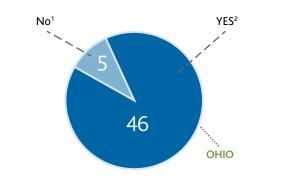
Figure 7

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



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

Figure 8 Have states adopted the K-12 Common Core State Standards?

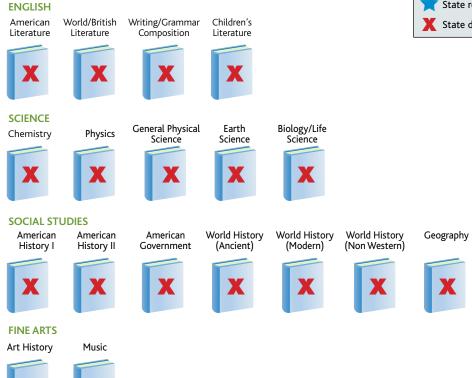


1. Alaska, Minnesota, Nebraska, Texas, Virginia

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

Figure 9

What subjects does Ohio expect elementary teachers to know?



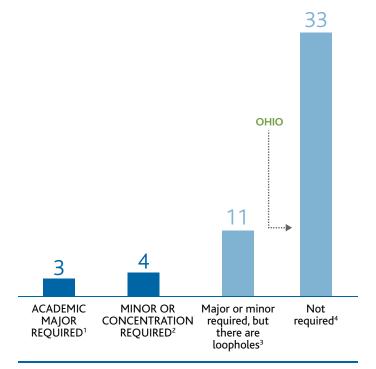


- State requirements cover subject in depth
- X State does not require subject

Figure 10				GLISH		/		SCIE				SC			JDIE			/ .	FINE ARTS
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Figure 11

Do states expect elementary teachers to complete an academic concentration?



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



Area 1: Delivering Well-Prepared Teachers

Goal C – Elementary Teacher Preparation in Reading Instruction

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

Goal Components

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

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

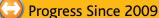
Background

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

Figure 12 How States are Faring in Elementary Teacher Preparation in Reading Instruction **Best Practice States** 3 Connecticut, Massachusetts, Virginia 5 States Meet Goal Alabama 🕇 , Minnesota 🕇 , Oklahoma, Pennsylvania 1, Tennessee 5 States Nearly Meet Goal California, Florida, Georgia, Idaho, Texas 14 States Partly Meet Goal Arkansas, Colorado, Indiana 🕇, Louisiana, Maryland, Michigan, Mississippi, Missouri, New Mexico 1, OHIO, Oregon, Vermont, Washington, West Virginia States Meet a Small Part of Goal 2 Arizona, New York 22 States Do Not Meet Goal Alaska, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming Progress on this Goal Since 2009: 关 : 46 **-**:0 1:5

Area 1: Goal C **Ohio** Analysis

State Partly Meets Goal



ANALYSIS

In its coursework requirements for all teacher candidates, Ohio requires teacher preparation programs to address the science of reading. The state requires all teachers to take at least three credit hours of coursework in reading instruction. To obtain licensure in early or middle childhood or special education, teacher candidates must complete 12 credit hours in the teaching of reading, which must include a distinct three-credit-hour course in the teaching of phonics. Programs must provide training in phonemic awareness, phonics, vocabulary and comprehension.

However, Ohio does not require teacher candidates to pass a reading assessment prior to certification or at any point thereafter to verify that they have been effectively trained in the science of reading instruction.

Supporting Research

Ohio Administrative Code 3301-24-05 Ohio Revised Code 3319.24

RECOMMENDATION

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

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

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.



T EXAMPLES OF BEST PRACTICE

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

Figure 13

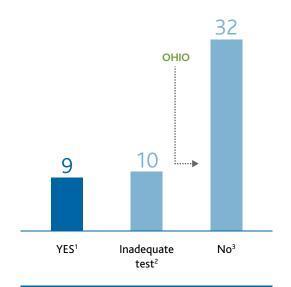
Do states require preparation for elementary teachers in the science of reading?



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

Figure 14

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



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

Figure 15		REPARATIO	/	TEST	
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Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico			2		
New York					
North Carolina					
North Dakota					
OHIO					
Oklahoma					
Oregon					
Pennsylvania			2		
Rhode Island					
South Carolina					
South Dakota					
Tennessee					
Texas					
Utah					
Vermont					
Virginia					
Washington					
West Virginia					
Wisconsin					
Wyoming					
	26	25	9	10	32

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

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

Area 1: Delivering Well-Prepared Teachers

Goal D – Elementary Teacher Preparation in Mathematics

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

Goal Components

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

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

Background

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

	then	es are Faring in Teacher Preparation natics Best Practice State Massachusetts
•	0	States Meet Goal
•	1	State Nearly Meets Goal Indiana
0	5	States Partly Meet Goal California, Florida, Minnesota 1, New Mexico, Utah 1
•	30	States Meet a Small Part of Goal Alabama, Alaska, Arizona, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa T, Kansas, Kentucky, Michigan, Mississippi, Missouri, Montana, New Hampshire, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, Wyoming
0	14	States Do Not Meet Goal Arkansas, Colorado, Connecticut, Louisiana, Maine, Maryland, Nebraska, Nevada, New Jersey, North Carolina, OHIO, Oregon, West Virginia, Wisconsin
	Pro	ogress on this Goal Since 2009: ★:4 ↔:47 ↓:0

Area 1: Goal D **Ohio** Analysis

State Does Not Meet Goal



ANALYSIS

Ohio does not articulate requirements to ensure that early childhood teacher candidates have sufficient mathematics content knowledge.

The state does not specify any coursework requirements for early childhood teacher candidates regarding mathematics content. Ohio has also adopted NCATE's National Association for the Education of Young Children (NAEYC) standards for approving its early childhood programs, but these standards lack any substantial academic content, including mathematics.

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

Supporting Research

Ohio Administrative Code 3301-24-03 and 3301-24-05

www.ets.org/praxis

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

RECOMMENDATION

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

Ohio should require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. This includes specific coursework in foundations, algebra and geometry, with some statistics.

Require teacher candidates to pass a rigorous mathematics assessment.

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

OHIO RESPONSE TO ANALYSIS

Ohio asserted that the above analysis only addresses requirements for early childhood education (PK-3) and does not address requirements for the state's middle childhood education (4-9) certificate, which includes elementary grades.



LAST WORD

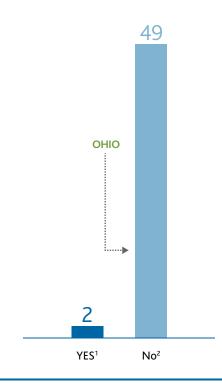
The requirements for Ohio's middle childhood education (MCE) certificate are discussed in Goal 1-E. As stated in that goal's analysis, only candidates who are certified in the particular area of mathematics have to pass a single-subject math test. Those who are "middle school generalists" are only required to pass the general elementary content test, in which math subscores are not provided. Therefore, Ohio also does not ensure sufficient mathematics content knowledge for all teachers who earn the MCE certificate.

T EXAMPLES OF BEST PRACTICE

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

Figure 17

Do states articulate appropriate mathematics preparation for elementary teachers?

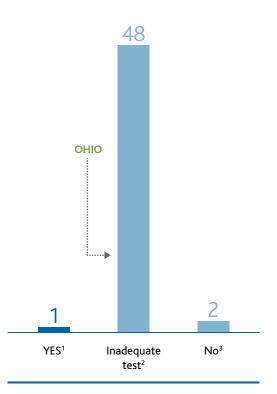


1. Strong Practice: Indiana, Massachusetts

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

Figure 18

Do states measure new elementary teachers' knowledge of math?



1. Strong Practice: Massachusetts

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

3. Montana, Nebraska

Area 1: Delivering Well-Prepared Teachers

Goal E – Middle School Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 19

How States are Faring in Middle School **Teacher Preparation** 3 **Best Practice States** Arkansas 1, Georgia, Pennsylvania 1 7 States Meet Goal Connecticut, Florida[↑], Kentucky, Louisiana, Mississippi, New Jersey, South Carolina 1 States Nearly Meet Goal 8 Alabama, District of Columbia, Indiana, Kansas, New York, OHIO, Tennessee, Virginia 11 States Partly Meet Goal Delaware, Hawaii, Iowa, Maryland, Massachusetts, Missouri, Nebraska, Rhode Island, Texas, Vermont, West Virginia 11 States Meet a Small Part of Goal Arizona, Michigan, Minnesota¹, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Wyoming 11 States Do Not Meet Goal Alaska, California, Colorado, Idaho, Illinois, Maine, North Carolina, Oregon, South Dakota, Washington, Wisconsin Progress on this Goal Since 2009: 👄 : 45 ↓:1 1:5

Area 1: Goal E **Ohio** Analysis

State Nearly Meets Goal

Progress Since 2009

ANALYSIS

Ohio requires a middle childhood license (grades 4-9) for middle school teachers; candidates must earn "areas of concentration" in at least two content areas. Teachers with secondary certificates are allowed to teach single subjects in middle school. Those candidates must earn an academic major in all areas to be taught.

All new middle school teachers in Ohio are also required to pass a Praxis II subject-matter test to attain licensure. However, only those candidates who wish to be certified in a particular area must pass the single subject test. Candidates who are "middle school generalists" are only required to pass the Praxis II Elementary Education: Content Knowledge test, which does not adequately test requisite knowledge of middle school teachers. In addition, subscores are not provided; therefore, there is no assurance that these middle school teachers will have sufficient knowledge in each subject they teach.

Supporting Research

Ohio Administrative Code 3301-24-05 www.ets.org/praxis

RECOMMENDATION

Clarify middle school subject-matter preparation policy.

Ohio is commended for not allowing middle school teachers to teach on a K-8 generalist license. However, it should clarify the meaning of "areas of concentration" to ensure that candidates are earning the equivalent of two minors.

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

Ohio should also require adequate subject-matter testing for all middle school teacher candidates in every core academic area they intend to teach, as a condition of initial licensure, rather than the elementary assessment currently required of middle school generalists.

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.



T EXAMPLES OF BEST PRACTICE

Arkansas, Georgia and Pennsylvania ensure that all middle school teachers are sufficiently prepared to teach middle school-level content. Teachers are required to earn at least two content-area minors. Georgia and Pennsylvania also require passing scores on single-subject content tests, and Arkansas requires a subject-matter assessment with separate passing scores for each academic area. Figure 20

Figure 20	Ð	1 5	,
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West Virginia			
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Wyoming			
	29	6	16

1. California offers a K-12 generalist license for self-contained classrooms.

- 2. Illinois offers K-9 license.
- 3. With the exception of mathematics.
- 4. Oregon offers 3-8 license.
- 5. Wisconsin offers 1-8 license.

Figure 21		Major OR TWO.	<i>RS</i>	Less than a major or	No requirement of content major or minor of content
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Nevada New Hampshire					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
OHIO			1		
Oklahoma					
Oregon					
Pennsylvania		2			
Rhode Island					
South Carolina					
South Dakota					
Tennessee					
Texas					
Utah					
Vermont					
Virginia					
Washington					
West Virginia					
Wisconsin					
Wyoming					
	13	3	9	12	14

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

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

Area 1: Delivering Well-Prepared Teachers

Goal F – Secondary Teacher Preparation

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

Goal Components

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

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

Background

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

Figure 22 How States are Faring in Secondary **Teacher Preparation Best Practice States** 2 Indiana, Tennessee 29 States Meet Goal Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, OHIO, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin States Nearly Meet Goal 0 8 States Partly Meet Goal District of Columbia, Hawaii, Louisiana, Maryland, Mississippi, Missouri, Nevada, New Mexico States Meet a Small Part of Goal 0 12 States Do Not Meet Goal Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming Progress on this Goal Since 2009: New Goal

Area 1: Goal F **Ohio** Analysis

State Meets Goal

Progress Since 2009



ANALYSIS

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

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

Supporting Research

Ohio Administrative Code 3301-24-05

RECOMMENDATION

Require subject-matter testing for all secondary teacher candidates.

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

OHIO RESPONSE TO ANALYSIS

Ohio asserted that it does not offer general science but rather an "integrated science" license. The state argued that with integrated science licensure, subject-matter testing for each subject area within the discipline does occur because it requires a combination of two tests: a broader one and a more specific one, adding: "The structure of this testing requirement was designed specifically to ensure that all components of the integrated area are tested." This can be accomplished in ways other than just requiring a separate, single-discipline test for each component—for example, by requiring a combination of tests that, when taken together, test each subject area within the discipline.

LAST WORD

The issue of general science is addressed more fully in Goal 1-G. Ohio should ensure that its requirements do not make it possible for secondary teachers to be licensed to teach any core subjects with insufficient content knowledge.

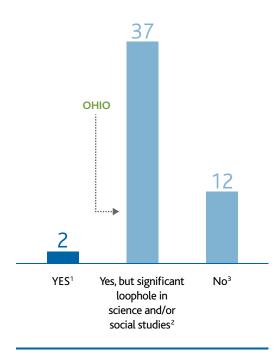


T EXAMPLES OF BEST PRACTICE

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

Figure 23

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

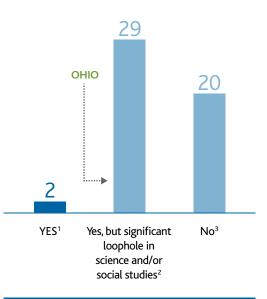


1. Strong Practice: Indiana, Tennessee

- 2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Uta h, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)
- 3. Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

Figure 24

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



1. Strong Practice: Indiana, Tennessee

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

Area 1: Delivering Well-Prepared Teachers

Goal G – Secondary Teacher Preparation in Science

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

Goal Components

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

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

Background

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

Figure 25

How States are Faring in Preparation to Teach Science **Best Practice State** 1 New Jersey States Meet Goal Florida, Indiana, Kansas, Kentucky, Minnesota, New Hampshire, Virginia 11 States Nearly Meet Goal Arkansas, Georgia, Maine, Maryland, Massachusetts, New York, OHIO, Oklahoma, South Dakota, Utah, West Virginia 16 States Partly Meet Goal Alabama, Connecticut, Delaware, District of Columbia, Hawaii, Louisiana, Mississippi, Missouri, Nevada, New Mexico, North Dakota, Pennsylvania, South Carolina, Tennessee, Vermont, Washington States Meet a Small Part of Goal Arizona, Idaho, Illinois, Wisconsin 12 States Do Not Meet Goal Alaska, California, Colorado, Iowa, Michigan, Montana, Nebraska, North Carolina, Oregon, Rhode Island, Texas, Wyoming Progress on this Goal Since 2009: New Goal

Area 1: Goal G **Ohio** Analysis



State Nearly Meets Goal Progress Since 2009

ANALYSIS

Ohio offers a teaching field in integrated science for secondary teachers. Candidates have two options regarding Praxis II testing requirements. The first is passing both the "Chemistry, Physics and General Science" test and the "Biology" test. The second option requires candidates to pass both the "Biology and General Science" test, and one of the following: "Chemistry," "Physics," or "Earth and Space Sciences." Teachers with this license are not limited to teaching general science but rather can teach any of the topical areas.

Middle school science teachers in Ohio must earn an area of concentration in science, along with another content area. Commendably, candidates must also pass the Praxis II "Middle School Science" test.

Supporting Research Ohio Administrative Code 3301-24-05 **Praxis Testing Requirements** www.ets.org

RECOMMENDATION

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

States that allow general science certifications—and only require a general knowledge science exam—are not ensuring that these secondary teachers possess adequate subject-specific content knowledge. Ohio's required general assessments combine subject areas (e.g., biology, chemistry, physics) and do not report separate scores for each subject area. The state's first testing option could result in candidates getting many questions wrong in the areas of chemistry, physics, and/or earth and space science, for example, yet still passing the test—and going on to teach these subjects in high school. Ohio's second option falls short as well, failing to guarantee requisite content knowledge in each subject area within integrated science.

OHIO RESPONSE TO ANALYSIS

Ohio asserted that it does not offer general science but rather an "integrated science" license. The state argued that with integrated science licensure, subject-matter testing for each subject area within the discipline does occur because it requires a combination of two tests, a broader one and a more specific one: "The structure of this testing requirement was designed specifically to ensure that all components of the integrated area are tested." This can be accomplished in ways other than just requiring a separate, single-discipline test for each component — for example, by requiring a combination of tests that, when taken together, test each subject area within the discipline.

LAST WORD

Although Ohio is doing more than most states to measure content knowledge across the disciplines, the state's combination tests still do not ensure content knowledge in all subject areas. Subscores are not provided for the assessments that combine subject areas, namely the Praxis II "Chemistry, Physics and General Science" test for the first option and the "Biology and General Science" test for the second option.

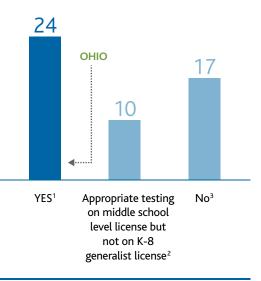
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T EXAMPLES OF BEST PRACTICE

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

Figure 27

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



1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

- 2. Maine, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Washington, Wisconsin
- 3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Michigan, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Wyoming



Area 1: Delivering Well-Prepared Teachers

Goal H – Secondary Teacher Preparation in Social Studies

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

Goal Components

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

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

Background

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

Figure 28 How States are Faring in Preparation to Teach Social Studies 1 **Best Practice State** Indiana 2 States Meet Goal Georgia, South Dakota States Nearly Meet Goal 2 Minnesota, Oklahoma 32 States Partly Meet Goal Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, OHIO, Pennsylvania, South Carolina, Tennessee, Utah, Vermont Virginia, Washington, West Virginia, Wisconsin, Wyoming State Meets a Small Part of Goal Illinois 13 States Do Not Meet Goal Alaska, Arizona, California, Colorado, Idaho, Iowa, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Texas Progress on this Goal Since 2009: New Goal

Area 1: Goal H **Ohio** Analysis

State Partly Meets Goal



ANALYSIS

Ohio only offers secondary teachers a general social studies certification. Candidates are required to pass the Praxis II "Social Studies" content knowledge assessment. Teachers with this license are not limited to teaching general social studies but rather can teach any of the topical areas.

Middle school social studies teachers in Ohio must earn an area of concentration in social studies, along with another content area. Commendably, candidates must also pass the Praxis II "Middle School Social Studies" test.

Supporting Research

Ohio Administrative Code 3301-24-05 Praxis Testing Requirements www.ets.org

RECOMMENDATION

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

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

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.

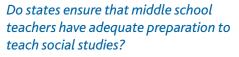
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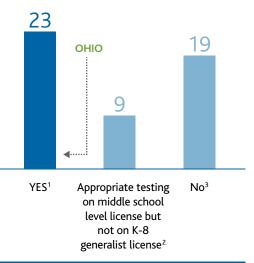
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T EXAMPLES OF BEST PRACTICE

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

Figure 30





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

Figure 29

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

Area 1: Delivering Well-Prepared Teachers

Goal I – Special Education Teacher Preparation

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

Goal Components

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

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

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

Background

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

Figure 31

How States are Faring in Special Education Teacher Preparation

0	Best Practice States
0	States Meet Goal
1	State Nearly Meets Massachusetts

State Nearly Meets Goal Massachusetts



- 1 State Meets a Small Part of Goal Kansas
- 34 States Do Not Meet Goal Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, OHIO, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, Virginia, Washington, Wyoming

Progress on this Goal Since 2009:

1:3 ↔:48 ↓:0



Area 1: Goal I **Ohio** Analysis



State Does Not Meet Goal

ਨ Bar Raised for this Goal 🛛 🧲

Progress Since 2009

ANALYSIS

Regrettably, Ohio only offers a K-12 special education certification.

Supporting Research Ohio Administrative Code 3301-24-05(D)(5)

RECOMMENDATION

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

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

Provide a broad liberal arts program of study to elementary special education candidates, and require that they pass the same content test as general education teachers.

Ohio should ensure that special education teacher candidates who will teach elementary grades possess knowledge of the subject matter at hand. Not only should the state require core-subject coursework relevant to the elementary classroom, but it should also require that these candidates pass the same subject-matter test required of all elementary teachers. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

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

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

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.

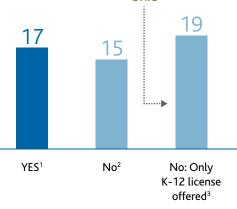
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T EXAMPLES OF BEST PRACTICE

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

Figure 33





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

Figure 32 1. Beginning January 1, 2013

Area 1: Delivering Well-Prepared Teachers

Goal J – Assessing Professional Knowledge

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

Goal Components

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

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

Background

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

Figure 34

How States are Faring in Assessing Professional Knowledge

Best Practice States

*

0

23 States Meet Goal Arizona, Arkansas, California, District of Columbia 1, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, OHIO, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, West Virginia

- 2 States Nearly Meet Goal Maryland, Rhode Island
- 3 States Partly Meet Goal Idaho, North Carolina, Utah
- 5 States Meet a Small Part of Goal Connecticut, Indiana, Missouri, Pennsylvania, Wyoming

18 States Do Not Meet Goal Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii↓, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

Progress on this Goal Since 2009:

1:1 ↔:49 ↓:1

Area 1: Goal J **Ohio** Analysis

State Meets Goal

Progress Since 2009



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

Ohio is also accelerating its participation in the Teacher Performance Assessment (TPA) consortium by including all of their institutions of higher learning in the pilot program next year, with the expectation that they it will allow or require the use of TPA in licensure as early as 2012. It appears that this will replace the requirement for new teachers to pass the Praxis III performance assessment in the first two years of teaching.

RECOMMENDATION

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

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

Ensure that performance assessments provide a meaningful measure of new teachers' knowledge and skills.

While Ohio is commended for once again considering the use of a performance-based assessment, the state should proceed with caution until additional data are available on the Teacher Performance Assessment. Additional research is needed to determine how the TPA compares to other teacher tests as well as whether the test's scores are predictive of student achievement. The track record on similar assessments is mixed at best. Both Ohio and Arkansas have reported pass rates on the Praxis III performance-based assessment of about 99 percent. Given that it takes significant resources to administer a performance-based assessment, a test that nearly every teacher passes is of questionable value.

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.

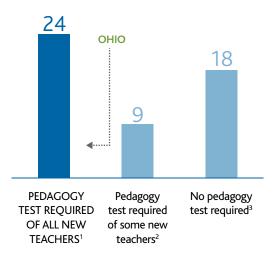


T EXAMPLES OF BEST PRACTICE

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

Figure 35

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



- Strong Practice: Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia
- 2. Connecticut, Idaho, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, Utah⁴, Wyoming
- Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin
- 4. Not required until teacher advances from a Level One to a Level Two license.

Area 1: Delivering Well-Prepared Teachers

Goal K – Student Teaching

Goal Components

rating for the goal.)

student teaching.

Background

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

Figure 36 (The factors considered in determining the states' How States are Faring in Student Teaching 1. The state should require that student **Best Practice States** teachers only be placed with cooperating teachers for whom there is evidence of their 2 States Meet Goal effectiveness as measured by consistent gains Florida, Tennessee in student learning. 2. The state should require that teacher State Nearly Meets Goal candidates spend at least 10 weeks Kentucky 21 States Partly Meet Goal Alabama, Arkansas, Connecticut, Hawaii, Iowa, Kansas, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, A detailed rationale and supporting research for North Carolina, North Dakota, OHIO, this goal can be found at www.nctq.org/stpy. Oklahoma, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin States Meet a Small Part of Goal 5 Indiana, Michigan, Oregon, Rhode Island, South Dakota 22 States Do Not Meet Goal Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Idaho, Illinois, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nevada, New Mexico, New York, Utah, Virginia, West Virginia, Wyoming Progress on this Goal Since 2009: New Goal



Area 1: Goal K **Ohio** Analysis



State Partly Meets Goal

Progress Since 2009

ANALYSIS

Commendably, Ohio requires candidates to complete a minimum of 12 weeks of full-time student teaching. However, the state does not address the qualifications of cooperating teachers.

Supporting Research Ohio Administrative Code 3301-24-03

RECOMMENDATION

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

In addition to the ability to mentor an adult, cooperating teachers should also be carefully screened for their capacity to further student achievement. Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than the student teacher or school district staff.

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

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

OHIO RESPONSE TO ANALYSIS

Ohio pointed out the section that deals with the qualifications of mentor teachers and university clinicians/supervisors in its "New Program Review Proposal Form A, Baccalaureate."

Supporting Research http://ohioeducator.ning.com/page/reviewing-programs

LAST WORD

According to this form, mentor teachers must have "three years of successful teaching focused in the field and the recommendation and/or approval by a building administrator." However, it is not clear whether the state uses the term "mentor teacher" synonymously with "cooperating teacher," as the latter term is also referred to in the form, absent any qualifications. Regardless, Ohio fails to articulate any requirement pertaining to the demonstration of evidence of effectiveness as measured by student learning.

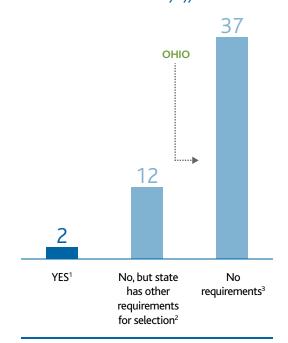
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T EXAMPLES OF BEST PRACTICE

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

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

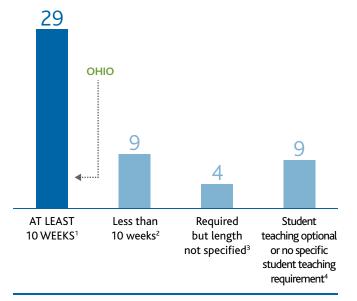
Is the selection of the cooperating teacher based on some measure of effectiveness?



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

Figure 39

Is the summative student teaching experience of sufficient length?



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

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

- 3. Illinois, Maine, New Mexico, Utah
- 4. Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Maryland, Montana
- 5. Candidates can student teach for less than 12 weeks if determined to be proficient.

Area 1: Delivering Well-Prepared Teachers

Goal L – Teacher Preparation Program Accountability

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

Goal Components

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

- 1. The state should collect value-added data that connects student achievement gains to teacher preparation programs.
- 2. The state should collect other meaningful data that reflects program performance, including some or all of the following:

a. Average raw scores of teacher candidates on licensing tests, including basic skills, subject matter and professional knowledge tests;

b. Number of times, on average, it takes teacher candidates to pass licensing tests;

c. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;

d. Evaluation results from the first and/or second year of teaching;

e. Five-year retention rates of graduates in the teaching profession.

- 3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
- 4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.

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

Background

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

Figure 40

How States are Faring in Teacher Preparation **Program Accountability Best Practice State** Florida State Meets Goal Louisiana States Nearly Meet Goal 5 Alabama, Colorado 1, Georgia 1, Tennessee, Texas States Partly Meet Goal 6 Kentucky, Michigan, Nevada, North Carolina, Rhode Island, South Carolina 16 States Meet a Small Part of Goal Arizona, Illinois¹, Iowa, Maryland, Massachusetts, Mississippi, Missouri, Montana, New Jersey, OHIO, Oklahoma, Pennsylvania, Vermont, Virginia, Washington, West Virginia 1

22 States Do Not Meet Goal Alaska, Arkansas , California, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Indiana, Kansas , Maine, Minnesota, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Oregon , South Dakota, Utah, Wisconsin, Wyoming

Progress on this Goal Since 2009:

1:4 ↔:44 ↓:3

Area 1: Goal L **Ohio** Analysis

🚽 State Meets a Small Part of Goal 🛛 💦 Bar Raised for this Goal 🕞 Progress Since 2009

ANALYSIS

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

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

The state also fails to collect other objective, meaningful data to measure the performance of teacher preparation programs, and it does not apply any transparent, measurable criteria for conferring program approval. Ohio collects programs' annual summary licensure test pass rates (80 percent of program completers must pass their licensure exams). However, the 80 percent pass-rate standard, while common among many states, sets the bar quite low and is not a meaningful measure of program performance.

Commendably, Ohio's website does include a report card that allows the public to review and compare traditional teacher preparation program performance.

According to the state's winning Race to the Top application, it plans to link evidence of effectiveness, including measures of student growth, to preparation programs. Ohio will also develop a review process to ensure improvement or removal of ineffective programs. However, how or if the state plans to include alternate route programs is not specified, and there is no evidence to date of specific policy to support these plans.

Supporting Research Ohio Administrative Code 3301-24-04 Annual Report on Teacher Preparation Institutions http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=516&ContentID=700 6&Content=62055 Title II State Reports https://title2.ed.gov Race to the Top Application http://www2.ed.gov/programs/racetothetop/phase2-applications/ohio.pdf

RECOMMENDATION

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

To ensure that programs are producing effective classroom teachers, Ohio should consider academic achievement gains of students taught by the programs' graduates, averaged over the first three years of teaching. Although the state has commendably outlined its intentions in its RttT application, to ensure that preparation programs are held accountable, Ohio is urged to codify these requirements and to specify that they will apply to alternate route programs as well as traditional preparation programs.



Gather other meaningful data that reflect program performance.

In addition to knowing whether programs are producing effective teachers, other objective, meaningful data can also indicate whether programs are appropriately screening applicants and if they are delivering essential academic and professional knowledge. Ohio should gather data such as the following: average raw scores of graduates on licensing tests, including basic skills, subject matter and professional knowledge tests; satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison; evaluation results from the first and/or second year of teaching; and five-year retention rates of graduates in the teaching profession.

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

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

Publish an annual report card on the state's website for all teacher preparation programs.

While Ohio is commended for including a report card on its website that allows the public to review and compare traditional teacher preparation programs, the state should do so for its alternate route as well.

OHIO RESPONSE TO ANALYSIS

Ohio asserted that the collection of value-added data is addressed within each new program via program proposal FORM A, for teacher and administrator preparation programs. Satisfaction ratings by school principals and teacher mentors using a standardized form are a component of the Ohio METRICS. The state added that it will produce and publish an annual report card on teacher preparation programs.

Supporting Research Ohio Revised Code 3333.048

LAST WORD

The code provided by the state only authorizes the Board of Regents to establish performance metrics for teacher preparation programs. NCTQ was unable to locate policy specifically identifying the components and requirements of the METRICS system. While it does appear the state is moving ahead with the accountability plan for teacher preparation programs outlined in its Race to the Top proposal, the state is encouraged to formally codify these requirements.

Figure 41			DITIONAL PARATION	/		
Do states hold teach preparation progran accountable?		MINIMUM STANDARDS FOO		OBIECTIVE PROCESSION	PREPA	RATION
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 Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.

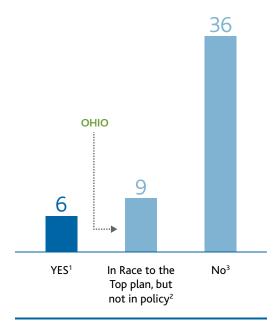
 The posted data do not allow the public to review and compare program performance because data are not disaggregated by program provider.



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

Figure 42

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



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

Figure 43 Which states collect meaningful data? AVERAGE RAW SCORES ON LICENSING TESTS Alabama, Louisiana, Michigan, New Jersey, Tennessee, West Virginia SATISFACTION RATINGS FROM SCHOOLS Alabama, Arizona, Florida, Iowa, Kentucky, Maryland¹, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Virginia, Washington¹, West Virginia EVALUATION RESULTS FOR PROGRAM GRADUATES Alabama, Arizona, Delaware¹, Florida, Illiniois, Iowa, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont STUDENT LEARNING GAINS Colorado, Florida, Georgia, Louisiana, Tennessee, Texas TEACHER RETENTION RATES Arizona, Colorado, Delaware¹, Missouri, New Jersey

1. For alternate route only

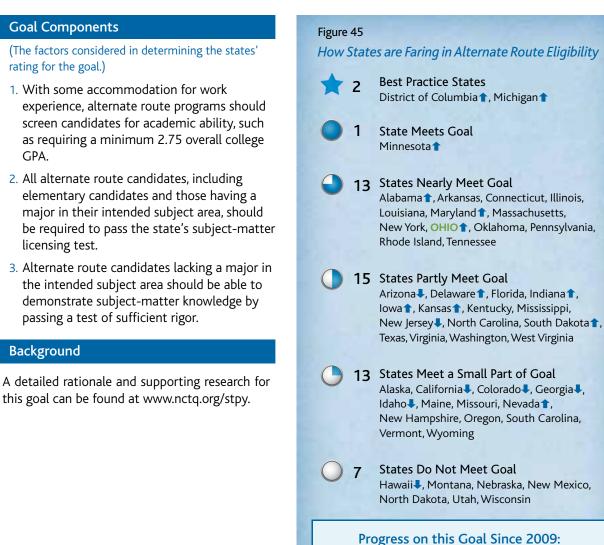
Figure 44		/	Jate approval National accreditation	While not technically returns in day	While not technically	uired
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1. According to information posted on NCATE's website.

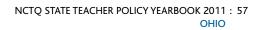
Area 2: Expanding the Pool of Teachers

Goal A – Alternate Route Eligibility

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







1:12

👄 : 32

4:7

Area 2: Goal A **Ohio** Analysis



State Nearly Meets Goal

Progress Since 2009

ANALYSIS

While the admission requirements for Ohio's alternate route do not exceed those for traditional preparation programs, the state does require evidence of subject-matter knowledge and allows flexibility for nontraditional candidates.

Alternative Resident Educator License applicants must show evidence of prior academic performance with a minimum GPA of 2.5.

Ohio passed new legislation that no longer requires applicants to have a major in the intended teaching field. Candidates must demonstrate content knowledge by passing a subject-matter test prior to admission. Since neither a major nor specific coursework is required there is no need for a test-out option.

Supporting Research

HB 153 of 129th General Assembly section 3319.26

RECOMMENDATION

Increase academic requirements for admission.

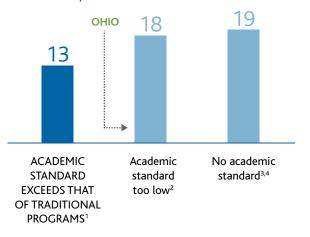
While a minimum GPA requirement is a first step toward ensuring that candidates are of good academic standing, the current standard of 2.5 does not serve as a sufficient indicator of past academic performance. The standard should be higher than what is required of traditional teacher candidates, such as a GPA of 2.75 or higher. Some accommodation in this standard may be appropriate for career changers. Alternatively, the state could require one of the standardized tests of academic proficiency commonly used in higher education for graduate admissions, such as the GRE.

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with facts that enhanced this analysis.

Figure 46	0	. /	
Are states' alternate	Kademc DMSSION STANDARD ADITISION EXCEDS	Sh	NO MAJOR RECURED OR DE MAJOR RECURED OR DE MAJOR BE USED IN LIEU
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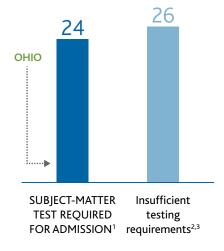
Do states require alternate routes to be selective?



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

Figure 48

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



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

Figure 46

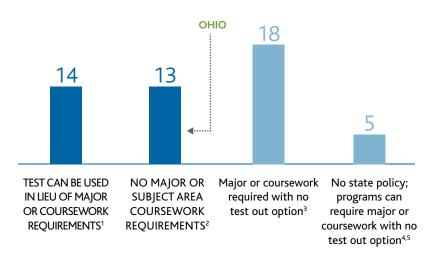
1. North Dakota does not have an alternate route to certification.

T EXAMPLES OF BEST PRACTICE

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

Figure 49

Do states accommodate the nontraditional background of alternate route candidates?



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

- Strong Practice: Arizona, Arkansas, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Ohio, Virginia, Washington
- Alaska, Delaware, Indiana, Kansas, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming
- 4. Hawaii, Idaho, Nevada, New Mexico, Wisconsin
- 5. North Dakota does not have an alternate route to certification.
- 6. Test out option available to candidates in shortage areas only.

Area 2: Expanding the Pool of Teachers

Goal B – Alternate Route Preparation

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

Goal Components

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

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

Background

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

Figure 50

How States are Faring in Alternate Route Preparation

Best Practice State 1 Connecticut States Meet Goal Arkansas, Delaware 1, Georgia, New Jersey States Nearly Meet Goal Alabama, Florida, Maryland 1, Mississippi, Rhode Island¹, South Carolina, Virginia 11 States Partly Meet Goal Alaska, California, Kentucky, Louisiana, Massachusetts, Nevada¹, New Mexico, New York, OHIO1, South Dakota, West Virginia 18 States Meet a Small Part of Goal Arizona, Colorado, District of Columbia, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan 1, Minnesota 1, Missouri, Oklahoma, Pennsylvania, Tennessee, Texas, Utah, Washington, Wyoming 10 States Do Not Meet Goal Hawaii, Maine, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Oregon, Vermont, Wisconsin Progress on this Goal Since 2009: 1:8 + : 42 ↓:1

Area 2: Goal B **Ohio** Analysis



State Partly Meets Goal

Progress Since 2009

ANALYSIS

Ohio does not ensure that its alternate route candidates will receive streamlined preparation that meets the immediate needs of new teachers.

Alternate route candidates participate in the Intensive Pedagogical Training Institute (IPTI) or an intensive summer training program approved by the Chancellor of the Ohio Board of Regents. The state has not provided guidelines for the intensive summer training preparation programs.

ITPI is self-paced, although participants must complete three modules within the first six months of enrollment. Information included in the modules focuses on student development and learning, pupil assessment procedures, curriculum development, classroom management and teaching methodology.

Candidates must also complete 12 semester hours of college coursework within the fours years teaching under the Alternative Resident Educator License. Under new legislation, this requirement can also be met by professional development work provided by a teacher preparation program or a regional Educational Service Center.

Candidates are required to complete 15 hours of field experience prior to entering the classroom. IPTI requires that applicants arrange their own student teaching experiences and notes that candidates must have flexibility in their schedules to fulfill this requirement.

All new teachers are assigned a district mentor.

Upon IPTI completion, candidates qualify for the Alternative Resident Educator License. After four years of successful teaching, teachers are eligible for the professional license.

Supporting Research

HB 153 section 3319.26 http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=515&Content ID=67249

RECOMMENDATION

Establish coursework guidelines for all alternate route preparation programs.

Simply mandating coursework without specifying the purpose can inadvertently send the wrong message to program providers—that "anything goes" as long as credits are granted. However constructive, any course that is not fundamentally practical and immediately necessary should be eliminated as a requirement. Appropriate coursework should include grade-level or subject-level seminars, methodology in the content area, classroom management, assessment and scientifically based early reading instruction.

Ensure program completion in less than two years.

Ohio should consider shortening the length of time it takes an alternate route teacher to earn standard certification. The route should allow candidates to earn full certification no later than the end of the second year of teaching.

Strengthen the induction experience for new teachers.

While Ohio is commended for requiring all new teachers to work with a mentor, there are insufficient guidelines indicating that the mentoring program is structured for new teacher success. Further, other strategies, such as having candidates arrange their own practice teaching opportunities, are of questionable value. Effective induction strategies include practice teaching prior to teaching in the classroom, intensive mentoring with full classroom support in the first few weeks or months of school, a reduced teaching load and release time to allow new teachers to observe experienced teachers during each school day.

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with facts that enhanced this analysis. Ohio also contended that legislative changes that the state has made resulted in a more streamlined preparation that is geared to the immediate needs of new teachers. The state explained that Ohio has a "four year teacher residency program for both traditionally and alternatively licensed teachers and that they are in the same program, which cannot be completed in two years."

Additionally, Ohio noted that the state does not include practice teaching in its program because "that is a concept associated with traditional preparation." Further, Ohio asserted that "there are clear and rigorous requirements for the residency programs in terms of mentoring and mentoring qualifications."

LAST WORD

NCTQ agrees that student teaching is a concept associated with traditional preparation programs. However, it is beneficial when alternate route teacher have some exposure to the classroom before becoming teacher of record. When this is not possible, a strong induction program is a reasonable compromise. While it is clear that the state has developed standards for mentoring, Ohio should consider expanding its requirements to ensure that alternate route teachers receive the intensive support they need.

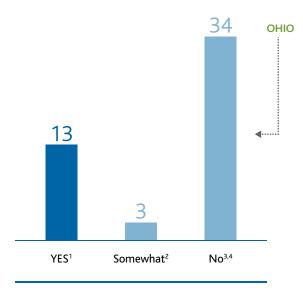
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T EXAMPLES OF BEST PRACTICE

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

Florida requires practice teaching or intensive mentoring.
 North Dakota does not have an alternate route to certification.

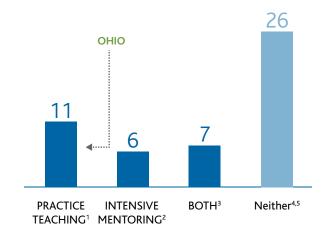
Do states curb excessive coursework requirements?



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

Figure 53

Do states require practice teaching or intensive mentoring?



1. Strong Practice: Arizona, Indiana, Iowa, Louisiana, Michigan, Nebraska, New Mexico, Ohio, Rhode Island, Vermont, Virginia

- 2. Strong Practice: Arkansas, Georgia, Kentucky, New Jersey, New York, West Virginia
- 3. Strong Practice: Alaska, Connecticut, Delaware, District of Columbia, Florida⁶, Maryland, Massachusetts
- 4. Alabama, California, Colorado, Hawaii, Idaho, Illinois, Kansas, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, U tah, Washington, Wisconsin, Wyoming
- 5. North Dakota does not have an alternate route to certification.
- 6. Candidates are required to have one or the other, not both.

Area 2: Expanding the Pool of Teachers

Goal C – Alternate Route Usage and Providers

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

Goal Components

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

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

Background

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

Figure 54

How States are Faring in Alternate Route Usage and Providers



Area 2: Goal C **Ohio** Analysis

State Meets Goal

Progress Since 2009

ANALYSIS

Ohio does not limit the usage or providers of its alternate route.

Previously, Ohio restricted alternate route programs to teachers in grades 4-12; however, new legislation lifts restrictions on the usage of its alternate routes with regard to subject, grade, or geographic teaching areas.

Ohio also changed state policy so that nonprofits and districts are now allowed to operate alternate route training programs. The state is commended for structuring its programs to allow a diversity of providers. A good diversity of providers helps all programs, both university- and non-university-based, to improve.

Supporting Research HB 153 Section 3319.26

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with facts necessary for this analysis.

Figure 55 Are states' alternate routes free from limitations?

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T EXAMPLES OF BEST PRACTICE

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

Figure 56

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

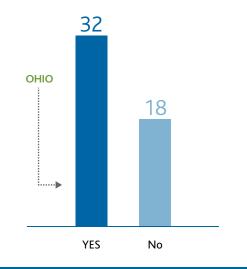
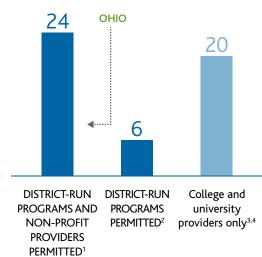


Figure 55 and 56

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

Do states permit providers other than colleges or universities?



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

Figure 58
1. North Dakota does not have an alternate route to certification.

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Figure 58	GENUINE GENUINE OR NEARL	Alternate route that needs	Offered route is diringenuous
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Wisconsin			
Wyoming			
	7	25	18
	/	25	10

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Washington										
West Virginia										
Wisconsin										
Wyoming										
	13	24	27	13	12	29	24	32	29	

70 : NCTQ STATE TEACHER POLICY YEARBOOK 2011 OHIO

Area 2: Expanding the Pool of Teachers

Goal D – Part-Time Teaching Licenses

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

Goal Components

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

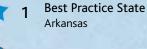
- Either through a discrete license or by waiving most licensure requirements, the state should authorize individuals with content expertise to teach as part-time instructors.
- All candidates for a part-time teaching license should be required to pass a subjectmatter test.
- 3. Other requirements for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

Background

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

Figure 60

How States are Faring in Part Time Teaching Licenses



2 States Meet Goal Florida, Georgia

5 States Nearly Meet Goal Kentucky, South Carolina, Tennessee, Texas, Utah



6 States Meet a Small Part of Goal Colorado, Kansas, Mississippi, Montana, New York, Washington

33 States Do Not Meet Goal Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia,

Progress on this Goal Since 2009:

West Virginia, Wisconsin, Wyoming

New Goal

Area 2: Goal D **Ohio** Analysis

State Partly Meets Goal Regress Since 2009

ANALYSIS

Ohio offers two teaching permits that allow content experts to teach part time: the 12-hour STEM permit and the 40-hour STEM permit. Candidates teaching under the 40-hour STEM permit must not exceed 40 hours of instruction a week. Candidates must have a bachelor's, a master's or a doctoral degree or significant experience in the intended teaching field. Applicants are not required to pass a subject test.

The state does include the provision that individuals under this license volunteer their time, or that a contract with their current employer be agreed to by the school board. A school or district cannot hire an individual under a STEM permit if it displaces an existing licensed teacher.

Supporting Research Ohio Administrative Code 3319.301

RECOMMENDATION

Require applicants to pass a subject-matter test.

Ohio is commended for offering a license that increases districts' flexibility to staff certain subjects, including many STEM areas, that are frequently hard to staff or may not have high enough enrollment to necessitate a full-time position. Although this license is designed to enable individuals who have significant content knowledge to teach, Ohio should still require a subject-matter test. While the state does require a degree or significant experience, only a subject-matter test ensures that teachers on the 12- or 40-hour STEM permit know the specific content they will need to teach.

Allow other subject matter experts to teach under a similar certificate.

While Ohio is commended for offering a license that increases districts' flexibility to staff STEM courses, the state should consider extending such a license to content experts in other subjects that are frequently hard to staff or may not have high enough enrollment to necessitate a full-time position.

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with the facts necessary for this analysis.

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

	YES	No
Alabama		
Alaska		
Arizona		
Arkansas		
California	1	
Colorado		
Connecticut		
Delaware		
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
lowa		
Kansas	2	
Kentucky		
Louisiana	1	
Maine		
Maryland		
Massachusetts		
Michigan		
Minnesota		
Mississippi	2	
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York	2	
North Carolina		
North Dakota		
OHIO	1	
Oklahoma		
Oregon		
Pennsylvania		
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia	3	
Washington	2	
West Virginia		
Wisconsin		
Wyoming		
	16	35

T EXAMPLES OF BEST PRACTICE

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



1. License has restrictions.

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

Area 2: Expanding the Pool of Teachers

Goal E – Licensure Reciprocity

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

Goal Components

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

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

Background

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

Figure 62 How States are Faring in Licensure Reciprocity e to er lysis 0 10 11 States Nearly Meet Goal Idaho, OHIO, Washington 12 13 States Partly Meet Goal Idaho, OHIO, Washington 13 States Partly Meet Goal Alaska, Delaware, Illinois 1, Massachusetts, Minnesota, New York, North Carolina, North Dakota, Pennsylvania, South Dakota, Utah, West Virginia, Wisconsin e to ted at 15 States Meet a Small Part of Goal Colorado, Elorida, Georria, Hawaii Indiana

15 States Meet a Small Part of Goal Colorado, Florida, Georgia, Hawaii, Indiana, Maryland, Mississippi, Missouri, New Hampshire, Oklahoma, Oregon 1, Rhode Island, Tennessee, Virginia, Wyoming

18 States Do Not Meet Goal Arizona, Arkansas, California, Connecticut, District of Columbia, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Montana, Nebraska, Nevada, New Jersey, New Mexico, South Carolina, Vermont

Progress on this Goal Since 2009:

Area 2: Goal E **Ohio** Analysis

State Nearly Meets Goal

Progress Since 2009

ANALYSIS

Ohio could do more to support licensure reciprocity for certified teachers from other states.

Commendably, Ohio does not grant any waivers on its testing requirements, and all out-of-state teachers, no matter how many years of experience they have, must meet Ohio's passing scores on licensing tests.

However, other aspects of the state's policy may create obstacles for teachers from other states seeking licensure in Ohio. Teachers with comparable out-of-state certificates are eligible for Ohio's professional certificate. There is no state-mandated recency requirement, but transcripts are required for all applicants. It is not clear whether the state analyzes these transcripts to determine whether a teacher was prepared through a traditional or alternate route or whether additional coursework will be required.

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

Supporting Research

Licensure Information for Out-of-State Applicants

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1072&ContentID=587& Content=62437

RECOMMENDATION

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

Ohio should consider discontinuing its requirement for the submission of transcripts. Transcript analysis is likely to result in additional coursework requirements, even for traditionally prepared teachers; alternate route teachers, on the other hand, may have to virtually begin anew, repeating some, most or all of a teacher preparation program in Ohio. Regardless of whether a teacher was prepared through a traditional or alternate route, all certified out-of-state teachers should receive equal treatment.

OHIO RESPONSE TO ANALYSIS

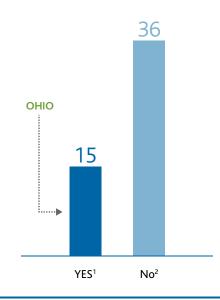
Ohio was helpful in providing NCTQ with the facts necessary for this analysis. The state added that transcripts are required to help establish that a person holds the college degree they represent themselves as holding, and that they are who they say they are. Ohio contended that simply sending in a copy of an out-of-state license, which could be easily fabricated, without any accompanying official academic records, would invite possible document fraud and could not be considered an accountable approach when licensing individuals to teach Ohio children.

T EXAMPLES OF BEST PRACTICE

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

Figure 63

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



- Strong Practice: Alabama, Alaska, Idaho, Illinois, Massachusetts, Minnesota, New York³, North Dakota, Ohio, Pennsylvania³, South Dakota, Texas, Utah, Washington³, Wisconsin
- Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana⁴, Nebraska⁴, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming
- 3. Exception for teachers with National Board Certification.
- 4. No subject-matter testing for any teacher certification.

Figure 64

1. For traditionally prepared teachers only.

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

Figure 64	UCENSE RECIPROCITY	Hun /	/	
What do states require	Ē	HE H	Recensyrequirements	
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from other states?	ECIP	l P c	^{Uuire}	
John other states:	RIVCE R	ript a	U. red	
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Alabama	~ ~	Transcript analysis	~	
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Arizona				
Arkansas				
California				
Colorado				
Connecticut				
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District of Columbia				
Florida				
Georgia				
Hawaii				
Idaho				
Illinois				
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Kansas				
Kentucky		_		
Louisiana				
Maine		_		
Maryland		-		
Massachusetts		-		
Michigan Minnesota		-		
Mississippi Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York	1			
North Carolina				
North Dakota				
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Oklahoma				
Oregon				
Pennsylvania				
Rhode Island	1			
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont		-		
Virginia	2			
Washington	2 C			
West Virginia				
Wisconsin	1			
Wyoming				
	9	41	12	

Figure 65		/	
Do states treat out-of-stat	STATE REATS TEACHERS	State Specifies different Pouriernents for alternate Toute leachers for alternate	Date has policies with the for alternate route teached by the defendence obstacles and the alternate route teachers
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traditional or an alternate	L'AE	spec smen ache	has t ial to nate
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Arizona Arkansas			
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Delaware			
District of Columbia			
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Georgia			
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Indiana			
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Kentucky			
Louisiana			
Maine			
Maryland Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
OHIO			
Oklahoma			
Oregon			
Pennsylvania Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			
	6	6	39

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

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

Goal Components Figure 66 (The factors considered in determining the states' How States are Faring in the Development of rating for the goal.) Data Systems 1. The state should establish a longitudinal **Best Practice States** data system with at least the following key components: **35** States Meet Goal Alabama, Arkansas, Delaware, Florida, Georgia, a. A unique statewide student identifier Hawaii, Idahot, Illinoist, Indianat, Iowat, number that connects student data across Kansas¹, Kentucky, Louisiana, Maryland¹, key databases across years; Massachusetts 1, Minnesota 1, Mississippi, b. A unique teacher identifier system that Missouri, Nebraska¹, New Hampshire¹, New can match individual teacher records with Mexico, New York 1, North Carolina, North individual student records; and Dakota¹, OHIO, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, c. An assessment system that can match Washington 1, West Virginia, Wisconsin 1, individual student test records from year to Wyoming year in order to measure academic growth. 2. Value-added data provided through the States Nearly Meet Goal state's longitudinal data system should be considered among the criteria used to **15** States Partly Meet Goal determine teachers' effectiveness. Alaska, Arizona 1, Colorado, Connecticut, District of Columbia 1, Maine, Michigan, 3. To ensure that data provided through the Montana, Nevada, New Jersey, Oregon, state data system is actionable and reliable, South Dakota¹, Texas, Vermont, Virginia the state should have a clear definition of "teacher of record" and require its consistent States Meet a Small Part of Goal 0 use statewide. State Does Not Meet Goal Background California A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy. Progress on this Goal Since 2009: 1:17 👄 : 33 ↓:1

Area 3: Goal A **Ohio** Analysis

State Meets Goal

Progress Since 2009

ANALYSIS

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

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

Supporting Research Data Quality Campaign www.dataqualitycampaign.org

RECOMMENDATION

Develop a clear definition of "teacher of record."

A definition of teacher of record is necessary in order to use the student-teacher data link for the purpose of providing value-added evidence of teacher effectiveness. Ohio defines the teacher of record as the educator who is responsible for a significant portion of a student's instructional time within a given subject. However, to ensure that data provided through the state data system are actionable and reliable, Ohio should articulate a more distinct definition of teacher of record and require its consistent use throughout the state.

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis. The state added that it is one of five states participating in the CELT (Connecting Education, Leadership and Technology) Teacher Student Data Link project. This is the technology used to identify the impact on student growth for which each contributing educator is responsible, thus establishing business rules to accomplish accurate student-teacher linkages for value-added analysis.

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



	5	1 15	~ð
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
lowa			
Kansas			-
Kentucky			
Louisiana			
Maine			_
	_		-
Maryland			-
Massachusetts			_
Michigan			_
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
OHIO			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin	_		
Wyoming			
	50	35	50

T EXAMPLES OF BEST PRACTICE

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



Key

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

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

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

Goal Components

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

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

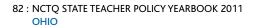
The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

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

Figure 68

How States are Faring in Evaluating Teacher Effectiveness n **Best Practice States** 10 States Meet Goal Colorado 1, Delaware 1, Florida 1, Maryland 1, Michigan 1, Nevada 1, OHIO 1, Oklahoma 1, Rhode Island 1, Tennessee 1 States Nearly Meet Goal Arizona¹, Idaho¹, Louisiana¹, New York¹ 9 States Partly Meet Goal Arkansas¹, Connecticut¹, Georgia¹, Illinois¹, Indiana¹, Massachusetts¹, Minnesota¹, Utah¹, Washington¹ 18 States Meet a Small Part of Goal Alabama, Alaska, California, Hawaii, Kansas, Kentucky, Mississippi, Missouri, New Jersey, New Mexico, North Carolina¹, Oregon¹, Pennsylvania, South Carolina, Texas, West Virginia, Wisconsin, Wyoming 10 States Do Not Meet Goal District of Columbia, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia Progress on this Goal Since 2009: ★:26 ↔:25 **!**:0



Area 3: Goal B **Ohio** Analysis

State Meets Goal

Raised for this Goal 🕜 Progress Since 2009

ANALYSIS

Commendably, Ohio requires that objective evidence of student learning be the preponderant criterion of its teacher evaluations.

As of December 31, 2011, the state was required to develop a standards-based evaluation framework that provides for multiple evaluation factors, including student academic growth, which must account for at least 50 percent of each evaluation.

Classroom observations are required, and Ohio articulates multiple rating categories of ineffective, developing, proficient and accomplished.

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

Supporting Research Ohio Revised Code 3319.112

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with the facts necessary for this analysis.

Figure 69	REQURES THAT STUDENT ACHEVENENTAL STUDENT THE PREPONDERANT GRITES	Teacher evaluations are to be student achievenants of be student achievement by	Teacher evaluations much student earlings must student earling evidence of	
Do states consider	DENI	E E	unth Tust	Student achievement data not required tequired
classroom effectiveness	7.57 10% 10%	ions a	ions r evide	ment
as part of teacher	ENT ENT VDER	valuat Vinfo, evern	Valuat Petive Ping	hieve.
evaluations?	PUIRE EVEN REPOI	ther e icanti t achi	ther e te obji t' lean	ent ac quirec
	RCHI HE BI	Teac Signit tuden	Teac incluc tuden	Stude Pot ree
Alabama		· « 1	- ~ /	2
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
Delaware				
District of Columbia ¹				
Florida				
Georgia Hawaii				
Idaho				
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lowa				
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Kentucky				
Louisiana				
Maine				
Maryland				
Massachusetts				
Michigan Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina North Dakota				
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				
	12	5	7	27
		-		

T EXAMPLES OF BEST PRACTICE

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

Figure 70

Using state data in teacher evaluations

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

Arizona, Colorado, Connecticut, Michigan, Nevada

States with Data System Capacity but No Student Achievement Requirements

Alabama, Hawaii, Iowa, Kansas, Kentucky, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Dakota, Pennsylvania, South Carolina, Washington, West Virginia, Wisconsin

Figure 69

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

Sources of objective evidence of student learning

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

- Standardized test scores
- Periodic diagnostic assessments
- Benchmark assessments that show student growth

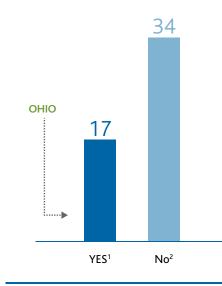
■ Artifacts of student work connected to specific student learning standards that are randomly selected for review by the principal or senior faculty, scored using rubrics and descriptors

• Examples of typical assignments, assessed for their quality and rigor

■ Periodic checks on progress with the curriculum coupled with evidence of student mastery of the curriculum from quizzes, tests and exams

Figure 72

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



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

Figure 73		State designed teacher	.ç. /	District designed Jose	ji /	
Do states direct how	Single statewide teacher		District. designed . District opt-in District. designed . District of the second secon		te n	
	each	ache	trict	System 1	sta,	
teachers should be	ide l	th di	it su	teria		
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District of Columbia						
Florida			1			
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Hawaii						
Idaho			1			
Illinois						
Indiana						
lowa						
Kansas						
Kentucky			1			
Louisiana						
Maine						
Maryland			1			
Massachusetts						
Michigan		2				
Minnesota						
Mississippi						
Missouri						
Montana						
Nebraska			1			
Nevada						
New Hampshire						
New Jersey						
New Mexico						
New York						
North Carolina						
North Dakota						
OHIO						
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Rhode Island		2				
South Carolina		2				
South Dakota						
Tennessee		2				
Texas		2				
Utah						
Vermont						
Virginia						
Washington						
West Virginia						
Wisconsin						
Wyoming						
	9	10	24	5	3	

1. State approval required.

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

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

Goal Components

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

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

Background

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

Figure 74 How States are Faring in Frequency of Evaluations **Best Practice States** 0 9 States Meet Goal Alabama 1, Idaho, Nevada, New Jersey, North Dakota, Oklahoma, Rhode Island 1, Tennessee 1, Washington 13 States Nearly Meet Goal Arizona, Colorado 1, Delaware 1, Florida 1, Georgia, Indiana¹, Minnesota¹, New York, North Carolina¹, OHIO¹, Pennsylvania, Utah¹, Wyoming 9 States Partly Meet Goal Connecticut, Kansas, Kentucky, Louisiana 1, Maryland, Michigan 🕇 , Nebraska, South Carolina, West Virginia States Meet a Small Part of Goal 2 Arkansas, Missouri 18 States Do Not Meet Goal Alaska, California, District of Columbia, Hawaii, Illinois, Iowa, Maine, Massachusetts, Mississippi, Montana, New Hampshire, New Mexico, Oregon, South Dakota, Texas, Vermont, Virginia, Wisconsin Progress on this Goal Since 2009: •:37 1:13 ↓:1

State Nearly Meets Goal

Progress Since 2009

ANALYSIS

Regrettably, Ohio does not ensure that all teachers are evaluated annually.

Although the state now requires that all teachers must be evaluated at least annually, Ohio allows districts to adopt a resolution that would allow for the biennial evaluation of teachers who receive an "accomplished" rating on their most recent evaluation.

The state articulates that all evaluations must be comprised of at least two classroom observations.

New teachers in Ohio must be evaluated twice a year. The first evaluation must be completed by January 15, with the written report submitted to the teacher by January 25; the second must be scheduled between February 10 and April 1, with the written report submitted to the teacher by April 10.

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

Supporting Research Ohio Revised Code 3319.111, .112

RECOMMENDATION

Require annual formal evaluations for all teachers.

All teachers in Ohio should be evaluated annually, regardless of their performance on previous evaluations. Rather than treated as mere formalities, these teacher evaluations should serve as important tools for rewarding good teachers, helping average teachers improve and holding weak teachers accountable for poor performance.

Consider feasibility of multiple evaluation ratings in a single year for new teachers.

As evaluation instruments become more data driven, it may not be feasible to issue multiple formal evaluation ratings during a single year. While multiple observations with feedback are critical, applicable student data will likely not be available to support multiple ratings.

OHIO RESPONSE TO ANALYSIS

Ohio asserted that its interpretation of HB 153 is that there will be two observations within the timeframe listed in the analysis. For beginning teachers, these will be announced observations. The state noted that its intent is not to have two separate evaluations but rather one annual evaluation with two observations.

Do states require districts to evaluate all teachers each year?

OF ALL VETERAL UATE	OF ALL NEW TEACHERS

	A C A	OF A	
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware ¹			
District of Columbia ²			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
lowa			
Kansas			
Kentucky			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
OHIO			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			
	22	43	

T EXAMPLES OF BEST PRACTICE

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

Figure 76

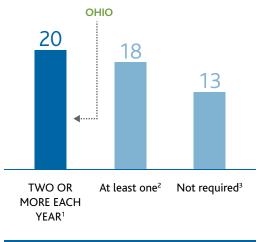
Do states require districts to evaluate all teachers each year?



Figures 75 and 76

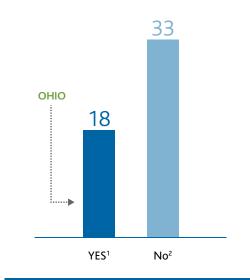
- Although highly effective teachers are only required to receive a summative evaluation once every two years, the student improvement component is evaluated annually.
- 2. All District of Columbia Public Schools teachers are evaluated at least annually.

Figure 77 *Do states require classroom observations?*



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

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



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

Area 3: Identifying Effective Teachers

Goal D – Tenure

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

Goal Components

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

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

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

Background

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

Figure 79 How States are Faring on Tenure **Best Practice State** 1 Michigan 1 States Meet Goal 2 Colorado 1. Florida 1 States Nearly Meet Goal 5 Delaware 1, Nevada 1, Oklahoma 1, Rhode Island 1, Tennessee 1 3 States Partly Meet Goal Illinois¹, Indiana¹, New York¹ States Meet a Small Part of Goal 9 Connecticut, Idaho¹, Kentucky, Massachusetts 1, Minnesota, Missouri, New Hampshire 1, North Carolina, OHIO 31 States Do Not Meet Goal Alabama, Alaska, Arizona, Arkansas, California, District of Columbia, Georgia, Hawaii, Iowa, Kansas, Louisiana, Maine 1, Maryland, Mississippi, Montana, Nebraska, New Jersey, New Mexico, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming Progress on this Goal Since 2009: 1:15 + :36 1:0

Area 3: Goal D **Ohio** Analysis

State Meets a Small Part of Goal 🕢 Bar Raised for this Goal 🕞 Progress Since 2009

ANALYSIS

Ohio does not connect tenure decisions to evidence of teacher effectiveness.

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

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

Supporting Research Ohio Revised Code 3319.08

RECOMMENDATION

End the automatic awarding of tenure.

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

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

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

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

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

OHIO RESPONSE TO ANALYSIS

Ohio asserted that 50 percent of an evaluation's total effectiveness rating is based on student growth measures, and 50 percent is based on teacher performance (goal-setting, teacher performance on standards and communication/professionalism). The evaluation, therefore, determines cumulative effectiveness in the classroom. Further, legislation and Race to the Top require that districts set procedures for using evaluation results for retention and promotion decisions and for removal of poor-performing teachers.

LAST WORD

The state has not presented any evidence that an additional process evaluating cumulative evidence of teacher effectiveness is required for tenure.

How long before a teacher earns tenure?

	No policy	1 year	2 years	3 years	4 YEARS	5 YEARS	STATE ONLY AWARDS ANNUAL CONTRACTS
Alabama							
Alaska							
Arizona							
Arkansas							
California							
Colorado							
Connecticut							
Delaware							
District of Columbia							
Florida							
Georgia							
Hawaii							
Idaho							
Illinois							
Indiana							
lowa							
Kansas							
Kentucky							
Louisiana							
Maine							
Maryland							
Massachusetts							
Michigan							
Minnesota							
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Nebraska							
Nevada							
New Hampshire							
New Jersey							
New Mexico							
New York							
North Carolina							
North Dakota							
OHIO							
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Oregon							
Pennsylvania							
Rhode Island							2
South Carolina							
South Dakota							
Tennessee							
Texas							
Utah							
Vermont							
Virginia							
Washington							
West Virginia							
Wisconsin							
Wyoming							
	1	1	5	32	4	5	3

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

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

EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION Figure 81 Some evidence of student learning is considered How are tenure Virtually automatically decisions made? Alabama Alaska Arizona \square Arkansas California Colorado Connecticut \square Delaware \square District of Columbia Florida Georgia Hawaii Idaho Illinois Indiana \square lowa \square \square Kansas Kentucky \square Louisiana Maine Maryland Massachusetts \square Michigan Minnesota Mississippi Missouri Montana Nebraska Nevada New Hampshire New Jersey New Mexico New York North Carolina North Dakota OHIO 2 Oklahoma \square Oregon Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas \square \square Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming

T EXAMPLES OF BEST PRACTICE

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



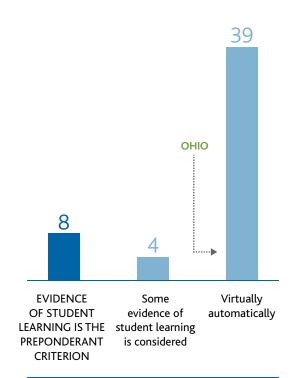


Figure 81

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

8

4

39

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

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

Goal Components

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

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

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

Background

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



State Does Not Meet Goal 🛛 💦 Bar Raised for this Goal 🐶 Progress Since 2009

ANALYSIS

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

Ohio has implemented a new four-tier licensure system—a four-year nonrenewable resident educator license, a five-year renewable professional educator license, a senior educator five-year renewable license and a lead professional educator five-year renewable license. To advance from the resident to professional license, teachers are required to complete the state's four-year Resident Educator mentoring and support program. The two additional levels of advancement require candidates to obtain a master's degree. Regrettably, advanced degrees have not been shown to positively influence teachers' effectiveness, and they may also serve as disincentives to teacher retention.

Ohio does not include evidence of effectiveness as a factor in the renewal of a professional license. Teachers currently employed by a Ohio school district are responsible for the design of an Individual Professional Development Plan (IPDP). As part of the plan, the educator must complete six semester hours of coursework related to classroom teaching and/or the area of licensure, or 18 continuing education units (CEUs; 180 contact hours), or equivalent combination of both. If not currently employed in an Ohio School/District, teachers must complete six semester hours of relevant coursework from an accredited institution of higher learning.

Supporting Research

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=541

RECOMMENDATION

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

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

Discontinue licensure requirements with no direct connection to classroom effectiveness.

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

End requirement tying teacher advancement to master's degrees.

Ohio should remove its mandate that teachers obtain a master's degree for license advancement. Research is conclusive and emphatic that master's degrees do not have any significant correlation to classroom performance. Rather, advancement should be based on evidence of teacher effectiveness.

OHIO RESPONSE TO ANALYSIS

Ohio asserted that its requirements for advancement from a resident educator license to a professional educator license include evidence of teacher effectiveness. This level of advancement requires successful completion of a teacher residency program, including a performance-based assessment that must be successfully completed.

The state also contended that its requirements for advancement from a professional educator license to either a senior professional educator license or lead professional educator license include evidence of teacher effectiveness because teachers must demonstrate effective practice at the accomplished or distinguished level of performance as described in the Ohio Standards for Teachers.

Further, Ohio pointed out that it does not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license. The resident educator license is the state's "probationary" license, and there are no coursework requirements to advance to a professional (nonprobationary) license. Rather, successful completion of the residency program, including a performance-based assessment, is required.

In addition, the state argued that it does not have nonspecific coursework requirements for license renewal that merely call for teachers to complete a certain amount of seat time. To renew a professional license, a teacher is required to have an approved Individual Professional Development Plan to guide the selection of coursework and other professional development work for license renewal, and the Plan is required to be aligned with the needs of the educator, the students, the school and the school district, as well as the professional educator standards.

Finally, Ohio noted that the master's degree requirement is associated only with the senior professional educator license and the lead professional educator license. Teachers may teach on professional licenses for their entire teaching careers without obtaining master's degrees and advancing to the senior or lead license. The advanced degree is required because the purpose of these licenses is to enable teachers to advance in their professional careers, to hold differentiated roles beyond their own classrooms and to serve as leaders of school improvement at the building or district level.

Supporting Research http://codes.ohio.gov/orc/3319.22, paragraphs (A)(3)(c) and (A)(4)(c) http://codes.ohio.gov/oac/3301-24-08

LAST WORD

NCTQ encourages the state to articulate in its requirements that evidence of effectiveness should be considered in decisions related to licensure advancement and renewal. It may well be the state's intent to include objective evidence of student performance, but this is not clear in current requirements.

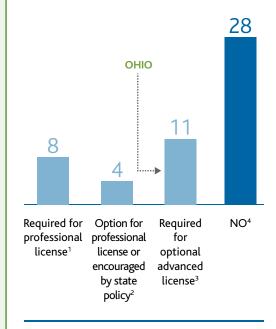
Figure 84	OBJECTIVE ENDEROR	/	Consideration Biven to teacher Performance Biven to teacher Not tied to Carrot there to teacher	ess
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effectiveness before	EVIDE	s con	ongi	
conferring professional	VENE	bject	derat nance to cla	ance
licensure?	BECT	ome ective	Consi erforr tried	,teom
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Alaska Arizona				
Arkansas				
California				
Colorado				
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District of Columbia				
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lowa				
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South Dakota				
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Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				
	3	3	11	34
		-		-

T EXAMPLES OF BEST PRACTICE

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

Figure 85

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



Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree

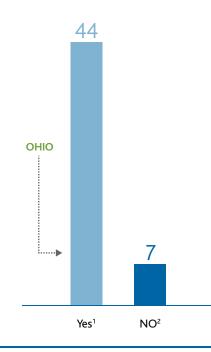
- 2. Illinois, Massachusetts, Missouri, Tennessee
- 3. Alabama, Hawaii, Indiana, Iowa, Nebraska, New Mexico, Ohio, South Carolina, U tah, Virginia, West Virginia
- 4. Strong Practice: Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Kansas, Louisiana, Maine, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Washington, Wisconsin, Wyorning

Figure 84

1. Illinois allows revocation of licenses based on ineffectiveness.

2. Maryland uses some objective evidence through their evaluation system for renewal, but advancement to professional license is still based on earning an advanced degree.

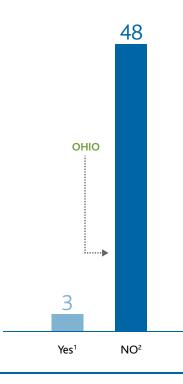
Do states require teachers to take additional, nonspecific coursework before conferring or renewing professional licenses?



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



Do states award lifetime professional licenses?



1. New Jersey, Pennsylvania, West Virginia

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

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

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

Goal Components	Figure 88
(The factors considered in determining the states' rating for the goal.)	How States are Faring on Equitable Distribution
The state should make the following data publicly available:	0 Best Practice States
 An "Academic Quality" index for each school that includes factors research has found to be associated with teacher effectiveness, such as: 	 0 States Meet Goal 0 States Nearly Meet Goal
a. percentage of new teachers; b. percentage of teachers failing basic skills licensure tests at least once;	6 States Partly Meet Goal Connecticut, New Jersey, New York, North Carolina, Rhode Island, South Carolina
 c. percentage of teachers on emergency credentials; 	36 States Meet a Small Part of Goal Alaska, Arkansas, California, Colorado,
d. average selectivity of teachers' undergraduate institutions; and	Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho 🕇 , Indiana, Kansas,
e. teachers' average ACT or SAT scores;	Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi,
 The percentage of highly qualified teachers disaggregated by both individual school and by teaching area; 	Missouri, Montana, Nebraska, Nevada, New Mexico, OHIO, Oregon, Pennsylvania ¹ , South Dakota, Tennessee, Texas, Utah ¹ , Vermont ¹ , Virginia, Washington,
 The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school; 	G States Do Not Meet Goal
 The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave. 	Alabama, Arizona, Illinois, Iowa, Michigan, New Hampshire, North Dakota, Oklahoma, Wyoming
Background	Progress on this Goal Since 2009:
A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.	1 :4 ↔:47 1 :0

Area 3: Goal F **Ohio** Analysis

State Meets a Small Part of Goal 🤇 🤃

ANALYSIS

Providing comprehensive reporting may be the state's most important role for ensuring the equitable distribution of teachers among schools. Ohio reports some school-level data that can help support the equitable distribution of teacher talent.

Progress Since 2009

Ohio collects and publicly reports some of the data recommended by NCTQ. Although the state does not provide a school-level teacher quality index that demonstrates the academic backgrounds of a school's teachers, Ohio does report on the percentage of highly qualified teachers, teacher absenteeism, and the average years of teacher experience. Commendably, these data are reported for each school, rather than aggregated by district.

Supporting Research

Ohio 2009-2010 School Building Data Teacher Information http://ilrc.ode.state.oh.us/Downloads.asp Ohio 2009-2010 School Report Card http://www.ode.state.oh.us/reportcardfiles/2009-2010/BUILD/028365.pdf

RECOMMENDATION

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

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

Publish other data that facilitate comparisons across schools.

Ohio should collect and report other school-level data that reflect the stability of a school's faculty, including the teacher turnover rate.

Provide comparative data based on school demographics.

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

OHIO RESPONSE TO ANALYSIS

Ohio noted that it provides comparative data for school districts. In order to evaluate performance data for a given district, it is often useful to consider how similar districts compare on the same data. The method for use with Ohio's Local Report Cards starts with any given district and identifies up to 20 districts that are most similar according to certain criteria. Statistically speaking, these are the "nearest neighbors" of the selected district.

State Response Citation

Ohio Similar District Methodology http://webapp2.ode.state.oh.us/similar_districts/

Figure 89	7		,		,	,	
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	0	10	10	41	0	5	

EXAMPLES OF BEST PRACTICE

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

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

Area 4: Retaining Effective Teachers

Goal A – Induction

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

Goal Components

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

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

Background

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

Figure 90



Area 4: Goal A **Ohio** Analysis

State Partly Meets Goal

Progress Since 2009

ANALYSIS

Ohio requires that all new teachers receive mentoring. Starting in 2011, all new teachers are required to participate in a four-year Resident Educator program, which includes support and mentoring for new teachers. Mentors, who are required to have five years of teaching experience and complete a district application process, are selected by the district or school and must successfully complete state-sponsored mentor training. According to the Resident Educator program requirements, mentors and new teachers are required to collaborate one hour per week.

Supporting Research

Transition Resident Educator Program

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=515&Content ID=67249

RECOMMENDATION

Set more specific parameters.

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

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with facts that enhanced this analysis.

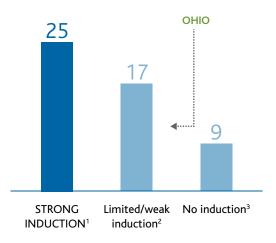
igure 91 Do states have policies hat articulate the lements of effective	MENTORING FOR ALL NEW	MENTORING SUFFICENT	MENTORING PROVIDED	CARENL SELECTION OF	MENTORS MUST D	DE FUALVED BE EVALUATED ORAM .	MENTOR IS COMP.	USE OF A VARETY OF EFFENVE
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Washington								
West Virginia								
Wisconsin Wyoming								

T EXAMPLES OF BEST PRACTICE

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

Figure 92

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



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

Goal B – Professional Development

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

Goal Components Figure 93 (The factors considered in determining the states' How States are Faring on Professional rating for the goal.) Development 1. The state should require that evaluation **Best Practice State** 0 systems provide teachers with feedback about their performance. 10 States Meet Goal 2. The state should direct districts to align Arkansas, Connecticut, Delaware, Louisiana, professional development activities with Michigan, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming findings from teachers' evaluations. States Nearly Meet Goal 7 Background Florida, Georgia, Illinois, Kentucky, New Mexico, New York, Texas A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy. **10** States Partly Meet Goal Colorado, Hawaii, Indiana, Massachusetts, Minnesota, Mississippi, New Jersey, Tennessee, Washington, West Virginia 12 States Meet a Small Part of Goal Alabama, Alaska, Arizona, California, Idaho, Kansas, Maryland, Nevada, OHIO, Oklahoma, Oregon, Utah 12 States Do Not Meet Goal District of Columbia, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, Pennsylvania, South Dakota, Vermont, Virginia, Wisconsin Progress on this Goal Since 2009:

New Goal

Area 4: Goal B Ohio Analysis

State Meets a Small Part of Goal

Progress Since 2009

ANALYSIS

Ohio requires that teachers receive written reports of their evaluation results; however, the state does not specify that professional development activities must be aligned with findings from teacher evaluations.

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

Supporting Research Ohio Revised Code 3319.111

RECOMMENDATION

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

Ohio requires that teachers receive written reports of their evaluation rresults; it would follow that this report would include feedback on identified strengths and areas that need improvement. The state should consider strengthening its language so as to clearly establish that the report includes more than just the teacher's ratings.

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

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

OHIO RESPONSE TO ANALYSIS

Ohio asserted that schools and districts participating in Race to the Top (RttT) are required to annually submit professional development plans that align with school and district RttT goals. The state noted that as part of this plan, schools and districts must also provide evidence of the impact of professional learning on both participant and student outcomes. A process for submission, review and credentialing of professional development plans has been established and will be used when professional development plans are submitted to the state by October 28, 2011.

The state added that the model includes two components that address professional development and improvement of performance: growth plan and improvement plan. The growth plan is completed collaboratively between teacher and evaluator. It includes identification of areas of strength and areas for growth and specific resources and outcomes for professional development. The improvement plan identifies specific areas in the summative evaluation that are ineffective and creates a written plan to support the teacher: desired level of performance, resources, evidence of progress, timeline and professional development.

Supporting Research

Support Educators to Increase Student Growth http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1887&ContentID=10 4993&Content=108663

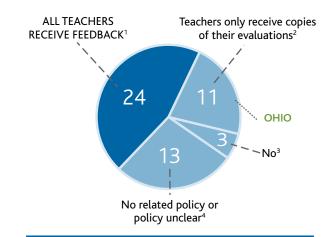
LAST WORD

While putting such requirements in the state's Race to the Top plan is a step in the right direction, NCTQ encourages Ohio to codify these requirements to ensure that districts provide teachers with feedback on their performance and that professional development activities aligned with the evaluation results are more than just suggestions. Further, codification of these requirements will ensure that they extend beyond the life of Ohio's Race to the Top grant.

T EXAMPLES OF BEST PRACTICE

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

Figure 94



Do teachers receive feedback on their evaluations?

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

Figure 95

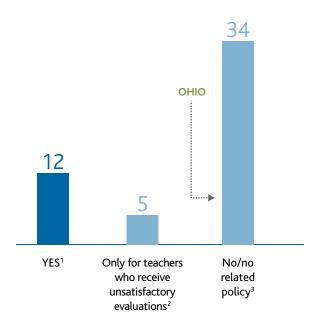
Do states ensure that evaluations are used to help teachers improve?



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Virginia		
Washington		
West Virginia		
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Wyoming		
, ,	24	12
		12

Figure 96

Do states require that teacher evaluations inform professional development?



- Strong Practice: Arkansas, Connecticut, Delaware, Florida, Louisiana, Michigan, Minnesota, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming
- 2. Colorado, Georgia, Illinois, Indiana, Texas
- 3. Alabama, Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Mississippi⁴, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin
- Mississippi requires professional development based on evaluation results only for teachers in need of improvement in school identified as at-risk.

NCTQ STATE TEACHER POLICY YEARBOOK 2011 : 111

OHIO

Goal C – Pay Scales

The state should give local districts authority over pay scales.

Goal Components

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

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

Background

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

Figure 97

How States are Faring in Pay Scales **Best Practice States** 2 Florida 1. Indiana 1 State Meets Goal Idaho 1 State Nearly Meets Goal Minnesota 29 States Partly Meet Goal Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Wisconsin, Wyoming States Meet a Small Part of Goal 3 Illinois. Rhode Island. Texas States Do Not Meet Goal 15 Alabama, Arkansas, Delaware, Georgia, Hawaii, Kentucky, Louisiana, Mississippi, North Carolina, OHIO, Oklahoma, South Carolina, Tennessee, Washington, West Virginia

Progress on this Goal Since 2009: 👄 : 48

•:0

1:3

Area 4: Goal C **Ohio** Analysis

State Does Not Meet Goal



ANALYSIS

To determine teachers' salaries, Ohio provides local districts with a Minimum Salary Schedule. Because the salary schedule provided by the state is based on teachers' years of experience and earned advanced degrees, the state in effect mandates how districts will pay teachers.

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

Supporting Research Ohio Revised Code (ORC) 3317.13

RECOMMENDATION

Give districts flexibility to determine their own pay structure and scales.

While Ohio may find it appropriate to articulate the starting salary that a teacher should be paid, it should not require districts to adhere to a state-dictated salary schedule.

Discourage districts from tying compensation to advanced degrees.

The inclusion of advanced degrees in the state schedule is particularly problematic, as this sends a clear message to both districts and teachers that attaining such degrees is desirable and should be rewarded; exhaustive research has shown unequivocally that advanced degrees do not have an impact on teacher effectiveness. Further, by establishing a guideline for teacher salaries that includes advanced degrees, the state limits the ability of districts to structure their pay scale in ways that do emphasize teacher effectiveness.

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

Similarly, Ohio's salary schedule sends a message to districts that the highest step on the pay scale should be determined solely by seniority.

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.

T EXAMPLES OF BEST PRACTICE

Figure 98

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

What role does the state play in deciding teacher pay rates?	Sets minimum salary schedul	Sets minimum sal.	DISTRICTS SET SALAR
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Utah			
Vermont			
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Washington			
West Virginia			
Wisconsin			
Wyoming			
	16	8	27

/ / *

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

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

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Figure 99	D COUNES PERFORMANCE ADVANCED DECE THAM	<u>}</u> /	for advanced degrees	
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Arizona				
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California				
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Wisconsin				
Wisconsin Wyoming				

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

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

Goal D – Compensation for Prior Work Experience

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

Goal Components

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

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

Background

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

Figure 100

How States are Faring in Compensation for Prior Work Experience

North Carolina State Meets Goal California States Nearly Meet Goal 4 States Partly Meet Goal Delaware, Georgia, Texas, Washington States Meet a Small Part of Goal 45 States Do Not Meet Goal Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, OHIO, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming Progress on this Goal Since 2009: 1:0 ↔:51 4:0

Area 4: Goal D Ohio Analysis

State Does Not Meet Goal

Progress Since 2009

ANALYSIS

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

RECOMMENDATION

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

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

OHIO RESPONSE TO ANALYSIS

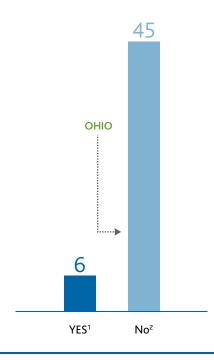
Ohio recognized the factual accuracy of this analysis.

T EXAMPLES OF BEST PRACTICE

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

Figure 101

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



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

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

Goal E – Differential Pay

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

Goal Components Figure 102 (The factors considered in determining the states' How States are Faring on Differential Pay rating for the goal.) **Best Practice State** 1 1. The state should support differential pay for Georgia effective teaching in shortage subject areas. 2. The state should support differential pay for 12 States Meet Goal effective teaching in high-need schools. Arkansas, California, Florida, Kentucky, Louisiana, Massachusetts, Nevada, New York, 3. The state should not have regulatory **OHIO**, Oklahoma, Tennessee, Texas language that would block differential pay. States Nearly Meet Goal 3 Maryland, Virginia, Washington Background 8 States Partly Meet Goal A detailed rationale and supporting research for Colorado, Hawaii 4, Idaho 1, North Carolina, this goal can be found at www.nctq.org/stpy. Pennsylvania, Utah, Wisconsin, Wyoming 10 States Meet a Small Part of Goal Connecticut, Illinois, Mississippi, Montana, Nebraska, Oregon, Rhode Island 1, South Carolina, South Dakota, Vermont 17 States Do Not Meet Goal Alabama, Alaska, Arizona, Delaware, District of Columbia, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New Mexico, North Dakota, West Virginia Progress on this Goal Since 2009: 1:2 + : 45 4:4

Area 4: Goal E **Ohio** Analysis

State Meets Goal

Progress Since 2009

ANALYSIS

Ohio supports differential pay by which a teacher can earn additional compensation by teaching certain subjects. The state has deemed special education, science and mathematics as subject shortage areas and funds a grant program for local districts that provides incentives to attract qualified teachers in these areas.

Ohio also supports differential pay for those teaching in high-needs schools. In order to receive one of the above-mentioned grants, the school must be deemed hard to staff, as defined by the Department of Education.

Ohio no longer offers an annual stipend to teachers who are National Board Certified.

Supporting Research

Ohio Revised Statutes (ORS) 3319.57 ODE National Board Certification http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=8&ContentID=4096&C ontent=114494

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.

Figure 103		HIGH NEED SCHOOLS		SHORTAGE SUBJECT	= /
Do states provide				AREAS	
incentives to teach in	2	Loan Forgiveness		Loan Foggiveness	
high-need schools	DIFFERENTIAL	iven	DIFFERENTIAL PAY	iven	No support
or shortage subject	FERE	For	FERE	For	dan
areas?	A A	Loan	PAY	toan	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
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Alaska					
Arizona					
Arkansas					
California					
Colorado					
Connecticut ¹					
Delaware					
District of Columbia					
Florida					
Georgia					
Hawaii					
Idaho					
Illinois					
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Rhode Island					
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Washington					
West Virginia					
Wisconsin					
Wyoming					
	21	7	17	11	17

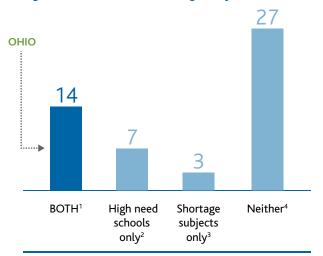
- Connecticut offers mortgage assistance and incentives to retired teachers working in shortage subject areas.
- Maryland offers tuition reimbursement for teacher retraining in specified shortage subject areas and offers a stipend for alternate route candidates teaching in shortage subject areas.
- 3. South Dakota offers signing bonuses and scholarships to fill shortages in high-need schools.
- Shortage subject area differential pay is limited to the Middle School Teacher Corps program.

T EXAMPLES OF BEST PRACTICE

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

Figure 104

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



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

Goal F – Performance Pay

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

Goal Components

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

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

Background

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



Area 4: Goal F **Ohio** Analysis

State Does Not Meet Goal

Progress Since 2009

ANALYSIS

Ohio does not support performance pay. The state's Teacher Incentive Fund Grant to pilot a program implementing a performance-based compensation system has expired.

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

RECOMMENDATION

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

Whether implemented at the state or local level, Ohio should ensure the performance pay structures thoughtfully measure classroom performance and connect student achievement to teacher effectiveness. They must be developed with careful consideration of available data and subsequent issues of fairness.

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

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

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

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

Figure 106	INTO SALARY FOR ALL TEACHERS FOR ALL TEACHERS FOR	PERFORMANCE BONUSES	5/	State-Sponsored Performance Bay initiatives offer Performance	ellect
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	×₹ /	4₹ /	Performance pay permitted	٩ <u></u>	Does not support Performance pay
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Florida Georgia					
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Kentucky					
Louisiana					
Maine Maryland					
Massachusetts					
Michigan					
Minnesota					
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Nevada New Hampshire					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
OHIO					
Oklahoma					
Oregon Pennsylvania					
Rhode Island					
South Carolina					
South Dakota					
Tennessee					
Texas					
Utah					
Vermont					
Virginia Washington					
Washington West Virginia					
Wisconsin					
Wyoming					
	3	4	12	5	27

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

Goal G – Pension Flexibility

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

Goal Components

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

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

Background

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



Area 4: Goal G **Ohio** Analysis

State Nearly Meets Goal

Progress Since 2009

ANALYSIS

Ohio offers all teachers the option of a defined contribution plan, a defined benefit plan or a combined plan. The state provides new employees with very informative literature describing the advantages, disadvantages and estimated benefit payouts for each type of plan. Because teachers in Ohio do not participate in Social Security, financial education about their pension plans may be particularly important. New teachers must choose one plan within 180 days of their first paycheck. Those who do not choose a plan by that date are automatically enrolled in the defined benefit plan. Teachers who select the defined contribution plan or the combined plan must make their decision permanent in their fifth year of teaching; if they do not explicitly make their original choice permanent, their defined contribution accounts are automatically closed and they are enrolled in the defined benefit plan. Teachers enrolled in the defined benefit plan, either by choice or by default, may not switch to other plans.

In addition to the choices for a primary pension plan, Ohio also offers a fully portable supplemental savings 457 plan, the Ohio Deferred Compensation Plan. Teachers can participate in this plan in addition to a 403(b) plan, and contribution limits on the 457 plan do not affect the limits of a 403(b) plan. However, there is no employer contribution.

Ohio's defined benefit plan is not fully portable and does not vest until year five. It also limits flexibility by restricting the ability to purchase years of service. However, Ohio is commended for offering a 50 percent employer match to employees in the defined benefit plan that withdraw their funds before retirement age.

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

Nonvested teachers in the defined benefit plan who stop teaching in Ohio may only withdraw their contributions plus refundable interest. Teachers with less than three years of service can be credited with a maximum of 4 percent interest (the current rate is 2 percent), while teachers with at least three years of service can be credited with up to 6 percent interest (the current rate is 3 percent). This means that those who withdraw their funds accrue no benefits beyond what they might have earned had they simply put their contributions in basic savings accounts. Nonvested teachers leaving the pension system would have saved only 10 percent of their salary plus interest (see Goal 4-G), which is below the level conventionally recommended by retirement advisers for individuals not also contributing to Social Security. While Ohio's mandatory contribution rate allows for flexibility in teachers' retirement savings, it also means that the state needs to educate teachers on what happens if they leave the system and encourage savings in other portable supplemental plans. Further, teachers who remain in the field of education but enter another pension plan (such as in another state) will find it difficult to purchase the time equivalent to their prior employment in the new system because they are not entitled to any employer contribution.

However, Ohio does at least offer some portability to vested teachers leaving the system, which is rare among defined benefit plans. Vested teachers who choose to withdraw their contributions receive their own employee contribution and a 50 percent employer match plus interest. While it would be preferable for the state to offer a 100 percent match and allow employer contributions to teachers with less than five years of experience, Ohio is commended for at least offering vested teachers a partial employer match. Ohio's defined benefit plan limits teachers' flexibility to purchase years of service. The ability to purchase time is important because defined benefit plans' retirement eligibility and benefit payments are often tied to the number of years a teacher has worked. Ohio's plan allows teachers to purchase time for previous teaching experience, up to five years. However, teachers must have one year of Ohio service for each year of purchased service. While better than not allowing any purchase at all, this provision is less than most states' and disadvantages teachers who move to Ohio with more teaching experience. In addition, because purchased service may not exceed Ohio service, teachers either have to purchase years one at a time or wait to purchase a lump sum, which makes the cost much more expensive than if allowed to purchase all years at the start of service in Ohio. The plan also allows for the purchase of approved leaves of absence, up to two years per leave.

Ohio's defined contribution plan is fully portable, fair and flexible to all teachers. Vesting affects a plan's portability and flexibility because it determines when and how teachers may receive benefits. In defined contribution plans, full vesting entitles teachers access to their funds and any available employer contributions. Teachers in Ohio's defined contribution plan vest in their contributions immediately and in their employer contributions after one year of membership. When teachers with at least one year of service in the defined contribution plan stop teaching in Ohio, they may withdraw their current account balance, which represents their own and their employer's contributions plus any earnings (or reduced by any losses). Teachers with less than one year of service are not entitled to withdraw any employer contributions and attributed earnings or losses.

Ohio's combined plan consists of an employer-funded defined benefit component and an employeefunded defined contribution component. The plan, overall, is not fully portable and does not provide full vesting until year five. It also limits flexibility by restricting the ability to purchase years of service. However, Ohio is commended for offering access to employer contributions to vested teachers who withdraw their accounts.

Teachers in Ohio's combined plan vest in their defined contribution account immediately and vest in the defined benefit component at year five. The defined benefit components vesting at five years of service limits the options of teachers who leave the system prior to this point.

Nonvested teachers of the combined plan who choose to withdraw their contributions only receive the balance of their defined contribution accounts. This places nonvested teachers in the combined plan in the same position as nonvested teachers in the defined benefit system. They may have saved far less than recommended for those who do not participate in Social Security and may be disadvantaged if they want to buy service in a new state. Vested teachers of the combined plan have different options depending on their age. Vested teachers in the combined plan who retire before age 50 may withdraw the entire balance of both their defined contribution accounts and their defined benefit accounts, or they may remain inactive until age 50 and take monthly retirement benefits. The value of the defined benefit account available for withdrawal is equal to the present value of future benefits. For example, a teacher with 10 years of service is eligible for 10 percent of final average salary at age 60, so the withdrawal is equal to the present value of their defined benefit portion to receive defined their defined contribution accounts, and they may leave their defined benefit portion to receive defined benefit accounts and their defined benefit portion to receive defined benefit payments upon reaching retirement age.

Commendably, teachers in the combined plan have flexibility regarding leaves of absence. Teacher may purchase service for leaves of absence and make contributions to their defined contribution accounts for teaching service missed while on leave.

Supporting Research

State Teachers Retirement System of Ohio Active Members' Website https://www.strsoh.org/active/index.html

RECOMMENDATION

Increase the portability of its defined benefit plan and the defined benefit component of its combined plan.

If Ohio maintains its defined benefit plan and a defined benefit component within its combined plan, it should allow all teachers that leave the system to withdraw their employer contributions. The state should also allow teachers to purchase their full amount of previous teaching experience at the start of employment, at least one year per approved leave of absence with a maximum of total purchased service, and decrease the vesting requirement to year three. A lack of portability is a disincentive to an increasingly mobile teaching force.

Offer a fully portable supplemental retirement savings plan.

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

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with facts that enhanced this analysis.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Figure 109		Defined benefit plan unit	hed	CHOICE OF DEFINED REAL	õ 1
-	Defined benefit	12	th defi al plar		DEFINED CONTRIBUTION PLAN
What type of pension		an or	ment	DRE	
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teachers?	bene	tons ion c	(UP)C		
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Alaska					
Arizona					
Arkansas					
California ²					
Colorado					
Connecticut Delaware	-				
District of Columbia					
Florida					
Georgia					
Hawaii					
Idaho					
Illinois					
Indiana ³					
Iowa					
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland					
Massachusetts					
Michigan					
Minnesota					
Mississippi					
Missouri Montana	-				
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
OHIO ⁴					
Oklahoma					
Oregon⁵					
Pennsylvania					
Rhode Island					
South Carolina ⁶					
South Dakota					
Tennessee Texas					
Utah ⁷					
Vermont					
Virginia					
Washington ⁸					
West Virginia					
Wisconsin					
Wyoming					
	25	17	4	4	1
		••		•	

T EXAMPLES OF BEST PRACTICE

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

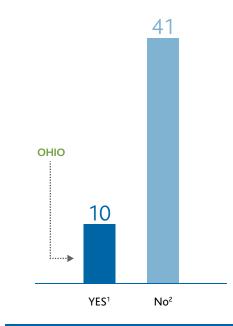
- 1. A hybrid plan has components of both a defined benefit plan and a defined contribution plan.
- 2. California offers a small cash balance component but ended most of the funding to this portion as of January 1, 2011.
- 3. Indiana also offers a supplemental defined contribution plan.
- 4. Ohio also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

Figure 111

How many years before teachers vest?

Figure 110

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



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

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

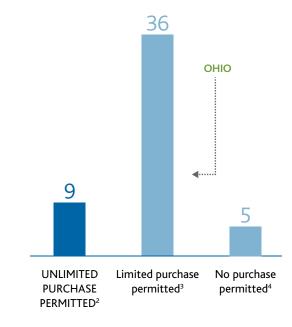
	3 YEARS	4 to 5	6 to 9	10
	OR LESS	years	years	years
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
Delaware ¹				
District of Columbia				
Florida ²				
Georgia				
Hawaii ³				
Idaho				
Illinois				
Indiana				
lowa ³				
Kansas				
Kentucky				
Louisiana				
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina				
North Dakota				
OHIO ⁴				
Oklahoma				
Oregon⁵				
Pennsylvania				
Rhode Island				
South Carolina ⁶				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont				
Virginia				
Washington ⁷				
West Virginia				
Wisconsin				
Wyoming				
	3	29	3	16
	5	23	5	10

igure 112		Only their own	.uo	Their own contribution		A 10
What funds do states p	ermit		Their own contribution plus interest	it in	THER OWN CONTRIBUTION PLUS INTEREST THER OWN CONTRIBUTION OF FORM	5
eachers to withdraw f	rom o		-ont	, Itrib		, _
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Alabama						
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Arizona						
Arkansas California ³						
Colorado						
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Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho						
Illinois						
Indiana						
lowa ⁴						
Kansas						
Kentucky						
Louisiana						
Maine						
Maryland						
Massachusetts						
Michigan⁵ Minnesoto						
Minnesota						
Mississippi Missouri						
Montana						
Nebraska						
Nevada ⁶						
New Hampshire						
New Jersey						
New Mexico						
New York						
North Carolina						
North Dakota						
OHIO ⁷						
Oklahoma						
Oregon ⁸						
Pennsylvania						
Rhode Island						
South Carolina ⁹						
South Dakota						
Tennessee						
Texas						
Utah ¹⁰						
Vermont						
Virginia Washington ¹¹						
Washington ¹¹ West Virginia						
Wisconsin						
Wyoming						
	4	5	34	6	1	

- States' withdrawal policies may vary depending on a teacher's years of service. Year five is used as a common point of comparision.
- As of July 1, 2006, Alaska only offers a defined contribution plan to new members, which allows teachers leaving the system after five years to withdraw 100 percent of the employer contribution.
- 3. California has a defined benefit plan with a small cash balance component, which allows exiting teachers to withdraw their contributions and any employer contributions plus earnings from their cash balance component, regardless of their actions regarding their defined benefit account.
- 4. Once vested, Iowa teachers may withdraw an employer match equal to one-thirtieth of their years of service. Effective July 1, 2012 teachers vest at seven years of service, so a teacher leaving at year five would not be entitled to any employer contribution.
- 5. Michigan only offers a hybrid plan. Exiting teachers may withdraw their own contributions and accrued earnings immediately and the employer contributions to the defined contribution component once vested at year four. Michigan teachers may withdraw their own contributions and accrued interest from the defined benefit component but may not withdraw the employer contribution.
- 6. Most teachers in Nevada fund the system by salary reductions or forgoing pay raises and thus do not have direct contributions to withdraw. The small mintority that are in a contributory system may withdraw their contributions plus interest.
- 7. Ohio has two other pension plans. Ohio's defined contribution plan allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution. Exiting teachers with at least five years of experience in Ohio's combination plan may withdraw their employee-funded defined contribution component and the present value of the benefits offered in the defined benefit component.
- Oregon only has a hybrid retirement plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.
- South Carolina also has a defined contribution plan, which allows exiting teachers to withdraw 100 percent of their contributions and employer contributions, plus earnings.
- 10. Utah offers a hybrid pension plan, which only has employee contributions when the costs exceed the guaranteed employer contribution. When costs are less than the employer contribution, the excess is contributed to the employee account and refundable after vesting.
- 11. Washington also has a hybrid plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

Figure 113

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



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

Figure 114

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



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

Goal H – Pension Sustainability

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

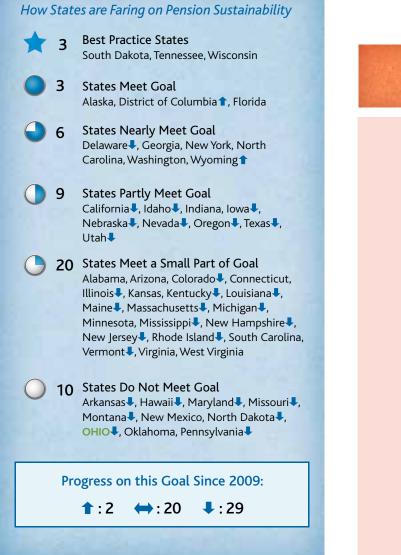
Goal Components

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

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

Background

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



Area 4: Goal H **Ohio** Analysis

State Does Not Meet Goal

ANALYSIS

As of June 30, 2010, the most recent date for which an actuarial valuation is available, Ohio's pension system for teachers is 59.1 percent funded and has an infinite amortization period. This means that if the plan earns its assumed rate of return and maintains current contribution rates, the state would never pay off its unfunded liabilities. Neither the state's funding ratio nor its amortization period meets conventional standards, and the state's system is not financially sustainable according to actuarial benchmarks.

In addition, Ohio commits excessive resources toward its teachers' retirement system. The mandatory employer contribution rate of 14 percent is slightly high. This rate is set by the State Teachers' Retirement Board. While part of this rate is used to pay off liabilities, it does so at great cost, precluding Ohio from spending those funds on other, more immediate means to retain talented teachers. The mandatory employee contribution rate of 10 percent is reasonable.

Supporting Research

State Teachers Retirement System of Ohio, Comprehensive Annual Financial Report https://www.strsoh.org/about/CAFR10.html

RECOMMENDATION

Ensure that the pension system is financially sustainable.

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

OHIO RESPONSE TO ANALYSIS

Ohio maintained that it is a non-Social Security state, and when compared with the combined rate of Social Security and the state pension plan in other states, it is at the mid-point.

LAST WORD

NCTQ maintains that Ohio's employer contribution rate is slightly excessive and prevents districts from spending those funds on more immediate ways to attract and retain effective teachers. Many states contribute excessive resources to teacher pension plans, and thus being at the mid-point may not justify the state's current contribution levels. See Figure 121 for a state-by-state comparison including Social Security contributions and Figure 120 for a rationale on acceptable contribution levels.

Figure 116

Do state pension systems meet standard benchmarks for financial health?

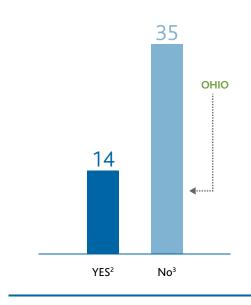
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lowa		
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Maryland		
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Minnesota		
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Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		
OHIO		
Oklahoma		
Oregon		
Pennsylvania		
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah³		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin		
Wyoming		
	16	26

T EXAMPLES OF BEST PRACTICE

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

Figure 117 Are state pension systems financially sustainable?¹



1. Cannot be determined for Michigan or Utah, which recently opened new systems.

- Strong Practice: Alaska, Delaware, District of Columbia, Florida, Georgia, Indiana⁴, Nebraska, New York, North Carolina, Oregon, South Dakota, Tennessee, Washington, Wisconsin
- 3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, West Virginia, Wyoming

4. Based on Indiana's current plan only.

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

Figure 118 *Real Rate of Return*

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

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

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

Figure 119

1. Alaska has only a defined contribution pension system.

 Indiana's current plan is 94.7 percent funded. However, when the current plan is combined with its closed plan, the funding level drops to 44.3 percent.

Figure 119

How well funded are state pension systems?

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

Figure 121

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

Figure 120

What is a reasonable rate for pension contributions?

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

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

Sources:

http://www.schwab.com/public/schwab/resource_center/expert_insight/retirement_strategies/planning/ how_much_should_you_save_for_retirement_play_ the_percentages.html https://personal.vanguard.com/us/insights/retirement/

saving/set-retirement-goals

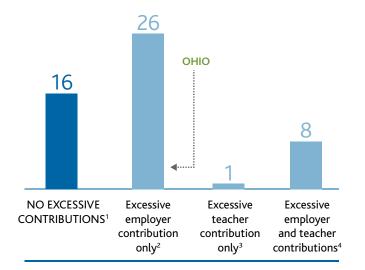
- 1. The employer contribution rate includes the contributions of both school districts and state governments, where appropriate.
- 2. The contribution rate is set to increase in future years. Some school districts in Georgia do not contribute to Social Security.
- 3. The contribution rate is set to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

Employer contribution rate
Social Security (+6.2%)

Social Security (+6.2%)	0%	5%	10%	15%	20%	25%	30%	35% I
Alabama	10							
Alaska	12.6							
Arizona	10.1							
Arkansas	14							
California	10.3							
Colorado	14.8							
Connecticut	19.2							
Delaware	9.3							
District of Columbia	0							
Florida	3.8							
Georgia ²	10.3							
Hawaii ³	15							
Idaho	10.4							
Illinois ³	12.7							
Indiana	7.5			-				
lowa	8.1							
Kansas	9.4							
Kentucky	17.8							
Louisiana	23.7							
Maine	17.3							
Maryland	15.5				-			
Massachusetts ³	22.6							
Michigan ⁴	N/A							
Minnesota ³	6.2							
Mississippi	12		_					
Missouri	14.5							
Montana	10							
Nebraska	8.9							
Nevada	11.9		-					
New Hampshire	10.7							
New Jersey ⁵								
New Mexico	N/A			_				
New York	9.9							
North Carolina	11.1							
	13.1							
North Dakota	8.8							
OHIO	14			_	_			
Oklahoma	14.5			_				
Oregon	13.9		_					
Pennsylvania ³	5.0							
Rhode Island ⁶	22.3		_	_				
South Carolina	9.2							
South Dakota	6							
Tennessee	6.4							
Texas ⁷	6.6							
Utah	10							
Vermont	7.4							
Virginia	8.8							
Washington	9.2							
West Virginia	29.2							
Wisconsin	4.8							
Wyoming	7.1							

Figure 122

Do states require excessive contributions to their pension systems?



- 1. Strong Practice: Alaska, California, Colorado, District of Columbia, Florida, Illinois, Indiana, Minnesota, Nevada, New Jersey⁵, South Dakota, Tennessee, Texas, Vermont, Wisconsin, Wyoming
- 2. Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Montana, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Utah, Virginia, Washington, West Virginia

3. Michigan⁶

- 4. Arizona, Hawaii, Mississippi, Missouri, Nebraska, New Mexico, Pennsylvania, Rhode Island
- 5. While not excessive, the employer and state contribution are quite low. The most recent total employer contribution was only 5.4 percent of the actuarially-determined annual required contribution.
- 6. Employer contribution rates to Michigan's new system have not yet been reported.

Figure 123

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

Figure 123

How much do state pension systems require teachers to contribute?

Teacher contribution rate

Social Security (+6.2%)	0%	6 5%	10%	15%	20%
Alabama ¹	7.3				
Alaska	8				
Arizona	11.4				
Arkansas	6				
California	8				
Colorado	8				
Connecticut	7.3				
Delaware ¹	3				
District of Columbia	8				
Florida	3				
Georgia ¹	5.5				
Hawaii ¹	6				
Idaho	6.2				
Illinois	9.4				
Indiana	3				
lowa	5.4		_		
Kansas	6		_		
Kentucky	10.9				
Louisiana	8				
Maine	7.7				
Maryland	7				
Massachusetts	11				
Michigan ²	11.4				
Minnesota ¹	6	_	_		
Mississippi	9				
Missouri	14.5				
Montana	7.2		_		
Nebraska ³	8.8				
Nevada ⁴	11.9				
New Hampshire	7				
New Jersey ¹	6.5		-		
New Mexico	11.2				
New York	3.5				
North Carolina	6		_		
North Dakota ¹	7.8				
OHIO	10				
Oklahoma	7				
Oregon	6	_	_		
Pennsylvania ⁵	7.5	_			
Rhode Island	9.5		_		
South Carolina	6.5				
South Dakota	6				
Tennessee	5				
Texas	6.4				
Utah ⁶	0.4				
Vermont	5				
Virginia	5				
Washington ⁷					
West Virginia	4.8				
Wisconsin	6				
Wyoming	6.2				
vvyonning	7				

Area 4: Delivering Well-Prepared Teachers

Goal I – Pension Neutrality

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

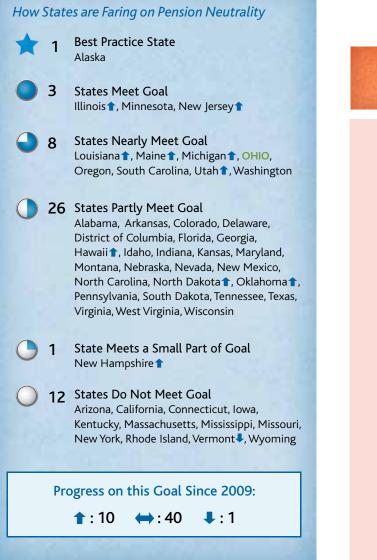
Goal Components

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

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

Background

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



Area 4: Goal I **Ohio** Analysis

State Nearly Meets Goal

Progress Since 2009

ANALYSIS

Ohio's pension system is based on a benefit formula that is not neutral, meaning that each year of work does not accrue pension wealth in a uniform way.

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

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

Ohio's defined benefit plan does not utilize a constant benefit multiplier. Instead, the state's multiplier remains at 2.2 percent through 30 years of service but then increases for every subsequent year. The multiplier is 2.5 percent for year 31 and 2.6 percent for year 32 and continues to increase by one-tenth of a percent for every year thereafter until the benefit equals 100 percent of final average salary at 40 years of service. In addition, once teachers reach 35 years of service, the first 31 years are all calculated at 2.5 percent. This means that 35-year veteran teachers would receive benefits equal to 88.5 percent of their final average salaries, while 30-year veteran teachers would only have benefits equal to 66 percent of their final average salaries. If a 35-year teacher's benefit used the same multiplier as the 30-year teacher, the benefit would be only equal to 77 percent rather than 88.5 percent.

In addition, teachers may retire before standard retirement age based on years of service without a reduction in benefits. Teachers with 30 years of service may retire at any age with unreduced benefits, while teachers with less than 30 years may retire with unreduced benefits at age 65. Therefore, teachers who begin their careers at age 22 can reach 30 years of service by age 52, entitling them to 13 additional years of unreduced retirement benefits beyond what other teachers would receive who may not retire until age 65. Additionally, Ohio's early retirement with reduced benefits at age 55, while other vested teachers with less than 25 years of service may not retire with reduced benefits until age 60. These provisions may encourage effective teachers to retire earlier than they may otherwise, and they fail to treat equally those teachers who enter the system at a later age and give the same amount of service.

Ohio's combined plan, however, is based on a neutral formula. It uses a constant multiplier of 1 percent. Vested teachers are eligible for monthly payments from their defined benefit accounts starting at age 60. However, this results in teachers being paid benefits by the state well before Social Security's retirement age.

The state's defined contribution plan is also based on a neutral formula because pension wealth accumulates in a uniform way. In both the combined plan and the defined contribution plan, retired teachers are always eligible to withdraw funds from their defined contribution accounts and at age 50, they may convert them to lifetime annuities if they choose.

Supporting Research

State Teachers Retirement System of Ohio active members' website https://www.strsoh.org/active/index.html

RECOMMENDATION

Utilize a constant benefit multiplier to calculate retirement benefits for all teachers, regardless of years of service.

Each year of service should accrue equal pension wealth. Ohio's defined benefit plan should use a pension formula that treats each year of service equally.

End retirement eligibility based on years of service.

Ohio should change its practice of allowing teachers in its defined benefit plan with 30 years of service to retire at any age with full benefits. If retirement at an earlier age is offered to some teachers, benefits should be reduced accordingly to compensate for the longer duration they will be awarded.

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

Ohio allows all teachers to retire before conventional retirement age, some as young as 52. As life expectancies continue to increase, teachers may draw out of the system for many more years than they contributed. This is not compatible with a financially sustainable system (see Goal 4-H).

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with facts that enhanced this analysis.

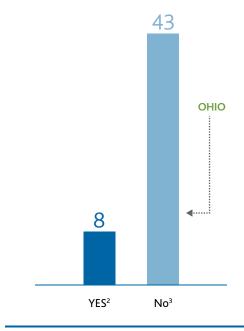
The state noted that legislation is currently in the Senate (S.B. 3) and House (H.B. 69) to change the defined benefit plan. The legislation calls for a flat 2.2 percent multiplier, an actuarially neutral reduction for early retirements and later retirement eligibility. When fully phased in, the retirement eligibility will be age 60 with at least 35 years of service or age 65 with five years of service for unreduced retirement. Members can get an actuarially reduced retirement at age 55 with 30 years or age 60 with five years of service.

LAST WORD

The proposed changes would improve the neutrality of the system; however, retirement based on years of service would still remain, leaving unnecessary spikes in retirement wealth.

Figure 125

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



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

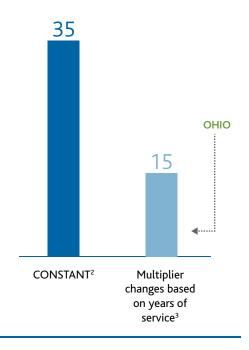
Figure 126

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

Figure 126	^T otal anount in benefit. Per teacher from benefit. Petitement until the time paid	2 Earliest retirement as the second s
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pay for each teacher	1 be 7 th 886 6	mer star
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unreduced benefits at	Total amuunt in bene Per teacher from the tri retirement until age 65	Earli tear achii eive
an early age?1	ि दे ही /	te te
Alaska ²		
Illinois	\$0	67
Maine	\$0	65
Minnesota ³	\$0	66
New Hampshire	\$0	65
New Jersey	\$0	65
Washington	\$0	65
Tennessee	\$238,654	52
Michigan	\$289,187	60
California⁴	\$310,028	62
Indiana	\$317,728	55
Hawaii⁵	\$337,385	60
Kansas	\$337,385	60
Oregon	\$361,536	58
North Dakota	\$385,583	60
Oklahoma	\$385,583	60
Maryland	\$413,808	56
Wisconsin	\$416,007	50
Rhode Island	\$430,013	57
New York		
	\$440,819	57
Texas South Dakota	\$443,421	60
	\$447,707	55
Virginia	\$468,982	56
Louisiana	\$481,979	60
Florida	\$485,257	55
Vermont	\$486,832	56
Montana	\$518,228	47
Connecticut	\$520,009	57
Utah	\$520,009	57
lowa	\$551,428	55
Idaho	\$551,743	56
North Carolina	\$568,555	52
South Carolina	\$577,142	50
Nebraska	\$577,687	55
West Virginia	\$577,687	55
Delaware	\$577,927	52
District of Columbia	\$585,737	52
Massachusetts ⁶	\$594,296	57
Georgia	\$624,786	52
Mississippi	\$624,786	52
Alabama	\$625,747	47
Colorado	\$650,011	57
Pennsylvania	\$650,011	57
Wyoming	\$655,506	54
Arizona	\$664,340	55
Arkansas	\$681,789	50
OHIO	\$687,265	52
New Mexico	\$734,124	52
Nevada	\$780,983	52
Missouri	\$789,343	51
	, JJ, J TJ	51
Kentucky	\$791,679	49

Figure 127

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



- 1. Alaska has a defined contribution plan, which does not have a benefit multiplier.
- 2. Strong Practice: Alabama, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Michigan, Minnesota, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin
- 3. Arizona, California, Connecticut, Florida, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New Hampshire, New York, Ohio, Rhode Island, Vermont, Wyoming

T EXAMPLES OF BEST PRACTICE

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

Figure 128

Double-Dipping: Cure the Disease, Not the Symptom

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

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

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

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

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

Goal A – Licensure Loopholes

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

Goal Components

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

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

Background

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

Figure 129



Area 5: Goal A **Ohio** Analysis

State Nearly Meets Goal

Progress Since 2009

ANALYSIS

Ohio allows teachers who have not met standard licensure requirements for a particular endorsement area to teach in that area under a supplemental license. The license must be requested by the employing superintendent and is only issued to those who hold a currently valid Ohio standard certificate "to teach in a supplemental area while they are in the process of obtaining standard licensure for that area." The certificate is valid for one year, and although it is renewable twice, successful completion of the Praxis II content knowledge test for the particular licensure area is required for the first renewal.

Supporting Research

Ohio Supplemental Teacher License http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=11292 Ohio Administrative Code 3301-24-14

RECOMMENDATION

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

While Ohio's policy minimizes the risks brought about by having teachers in classrooms who lack sufficient or appropriate subject-matter knowledge by offering its supplemental license for one year only before requiring successful completion of the Praxis II, the state could take its policy a step further and require all teachers to meet subject-matter license requirements prior to entering the classroom.

OHIO RESPONSE TO ANALYSIS

Ohio recognized the factual accuracy of this analysis.

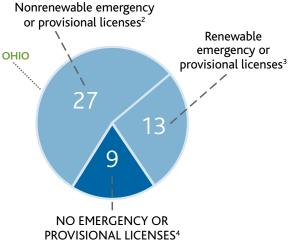
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T EXAMPLES OF BEST PRACTICE

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

Figure 130

Do states still award emergency license.



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

Figure 131

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

18

NCTQ STATE TEACHER POLICY YEARBOOK 2011: 149 OHIO

8

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14

Goal B – Unsatisfactory Evaluations

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

Goal Components	Figure 132		
(The factors considered in determining the states' rating for the goal.)	How States are Faring on Consequences for Unsatisfactory Evaluations		
 The state should require that all teachers who receive a single unsatisfactory evaluation be placed on an improvement plan, whether or not they have tenure. The state should require that all teachers who receive two consecutive unsatisfactory evaluations or two unsatisfactory evaluations within five years be formally eligible for dismissal, whether or not they have tenure. 	 2 Best Practice States Illinois¹, Oklahoma 11 States Meet Goal Alaska, Arkansas¹, Colorado¹, Delaware¹, Florida, Indiana¹, Louisiana, New Mexico, New York¹, Rhode Island¹, Washington 6 States Nearly Meet Goal Georgia, Hawaii, Michigan¹, North Carolina, 		
Background A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.	 South Carolina, Texas 13 States Partly Meet Goal California, Connecticut, Iowa, Massachusetts 1, Minnesota 1, Mississippi, Missouri, Nevada 1, Oregon, Pennsylvania, Tennessee 1, Utah, West Virginia 		
	 5 States Meet a Small Part of Goal Arizona, Idaho 1, OHIO1, Virginia, Wyoming1 14 States Do Not Meet Goal Alabama1, District of Columbia, Kansas, Kentucky, Maine, Maryland, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, South Dakota, Vermont, Wisconsin 		
	Progress on this Goal Since 2009:		

Area 5: Goal B **Ohio** Analysis

State Meets a Small Part of Goal

Progress Since 2009

ANALYSIS

Ohio requires local school boards to include procedures for using evaluation results for the removal of poorly performing teachers. The state does not have policy regarding improvement plans for teachers who receive unsatisfactory evaluations.

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

Supporting Research ORC 3319.111 (HB 153 version and SB 5 version)

RECOMMENDATION

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

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

Make eligibility for dismissal a consequence of unsatisfactory evaluations.

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

OHIO RESPONSE TO ANALYSIS

Ohio asserted that improvement plans are developed and implemented in response to concerns about performance. The OTES Model Summative Evaluation includes a process of determining teachers who may be ineffective in one or more components. A written improvement plan is initiated by the evaluator/ administrator and is put in place with a timeline for improvement to desired level of performance. The state also added that Race to the Top LEAs commit to using data and results from the evaluation system to inform decisions about removal of low-performing teachers.

LAST WORD

It appears that the OTES Model Summative Evaluation will only be followed closely by Race to the Top districts. NCTQ encourages Ohio to adopt a policy requiring that all teachers receiving unsatisfactory evaluations be placed on improvement plans and that after two consecutive unsatisfactory evaluations, such teachers are eligible for dismissal.

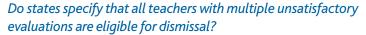
Figure 133 What are the consequences for teachers who receive unsatisfactory evaluations? Alabama Image: State of the			1.8	- /	/
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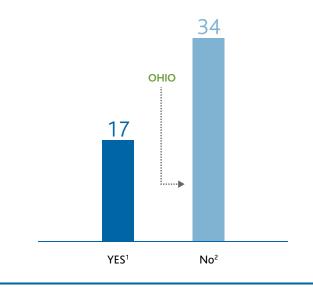
- Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.
- While results of evaluations may be used in dismissal decisions, there are no specific criteria for a teacher's eligibility for dismissal.
- 3. Improvement plans are only used for teachers in identified "Schools At Risk." Those same teachers are also eligible for dismissal for multiple unsatisfactory evaluations.
- A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.
- 5. Teachers in low performing schools can be dismissed after one negative rating.
- Local school boards must include procedures for using evaluation results for the removal of poorly performing teachers.

T EXAMPLES OF BEST PRACTICE

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

Figure 134





- 1. Strong Practice: Alaska, Arkansas, Colorado, Delaware, Florida, Hawaii, Illinois, Indiana, Louisiana, Michigan, New Mexico, New York, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington
- 2. Alabama, Arizona, California, Connecticut, District of Columbia, Georgia, Idaho³, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada⁴, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Texas, U tah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming
- 3. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.
- 4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.



Goal C – Dismissal for Poor Performance

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

Goal Components Figure 135 (The factors considered in determining the states' rating for the goal.) Performance 1. The state should articulate that teachers may be dismissed for ineffective classroom performance. 2. A teacher who is terminated for poor 2 performance should have an opportunity to appeal. In the interest of both the teacher and the school district, the state should 6 ensure that this appeal occurs within a reasonable time frame. 3. There should be a clear distinction between 8

the process and accompanying due process rights for teachers dismissed for classroom ineffectiveness and the process and accompanying due process rights for teachers dismissed or facing license revocation for felony or morality violations or dereliction of duties.

Background

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

How States are Faring in Dismissal for Poor **Best Practice State** Oklahoma 1 States Meet Goal Florida¹, Indiana¹ States Nearly Meet Goal Colorado 1, Illinois 1, Michigan 1, New York 1, Rhode Island 1. Tennessee 1 States Partly Meet Goal Arizona¹, Delaware¹, Hawaii¹, Massachusetts 1, Nevada 1, OHIO 1, Wisconsin, Wyoming States Meet a Small Part of Goal Louisiana, New Hampshire, Virginia, West Virginia 30 States Do Not Meet Goal Alabama, Alaska, Arkansas, California, Connecticut, District of Columbia, Georgia, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Washington Progress on this Goal Since 2009: 1:16 ↔:35 4:0

Area 5: Goal C **Ohio** Analysis

State Partly Meets Goal

Progress Since 2009

ANALYSIS

Ohio requires local school boards to include procedures for using evaluation results for the removal of poorly performing teachers.

The state also retains other policy that does not distinguish the due process rights of teachers dismissed for ineffective performance from those facing other charges commonly associated with license revocation such as a felony and/or morality violations. The process is the same regardless of the grounds for cancellation, which the state articulates vaguely as "good and just cause."

In Ohio, tenured teachers who are terminated have multiple opportunities to appeal. After receiving written notice of dismissal, the teacher may—within 10 days—request a hearing, which must occur within 30 days. The aggrieved teacher may then—within 30 days—file an additional appeal with the court of common pleas. This decision may again be appealed to the appellate court.

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

Supporting Research Ohio Revised Code 3319.16; 3319.111

RECOMMENDATION

Specify that classroom ineffectiveness is grounds for dismissal.

Ohio leaves it up to districts to determine the procedures for removing poorly performing teachers based on evaluation results, failing to ensure that teachers who receive a certain number of ineffective evaluation ratings are eligible for dismissal. The state should consider establishing at least some marker for how districts should utilize evaluation results to dismiss poor performers so that districts do not feel they lack the legal basis for terminating consistently poor performers.

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

Nonprobationary teachers who are dismissed for any grounds, including ineffectiveness, are entitled to due process. 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, Ohio must ensure that the opportunity to appeal occurs only once and only at the district level. It is in the best interest of both the teacher and the district that a conclusion be reached within a reasonable time frame.

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

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

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with facts that enhanced this analysis. The state also noted that the board of education adopted the Licensure Code of Professional Conduct for Ohio Educators on March 11, 2008. The Ohio Department of Education maintains a separate Office of Professional Conduct to pursue allegations of unprofessional conduct and applies disciplinary actions involving individuals. The Licensure Code serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law and provides a guide for conduct in situations that have professional implications for all individuals licensed by the state board. The state noted that this is a separate process from the Ohio Teacher Evaluation System (OTES) model, which includes an effectiveness rating for teachers based on student growth and teacher performance.

LAST WORD

Teachers that violate the Licensure Code of Professional Conduct are investigated and given due process rights according to the state's revised code described in the above analysis, just like any other teacher facing dismissal for "good and just cause."

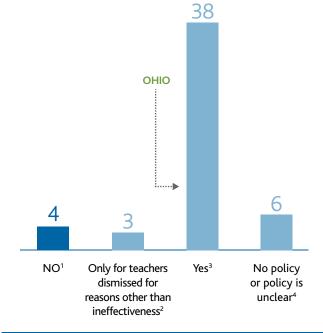
In addition, though the OTES model system does provide a means for rating teachers as "ineffective," "developing," "proficient," and "accomplished" with subsequent processes for those deemed ineffective, it appears that this system will only be followed closely by Race to the Top districts and does not ensure that ineffectiveness is grounds for dismissal for all teachers.



T EXAMPLES OF BEST PRACTICE

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





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

- Teachers in these states revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals: Colorado, Indiana, Tennessee
- 3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois⁵, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia, Wyoming
- 4. District of Columbia, Maine, Nebraska, Nevada⁶, Utah, Vermont
- 5. The teacher is responsible for the cost of the second appeal.
- Though a teacher returns to probationary status after two consecutive unsatisfactory ratings, the state does not articulate clear policy about its appeals process.

Figure 136

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

- A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.
- 3. Dismissal policy includes dismissal for unsatisfactory evaluations, but the state's evaluation system does not measure teacher effectiveness (see Goal 3-B).

Goal D – Reductions in Force

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

Goal Components

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

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

Background

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

Figure 138



Area 5: Goal D **Ohio** Analysis



Progress Since 2009

ANALYSIS

Ohio requires that a teacher's tenure status is considered first during reductions in force. In addition, the state requires that preference will not be given "to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations." The implication here is that first, probationary teachers are laid off according to their performance, and then tenured teachers are laid off according to their performance.

SB 5, which included policy that related to this goal, was repealed by referendum in November 2011.

Supporting Research HB 153, sec. 3319. 17; SB 5 sec. 3319.17

RECOMMENDATION

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

While it seems that Ohio will be using teacher performance as a factor in layoff decisions, the state could make it clearer that this is the case. In addition, the state might want to reconsider its emphasis on tenure in determining who is laid off due to the exceptionally long (seven-year) probationary status for teachers in Ohio. Putting a greater emphasis on tenure status rather than teacher performance in this particular situation might undermine the state's efforts to prohibit a "last hired, first fired" layoff policy.

OHIO RESPONSE TO ANALYSIS

Ohio was helpful in providing NCTQ with facts that enhanced this analysis.



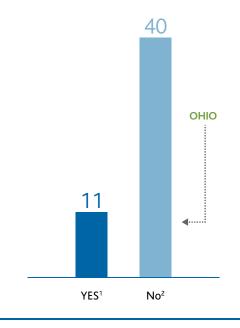
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Rhode Island		
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South Dakota		
Tennessee		
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Utah		
Vermont		
Virginia		
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Wyoming		
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T EXAMPLES OF BEST PRACTICE

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

Figure 140

Do districts have to consider performance in determining which teachers are laid off?

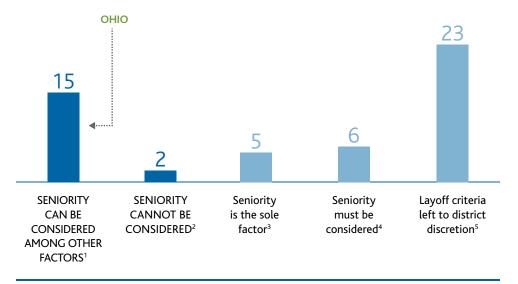


1. Strong Practice: Colorado, Florida, Illinois, Indiana, Michigan, Missouri, Oklahoma, Rhode Island, Tennessee, Texas, Utah

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio³, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.





1. Strong Practice: Arizona, Colorado, Florida, Illinois, Indiana, Maine, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas

2. Strong Practice: Idaho, Utah

3. Hawaii, New York, Pennsylvania, West Virginia, Wisconsin⁷

4. California, Kentucky, Louisiana, Minnesota, New Jersey, Oregon

5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Georgia⁶, Iowa, Kansas, Maryland, Massachusetts⁶, Mississippi, Montana, Nebraska⁶, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Virginia, Washington, Wyoming

6. Nontenured teachers are laid off first.

7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

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