



National Council on
Teacher Quality

2009 State Teacher Policy Yearbook Goals

Area 1: Delivering Well Prepared Teachers

Goal 1-A: The state should require undergraduate teacher preparation programs to administer a basic skills test as a criterion for admission.

Goal 1-B: The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education.

Goal 1-C: The state should ensure that new elementary teachers know the science of reading instruction.

Goal 1-D: The state should ensure that new elementary teachers have sufficient knowledge of mathematics content.

Goal 1-E: The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

Goal 1-F: The state should ensure that special education teachers are prepared to teach content-area subject matter.

Goal 1-G: The state should verify that all new teachers meet its professional standards by means of a licensing test.

Goal 1-H: The state should base its approval of teacher preparation programs on measures that focus on the quality of the teachers coming out of the program.

Goal 1-I: The state should retain full authority over its process for approving teacher preparation programs.

Goal 1-J: The state should ensure that teacher preparation programs provide an efficient and balanced program of study.

Area 2: Expanding the Pool of Teachers

Goal 2-A: The state should require alternate route programs to exceed the admission requirements of traditional preparation programs.

Goal 2-B: The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

Goal 2-C: The state should provide a high quality alternate route that is free from regulatory obstacles that inappropriately limit its usage and providers.

Goal 2-D: The state should ensure that its approval process for alternate route programs holds them accountable for the performance of their teachers.

Goal 2-E: The state should help to make teacher licenses fully portable among states -- with appropriate safeguards.

Area 3: Identifying Effective Teachers

Goal 3-A: The state should develop a data system that contributes some of the evidence needed to assess teacher effectiveness.

Goal 3-B: The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

Goal 3-C: The state should require annual evaluations of all teachers and multiple evaluations of all new teachers.

Goal 3-D: The state should require that tenure decisions be meaningful.

Goal 3-E: The state should ensure that licensure advancement is based on evidence of effectiveness.

Goal 3-F: The state should contribute to the equitable distribution of teacher talent among schools in its districts by means of good reporting.

Area 4: Retaining Effective Teachers

Goal 4-A: The state should require effective induction for all new teachers, with special emphasis on teachers in high-needs schools.

Goal 4-B: The state should give local districts full authority for pay scales, eliminating potential barriers such as state salary schedules and other regulations that control how districts pay teachers.

Goal 4-C: The state should support retention pay, such as significant boosts in salary after tenure is awarded, for effective teachers.

Goal 4-D: The state should encourage districts to provide compensation for related prior subject-area work experience.

Goal 4-E: The state should support differential pay for effective teaching in shortage and high-needs areas.

Goal 4-F: The state should support performance pay, but in a manner that recognizes its infancy, appropriate uses and limitations.

Goal 4-G: The state should ensure that excessive resources are not committed to funding teachers' pension systems.

Goal 4-H: The state should ensure that pension systems are portable, flexible and fair to all teachers.

Goal 4-I: The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

Area 5: Exiting Ineffective Teachers

Goal 5-A: The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.

Goal 5-B: The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations are eligible for dismissal.

Goal 5-C: The state should ensure that the process for terminating ineffective teachers is fair to all parties.