2015 State Teacher Policy Yearbook

Minnesota

OVERALL GRADE

C-

C- 2011

C- 2013

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 June 2015 for comment and correction; states also received a final draft of their reports a month prior to release. All but three states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue and often acknowledge the imperfections of their teacher policies is an important step forward.

FUNDERS

The primary funders for the 2015 *Yearbook* were:

- Bill and Melinda Gates Foundation
- The Joyce Foundation
- The Walton Family Foundation

The National Council on Teacher Quality does not accept any direct funding from the federal government.

NCTQ PROJECT TEAM

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Special thanks to Leigh Zimnisky and Lauren DeSha at Ironmark for their design of the 2015 *Yearbook*. Thanks also to Colleen Hale and Jeff Hale at EFA Solutions for the original *Yearbook* design and ongoing technical support.

Na ı ity

Executive Summary

The 2015 *State Teacher Policy Yearbook* includes the National Council on Teacher Quality's (NCTQ) 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 32 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers.

Minnesota *at a Glance*

C- Overall 2015 Yearbook Grade

2013	2011	2009
C-	C-	D-

2015 Minnesota Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers	C+
Admission into Teacher Preparation	○
Elementary Teacher Preparation	◐
Elementary Teacher Preparation in Reading Instruction	●
Elementary Teacher Preparation in Mathematics	◕
Early Childhood Teacher Preparation	◔
Middle School Teacher Preparation	◐
Secondary Teacher Preparation	●
Secondary Teacher Preparation in Science and Social Studies	●
Special Education Teacher Preparation	○
Special Education Preparation in Reading	◔
Assessing Professional Knowledge	●
Student Teaching	◐
Teacher Preparation Program Accountability	◐ ⊙

AREA 2: Expanding the Teacher Pool	C+
Alternate Route Eligibility	●
Alternate Route Preparation	◔
Alternate Route Usage and Providers	◕
Part-Time Teaching Licenses	◔
Licensure Reciprocity	◐

AREA 3: Identifying Effective Teachers	C-
State Data Systems	◔
Evaluation of Effectiveness	◕
Frequency of Evaluations	◐
Tenure	◔
Licensure Advancement	◔
Equitable Distribution	◔

AREA 4: Retaining Effective Teachers	D+
Induction	○
Professional Development	◐
Pay Scales and Performance Pay	◕
Differential Pay	○
Compensation for Prior Work Experience	○

AREA 5: Exiting Ineffective Teachers	F
Extended Emergency Licenses	○
Dismissal for Poor Performance	◔
Reductions in Force	○

Goal Summary

★ Best Practice: 0 | ● Fully Meets: 5 | ◕ Nearly Meets: 4 | ◐ Partially Meets: 7 | ◔ Meets Only a Small Part: 9 | ○ Does Not Meet: 7

Progress on Goals Since 2013

⊙ Progress Increased: 1 | ⊙ Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Admission into Teacher Preparation

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

Elementary Teacher Preparation

- As a condition of initial licensure, require that all early childhood candidates pass a rigorous content test that assesses knowledge of all core subjects and require a meaningful passing score for each area.
- Ensure all new early childhood and elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Require teacher candidates to pass a content test in every core area they are licensed to teach as a condition of initial licensure.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the preparation of elementary and secondary teacher candidates.
- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.
- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text and incorporating literacy into all content areas associated with college- and career-readiness standards.

Student Teaching

- Ensure that student teachers are only placed with cooperating teachers who have demonstrated effectiveness as measured by student learning.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers.

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness.

AREA 3: Identifying Effective Teachers

State Data Systems

- Develop a definition of teacher of record that can be used to provide evidence of teacher effectiveness, strengthen data link between teachers and students, and publish data on teacher production.

Teacher Evaluation

- Require annual evaluations for all teachers.

Tenure

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

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

New Teacher Induction

- Require effective induction for all new teachers, including mentoring, reduced teaching load, frequent release time to observe effective teachers and seminars appropriate to grade level or subject are.

Professional Development

- Make sure teachers receive actionable feedback from their performance evaluations.

Compensation

- Support differential pay initiatives for effective teachers in both subject-shortage areas and high-need schools.

AREA 5: Exiting Ineffective Teachers

Extending Emergency Licenses

- Award standard licenses to teachers only after they have passed all required subject-matter licensing tests.

Dismissal for Poor Performance

- Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.

Figure A

	Overall State Grade 2015	Overall State Grade 2013	Overall State Grade 2011	Overall State Grade 2009
Florida	B+	B+	B	C
Indiana	B	B-	C+	D
Louisiana	B	B	C-	C-
New York	B	B-	C	D+
Tennessee	B	B	B-	C-
Arkansas	B-	B-	C	C-
Connecticut	B-	B-	C-	D+
Delaware	B-	C+	C	D
Georgia	B-	B-	C	C-
Massachusetts	B-	B-	C	D+
Ohio	B-	B-	C+	D+
Oklahoma	B-	B-	B-	D+
Rhode Island	B-	B	B-	D
Illinois	C+	C+	C	D+
Michigan	C+	B-	C+	D-
New Jersey	C+	B-	D+	D+
Utah	C+	C	C-	D
Virginia	C+	C+	D+	D+
Colorado	C	C+	C	D+
Kentucky	C	C	D+	D+
Mississippi	C	C	D+	D+
New Mexico	C	D+	D+	D+
South Carolina	C	C-	C-	C-
Arizona	C-	C-	D+	D+
Idaho	C-	D+	D+	D-
Maine	C-	C-	D-	F
MINNESOTA	C-	C-	C-	D-
Missouri	C-	C-	D	D
Nevada	C-	C-	C-	D-
North Carolina	C-	C	D+	D+
Pennsylvania	C-	C-	D+	D
Texas	C-	C-	C-	C-
Washington	C-	C-	C-	D+
West Virginia	C-	C-	D+	D+
Alabama	D+	C-	C-	C-
District of Columbia	D+	D+	D	D-
Hawaii	D+	D+	D-	D-
Kansas	D+	D	D	D-
Maryland	D+	D+	D+	D
California	D	D+	D+	D+
Iowa	D	D	D	D
Nebraska	D	D-	D-	D-
New Hampshire	D	D	D-	D-
North Dakota	D	D	D	D-
Oregon	D	D	D-	D-
Wisconsin	D	D+	D	D
Wyoming	D	D	D	D-
Alaska	D-	D	D	D
South Dakota	D-	D-	D	D
Vermont	D-	D-	D-	F
Montana	F	F	F	F

How to Read the *Yearbook*

GOAL SCORE

The extent to which each goal has been met:

- Best Practice
- Fully Meets
- Nearly Meets
- Partially Meets
- Meets Only a Small Part
- Does Not Meet

PROGRESS INDICATOR

Whether the state has advanced on the goal or the state has lost ground on that topic:

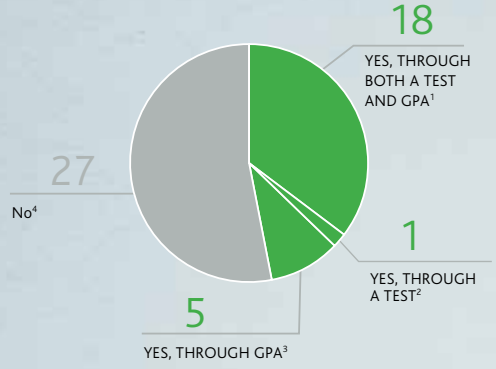
- Goal progress has increased since 2013
- Goal progress has decreased since 2013

BAR RAISED FOR THIS GOAL

Indicates the criteria to meet the goal have been raised since the 2013 Yearbook.

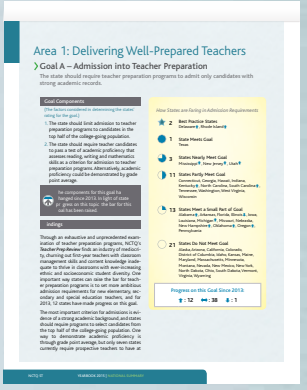
READING CHARTS AND TABLES:

Strong practices or the ideal policy positions for the states are capitalized:



This year's edition of the *State Teacher Policy Yearbook* features a new format for presenting state and national data.

Each state's volume is now summarized to present the most important information about key teacher quality policies in an infographic format. Full narrative versions -- including detailed analyses and recommendations as well as the state response for each policy topic -- can now be found online, using NCTQ's State Policy Dashboard (http://nctq.org/StatePolicyDashboard).

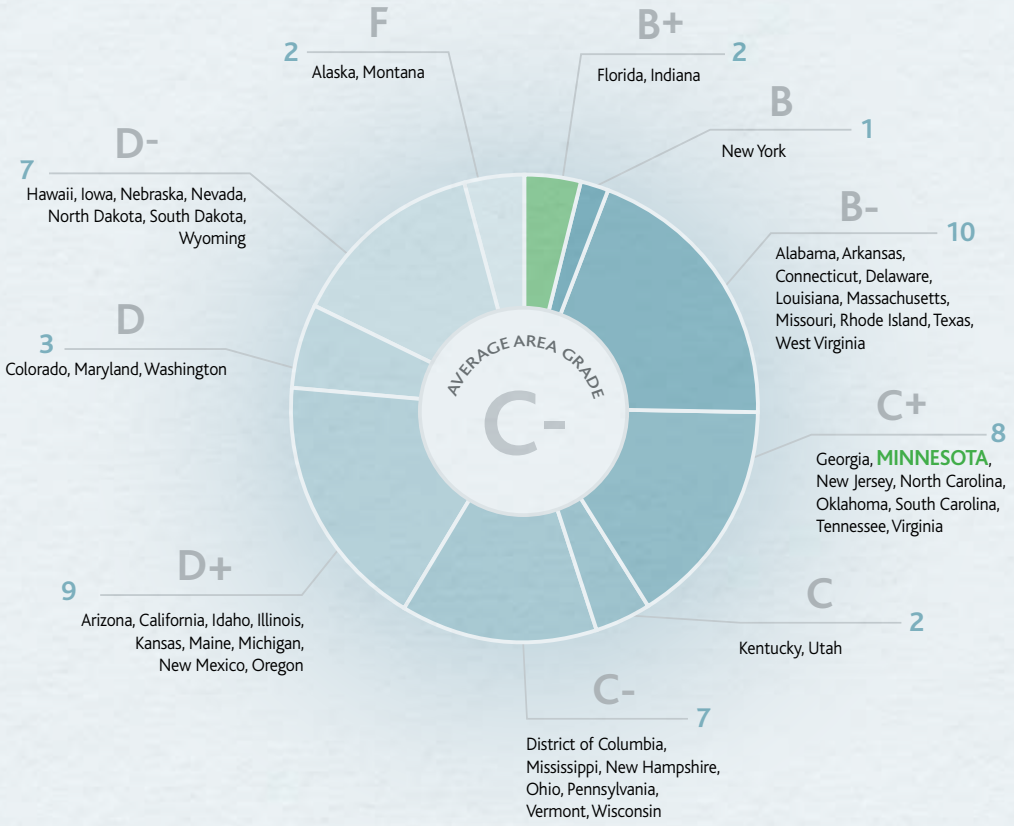


The National Summary maintains the traditional *Yearbook* format and presentation. Topics are organized as policy goals, including the specific components that form the basis of each analysis. National findings are included for each goal, as well as a comprehensive set of tables and graphs that provide a national overview of the teacher policy landscape.

Area 1 Summary

How States are Faring on Delivering Well-Prepared Teachers

State Area Grades



Topics Included In This Area

- Admission into Teacher Preparation
- Elementary Teacher Preparation
- Middle School Teacher Preparation
- Secondary Teacher Preparation
- Special Education Teacher Preparation
- Assessing Professional Knowledge
- Student Teaching
- Teacher Preparation Program Accountability

Admission into Teacher Prep

For more information about **MINNESOTA** and other states' admission into teacher prep policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Admission into Teacher Prep
Preparation programs only admit candidates with strong academic records.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot Admission into Teacher Prep

No	A minimum GPA of 3.0 is required for admission to a teacher preparation program.
No	A test of academic proficiency normed to the college-bound population is required prior to admission to a teacher preparation program.

MINNESOTA Admission into Teacher Prep Characteristics

Test Requirement	Minnesota Teacher Licensure Examinations (MTLE) basic skills assessment must be attempted, but not passed for admission.
GPA Requirement	Not required

RECOMMENDATIONS TO IMPROVE ADMISSION INTO TEACHER PREP POLICIES IN MINNESOTA

- **Require that teacher preparation programs screen candidates for academic proficiency prior to admission.**

  Minnesota should require candidates to pass a test of academic proficiency that assesses reading, mathematics and writing prior to program admission. Alternatively, the state could require a minimum grade point average to establish that candidates have a strong academic history.

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

  This would allow for the selection of applicants in the top half of their class, as well as facilitate program comparison.

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

  In addition to ensuring that programs require a measure of academic performance for admission, Minnesota might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion.

Examples of Best Practice

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

SUMMARY OF ADMISSION INTO TEACHER PREP FIGURES

- **Figure 1** Academic proficiency requirements

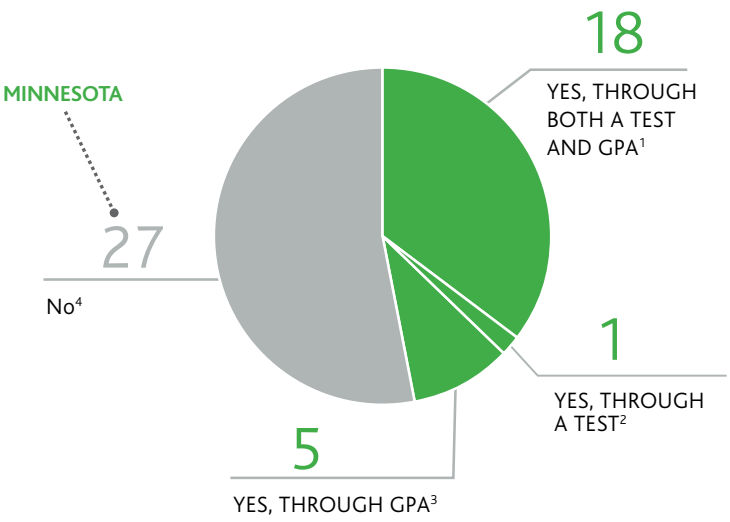
Other admission figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Admission tests (p. 4)
- Minimum GPA for admission (p. 5)

For more information about MINNESOTA's admission into teacher prep policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 1

Do states set a high academic bar for admission to teacher preparation programs?



1. Strong Practice: Alabama[5], Arkansas[5], Delaware[6], District of Columbia[5], Indiana[5], Louisiana[5], Michigan[5], New Jersey[7], New York[5], North Carolina[5], Oklahoma[5], Oregon[5], Rhode Island, South Carolina[5], Tennessee[5], Utah[6], Virginia[5], West Virginia
2. Strong Practice: Texas
3. Strong Practice: Georgia, Hawaii[8], Mississippi, Montana, Pennsylvania[9]
4. Alaska, Arizona, California, Colorado, Connecticut, Florida, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, South Dakota, Vermont, Washington, Wisconsin, Wyoming
5. Requirement for admissions test normed to college-bound population and cohort minimum GPA of 3.0 are based on CAEP accreditation standards, not state's own admissions policies.
6. Candidates can qualify for admission through the GPA or test requirement.
7. New Jersey requires a cohort minimum GPA of 3.0. The requirement for admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admissions policies.
8. Requirement for cohort minimum GPA of 3.0 is based on CAEP accreditation standards, not Hawaii's own admission standards. Hawaii exempts candidates with a bachelor's degree from admission testing requirements.
9. Candidates can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.

For more information about **MINNESOTA** and other states' elementary teacher preparation policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

Elementary Teacher Preparation

MINNESOTA Ratings

Content Knowledge New elementary teachers know the subject matter they are licensed to teach.	Partially meets
Reading Instruction New elementary teachers know the science of reading instruction and understand the instructional shifts associated with college- and career-readiness standards.	Fully meets
Mathematics New elementary teachers have deep knowledge of the math content taught in elementary grades.	Nearly meets
Early Childhood Teachers who can teach elementary grades on an early childhood license are appropriately prepared for the elementary classroom.	Meets only a small part

Fully meets · Nearly meets · Partially meets · Meets only a small part · Does not meet · N/A Not Applicable

Progress increased since 2013 · Lost ground since 2013 · Bar raised for this goal

MINNESOTA Snapshot
Elementary Teacher Preparation

Yes	Content test required for elementary teachers in each of the four core subjects.
Yes	An adequate science of reading test is required.
Yes	Teacher preparation and licensure requirements for elementary teachers include the instructional shifts associated with college- and career-readiness standards.
No	Elementary teachers must have an academic content specialization.
Somewhat	Teachers who teach elementary grades on an early childhood license are held to appropriate content and early reading requirements.

MINNESOTA Elementary Teacher Preparation Characteristics

Elementary Licenses	K-6; Birth to grade 3
Content Tests	MTLE Elementary education test (K-6); MTLE Early Childhood Education test (Birth to grade 3)
Science of Reading Requirements	MTLE Elementary Education test, which includes the equivalent of stand-alone reading test (K-6); MTLE Early childhood test, which includes the equivalent of stand-alone reading test (Birth to grade 3)
Academic Specialization	Not required
Instructional Shifts Associated with College-and Career-Readiness Standards	Complex informational text: Partially addressed Incorporating literacy into core subjects: Partially addressed (K-6); Not addressed (Birth to grade 3) Struggling readers: Fully addressed (K-6); Not addressed (Birth to grade 3)

RECOMMENDATIONS TO IMPROVE ELEMENTARY TEACHER PREPARATION POLICIES IN MINNESOTA

- **Require all elementary teacher candidates—including candidates for an early childhood license—to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects including reading/language arts, math, science and social studies.**

  Although Minnesota is on the right track by administering multi-part licensing tests, thus making it harder for early childhood or elementary teachers to pass if they fail some subject areas, the state is encouraged to further strengthen its poli cy and require separate passing scores for each core subject on its licensing tests.

SUMMARY OF ELEMENTARY TEACHER PREPARATION FIGURES

- **Figure 2** Content test requirements
- **Figure 3** Science of reading tests
- **Figure 4** Instructional shifts associated with college-and career-readiness standards
- **Figure 5** Math requirements
- **Figure 6** Requirements for early childhood teachers

Other elementary teacher preparation figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Academic concentrations (p. 8)
- Science of reading preparation and testing requirements (p. 11)
- Early childhood content tests (p. 18)
- Early childhood science of reading tests (p. 19)
- Early childhood math tests (p. 19)
- Early childhood instructional shifts associated with college- and career-readiness standards (p. 20)

For more information about MINNESOTA's elementary teacher prep policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

RECOMMENDATIONS CONTINUED

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

  Incorporate informational text of increas ing complexity into classroom instruction.

  Minnesota's testing frameworks are com mendable. The state is encouraged to strengthen its existing policy and explicit ly require that teachers possess the ability to adequately incorporate complex infor mational text into classroom instruction.

  Incorporate literacy skills as an integral part of every subject.

  To ensure that elementary school students are capable of accessing varied informa tion about the world around them, Minne sota should include more specific teacher preparation requirements for all teachers licensed to teach at the elementary level regarding literacy skills and using text as a means to build content knowledge in his tory/social studies, science, and the arts.

  Support struggling readers.

  Minnesota should articulate more specific requirements that ensuring all early child hood candidates are prepared to intervene and support students who are struggling.

- **Require elementary teacher candidates to complete a content specialization in an academic subject area.**

  In addition to enhancing content knowl edge, this requirement would ensure that prospective teachers in Minnesota take higher-level academic coursework.

Examples of Best Practice

Unfortunately, NCTQ cannot award "best practice" honors to any state's policy in the area of elementary teacher preparation. However, three states—**Florida**, **Indiana** and **Virginia**—are worthy of mention for holding early childhood candidates who are licensed to teach elementary grades to the same standards as all other elementary teachers. Each state requires its early childhood candidates to pass a content test with separately scored subtests, as well as a test of scientifically based reading instruction. Florida also ensures that both early childhood and elementary education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.

California stands out for its focus on elementary teachers' readiness to teach reading and literacy skills. All elementary education candidates must pass a comprehensive assessment that specifically tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. California's test frameworks go further than most states in ensuring that elementary teacher candidates have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts, but also to challenge students with texts of increasing complexity. Candidates must also show they know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

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

Figure 2

Do states ensure that elementary teachers know core content?

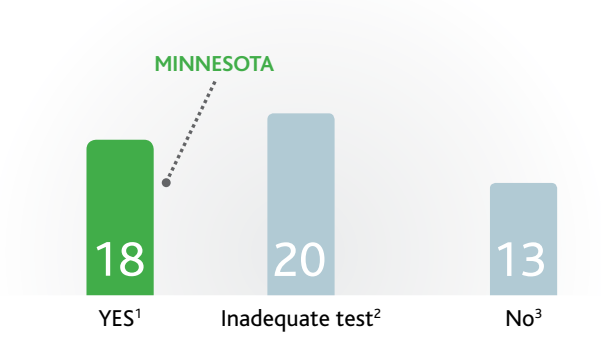
	ELEMENTARY CONTENT TEST WITH SEPARATE PASSING SCORE FOR EACH SUBJECT	Elementary content test with separate passing score for some subjects	Elementary content test with composite score	No test required
Alabama	■	□	□	□
Alaska	□	□	□	■ [1]
Arizona	□	■	□	□
Arkansas	■	□	□	□
California	□	■	□	□
Colorado	□	□	■	□
Connecticut	■	□	□	□
Delaware	■	□	□	□
District of Columbia	■	□	□	□
Florida	■	□	□	□
Georgia	□	■	□	□
Hawaii	□	□	□	■
Idaho	■	□	□	□
Illinois	□	□	■	□
Indiana	■	□	□	□
Iowa	□	□	□	■
Kansas	□	□	■	□
Kentucky	■	□	□	□
Louisiana	■	□	□	□
Maine	■	□	□	□
Maryland	□	□	■	□
Massachusetts	□	□	■ [2]	□
Michigan	□	□	■	□
MINNESOTA	□	■	□	□
Mississippi	□	□	■	□
Missouri	■	□	□	□
Montana	□	□	□	■
Nebraska	□	□	■	□
Nevada	□	□	■	□
New Hampshire	■	□	□	□
New Jersey	■	□	□	□
New Mexico	□	□	■	□
New York	□	■	□	□
North Carolina	□	□	■ [2]	□
North Dakota	□	□	■	□
Ohio	□	□	□	■ [3]
Oklahoma	□	■	□	□
Oregon	□	■	□	□
Pennsylvania	□	■	□	□
Rhode Island	■	□	□	□
South Carolina	■	□	□	□
South Dakota	□	□	■	□
Tennessee	□	□	■ [4]	□
Texas	■	□	□	□
Utah	■	□	□	□
Vermont	■	□	□	□
Virginia	■	□	□	□
Washington	□	■	□	□
West Virginia	■	□	□	□
Wisconsin	□	□	■	□
Wyoming	■	□	□	□
	22	**9**	**15**	**5**

Figure 2

1. Alaska does not require testing for initial licensure.
2. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.
3. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.
4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 3

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



1. Strong Practice: Alabama[4], California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina[5], Ohio, Oklahoma, Tennessee[6], Virginia, West Virginia, Wisconsin
2. Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Louisiana, Maine, Missouri, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wyoming
3. Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, South Dakota
4. Alabama's reading test spans the K-12 spectrum.
5. Teachers have until their second year to pass the reading test.
6. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

Figure 4

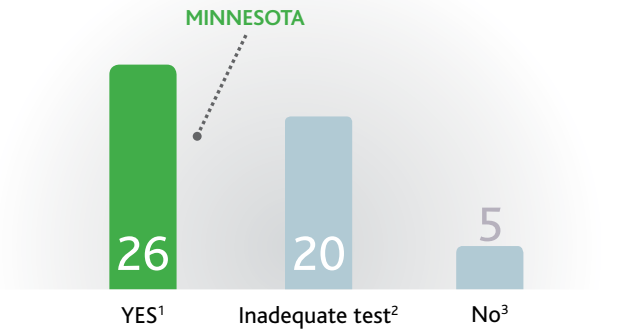
Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	Use of informational text	Incorporating literacy skills into all subjects	Supporting struggling readers
Alabama	◪	◪	◪
Alaska	☐	☐	☐
Arizona	◪	☐	◪
Arkansas	■	■	■
California	■	■	■
Colorado	◪	◪	■
Connecticut	◪	☐	■
Delaware	◪	☐	☐
District of Columbia	◪	☐	☐
Florida	◪	◪	■
Georgia	☐	☐	■
Hawaii	☐	☐	☐
Idaho	◪	◪	☐
Illinois	◪	☐	■
Indiana	■	☐	◪
Iowa	☐	☐	☐
Kansas	◪	☐	☐
Kentucky	◪	☐	☐
Louisiana	◪	☐	■
Maine	◪	☐	☐
Maryland	◪	☐	◪
Massachusetts	☐	☐	■
Michigan	☐	◪	◪
MINNESOTA	◪	◪	■
Mississippi	◪	☐	■
Missouri	◪	◪	☐
Montana	☐	☐	☐
Nebraska	◪	☐	☐
Nevada	◪	☐	☐
New Hampshire	◪	☐	■
New Jersey	◪	☐	☐
New Mexico	◪	☐	■
New York	■	☐	■
North Carolina	◪	■	■
North Dakota	◪	☐	☐
Ohio	◪	☐	■
Oklahoma	◪	☐	■
Oregon	◪	☐	◪
Pennsylvania	◪	☐	■
Rhode Island	◪	☐	◪
South Carolina	◪	■	■
South Dakota	☐	☐	☐
Tennessee	◪	☐	■
Texas	◪	◪	■
Utah	◪	☐	☐
Vermont	■	◪	☐
Virginia	◪	☐	■
Washington	◪	☐	■
West Virginia	◪	☐	■
Wisconsin	◪	☐	■
Wyoming	◪	☐	☐

■ Fully addresses instructional component ◪ Partially addresses instructional component

Figure 5

Do states measure new elementary teachers' knowledge of math?



1. Strong Practice: Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Maine, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming
2. Arizona, California, Colorado, Georgia, Illinois, Kansas, Maryland, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee[4], Washington, Wisconsin
3. Alaska[5], Hawaii, Iowa, Montana, Ohio[6]
4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
5. Testing is not required for initial licensure.
6. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.

Figure 6

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

	Content test with subscores for each subject	Adequate science of reading test
Alabama	☐	■
Alaska[1]	☐	☐
Arizona	☐	☐
Arkansas[1]	☐	☐
California[1]	☐	☐
Colorado	☐	☐
Connecticut	☐	■
Delaware	☐	☐
District of Columbia	☐	☐
Florida	■[2]	■
Georgia[1]	☐	☐
Hawaii	☐	☐
Idaho	☐	☐
Illinois	☐	☐
Indiana	■	■
Iowa	☐	☐
Kansas	☐	☐
Kentucky[1]	☐	☐
Louisiana	■	☐
Maine	☐	☐
Maryland	☐	☐
Massachusetts	☐	■
Michigan[1]	☐	☐
MINNESOTA	☐	■
Mississippi[1]	☐	☐
Missouri	☐	☐
Montana[1]	☐	☐
Nebraska	☐	☐
Nevada	☐	☐
New Hampshire	☐	■
New Jersey	☐	☐
New Mexico	☐	☐
New York	■	■
North Carolina[1]	☐	☐
North Dakota	☐	☐
Ohio[1]	☐	☐
Oklahoma	☐	■
Oregon[1]	☐	☐
Pennsylvania[1]	☐	☐
Rhode Island	■[3]	☐
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	☐	■[4]
Texas[1]	☐	☐
Utah	■[3]	☐
Vermont	☐	☐
Virginia	■	■
Washington	☐	☐
West Virginia	☐	■
Wisconsin	☐	■
Wyoming	☐	☐
	7	**13**

Figure 6

1. These states do not offer a standalone early childhood certification that includes elementary grades, or the state's early childhood certification is the de facto license to teach elementary grades.
2. Florida's test consists of three subtests covering language arts and reading, math and science.
3. Early childhood candidates may pass either multiple subjects (subscores) or content knowledge (no subscores) test.
4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.

For more information about **MINNESOTA** and other states' middle school teacher prep policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

Middle School Teacher Preparation

MINNESOTA Ratings

Middle School Teacher Preparation
New middle school teachers are sufficiently prepared to teach appropriate grade-level content and for the ways that college-and career-readiness standards affect instruction.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013 | Bar raised for this goal

MINNESOTA Snapshot
Middle School Teacher Preparation

No	Middle school teachers must pass a content test for each subject they are licensed to teach.
No	Middle school teachers must hold a middle grade-specific or secondary license.
Yes	Teacher preparation and licensure requirements for middle school teachers include the instructional shifts associated with college- and career-readiness standards.

MINNESOTA Middle School Teacher Preparation Characteristics

Middle School Licenses	K-6; Teachers with K-8 license may teach grades 7-8 in self-contained classrooms; Teachers with secondary licenses may teach single subjects in grades 7-8
Content Tests	5-8: Minnesota Teacher Licensure Examinations (MTLE) Middle Level single-subject tests K-6: MTLE Elementary Education test 5-12: MTLE Secondary level single-subject tests
Academic Requirements	5-8: Candidates must complete the equivalent of a minor in each subject area of licensure.
Instructional Shifts Associated with College-and Career-Readiness Standards	Complex informational text: Partially addressed Incorporating literacy into core subjects: Fully addressed Struggling readers: Fully addressed

RECOMMENDATIONS TO IMPROVE MIDDLE SCHOOL TEACHER PREPARATION POLICIES IN MINNESOTA

- **Require content testing in all core areas.**

  Minnesota should require subject-matter testing for all middle school teacher can didates in every core academic area they intend to teach as a condition of initial licensure.

- **Prepare middle school teachers to teach middle school.**

  Minnesota should not allow 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. These teachers are less likely to be adequately prepared to teach core academic areas at the middle school level because their preparation requirements are not specif ic to the middle or secondary levels and they need not pass a subject-matter test in each subject they teach.

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

  Incorporate informational text of increas ing complexity into classroom instruction.

  Although Minnesota's testing frame work is commendable, the state should strengthen its policy and ensure that teachers are able to challenge students with texts of increasing complexity.

Examples of Best Practice

Arkansas ensures that all middle school teacher candidates are adequately prepared to teach middle school-level content. The state does not offer a K-8 generalist license, requires passing scores on subject-specific content tests and explicitly requires at least two content-area minors. Arkansas also ensures that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's competencies for the middle grades specify that middle school candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

SUMMARY OF MIDDLE SCHOOL TEACHER PREPARATION FIGURES

- **Figure 7** Distinctions in licenses between middle and elementary teachers
- **Figure 8** Content test requirements
- **Figure 9** Requirements for instructional shifts associated with college-and career-readiness standards

For more information about MINNESOTA's middle school teacher prep policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 7

Do states distinguish middle grade preparation from elementary preparation?

	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■[1]
Arkansas	■	□	□
California	□	■[2]	□
Colorado	■	□	□
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	■	□	□
Indiana	■	□	□
Iowa	■	□	□
Kansas	■	□	□
Kentucky	■	□	□
Louisiana	■	□	□
Maine	□	□	■
Maryland	■	□	□
Massachusetts	■	□	□
Michigan	□	■	□
MINNESOTA	□	■	□
Mississippi	■	□	□
Missouri	■	□	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	■	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	■	□	□
North Dakota	□	□	■[1]
Ohio	■	□	□
Oklahoma	□	□	■[3]
Oregon	□	■	□
Pennsylvania	■	□	□
Rhode Island	■	□	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■[1]
Wyoming	■	□	□
	32	**6**	**13**

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

Figure 8

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

	YES	No, test does not report subscores for all core subjects	No, K-8 license requires only elementary test	No, testing of all subjects not required
Alabama	■	□	□	□
Alaska	□	□	□	■ [1]
Arizona	□	□	■	□
Arkansas	■	□	□	□
California	□	□	□	■ [2]
Colorado	□	□	□	■
Connecticut	■	□	□	□
Delaware	■	□	□	□
District of Columbia	■	□	□	□
Florida	■	□	□	□
Georgia	■	□	□	□
Hawaii	□	□	□	■
Idaho	□	□	■ [3]	□
Illinois	□	□	□	■ [4]
Indiana	■	□	□	□
Iowa	□	□	□	■
Kansas	■	□	□	□
Kentucky	■	□	□	□
Louisiana	■	□	□	□
Maine	□	□	■	□
Maryland	■ [5]	□	□	□
Massachusetts	□	■	□	□
Michigan	□	□	■	□
MINNESOTA	□	□	■	□
Mississippi	■	□	□	□
Missouri	■	□	□	□
Montana	□	□	□	■
Nebraska	□	□	□	■
Nevada	□	□	■	□
New Hampshire	□	□	■ [6]	□
New Jersey	■	□	□	□
New Mexico	□	□	■	□
New York	■ [7]	□	□	□
North Carolina	■ [8]	□	□	□
North Dakota	□	□	■	□
Ohio	■	□	□	□
Oklahoma	□	□	■	□
Oregon	□	□	■	□
Pennsylvania	■	□	□	□
Rhode Island	■	□	□	□
South Carolina	■	□	□	□
South Dakota	□	□	■	□
Tennessee	■ [9]	□	□	□
Texas	■	□	□	□
Utah	□	□	■	□
Vermont	■	□	□	□
Virginia	■	□	□	□
Washington	□	□	■	□
West Virginia	■	□	□	□
Wisconsin	□	■	□	□
Wyoming	□	□	□	■
	26	**2**	**14**	**9**

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

Figure 9

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

	Use of informational text	Incorporating literacy skills into all subjects	Supporting struggling readers
Alabama	◪	◪	◪
Alaska	☐	☐	☐
Arizona	◪	☐	☐
Arkansas	■	■	■
California	☐	☐	☐
Colorado	◪	◪	■
Connecticut	◪	☐	☐
Delaware	◪	☐	☐
District of Columbia	◪	☐	☐
Florida	◪	◪	■
Georgia	◪	◪	■
Hawaii	☐	☐	☐
Idaho	◪	◪	☐
Illinois	■	■	■
Indiana	◪	■	■
Iowa	☐	☐	☐
Kansas	◪	☐	☐
Kentucky	◪	☐	☐
Louisiana	◪	☐	■
Maine	◪	☐	☐
Maryland	◪	☐	☐
Massachusetts	☐	☐	☐
Michigan	☐	☐	☐
MINNESOTA	◪	■	■
Mississippi	◪	☐	☐
Missouri	◪	◪	◪
Montana	☐	☐	☐
Nebraska	☐	☐	☐
Nevada	◪	☐	☐
New Hampshire	◪	■	■
New Jersey	◪	☐	☐
New Mexico	☐	☐	☐
New York	◪	☐	■
North Carolina	◪	■	☐
North Dakota	◪	☐	☐
Ohio	◪	☐	◪
Oklahoma	☐	☐	☐
Oregon	◪	☐	☐
Pennsylvania	◪	■	■
Rhode Island	◪	☐	◪
South Carolina	◪	◪	◪
South Dakota	◪	☐	☐
Tennessee	◪	■	■
Texas	◪	■	■
Utah	◪	☐	☐
Vermont	◪	☐	◪
Virginia	◪	◪	☐
Washington	☐	☐	☐
West Virginia	◪	☐	☐
Wisconsin	◪	☐	■
Wyoming	☐	☐	☐

■ Fully addresses instructional component ◪ Partially addresses instructional component

Secondary Teacher Preparation

For more information about **MINNESOTA** and other states' secondary teacher prep policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Content Knowledge New secondary teachers are sufficiently prepared to teach appropriate grade-level content and for the ways that college-and career-readiness standards affect instruction.	Fully meets
General Science and Social Studies Secondary science and social studies teachers know all the subject matter they are licensed to teach.	Fully meets

Fully meets · Nearly meets · Partially meets · Meets only a small part · Does not meet

Progress increased since 2013 · Lost ground since 2013 · Bar raised for this goal

MINNESOTA Snapshot
Secondary Teacher Preparation

Yes	Secondary teachers must pass a content test to teach any single core subject.
Yes	Only single-subject science certifications are offered or general science license has appropriate requirements to ensure teachers know each included subject.
Somewhat	Only single-subject social studies certifications are offered or general social studies license has appropriate requirements to ensure teachers know each included subject.
Yes	A content test is required to add an endorsement to a license.
Yes	Teacher preparation and licensure requirements for secondary school teachers include the instructional shifts associated with college- and career-readiness standards.

MINNESOTA Secondary Teacher Preparation Characteristics

Secondary Licenses	Single-subject secondary for mathematics, communication arts and social studies 5-12 or science fields 9-12
Content Tests	Minnesota Teacher Licensure Examinations (MTLE) single-subject test required for initial licensure
General Science License and Testing Requirements	Not offered
General Social Studies License and Testing Requirements	General social studies license offered. Teachers must pass the MTLE Social Studies test, which is comprised of two subtests. Candidates must pass each subtest to pass the test.
Endorsement Requirements	Content test required
Instructional Shifts Associated with College-and Career-Readiness Standards	Complex informational text: Partially addressed Incorporating literacy into core subjects: Fully addressed Struggling readers: Fully addressed

RECOMMENDATIONS TO IMPROVE SECONDARY TEACHER PREPARATION POLICIES IN MINNESOTA

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

  Incorporate informational text of increas ing complexity into classroom instruction.

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

For more information about MINNESOTA's secondary teacher prep policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Examples of Best Practice

Missouri requires that secondary teacher candidates pass a content test to teach any core secondary subjects. Of particular note, Missouri ensures that its secondary science teachers know the content they teach by taking a dual approach to general secondary science certification. The state offers general science certification but only allows these candidates to teach general science courses. Missouri also offers an umbrella certification—called unified science—that requires candidates to pass individual subtests in biology, chemistry, earth science and physics. These certifications are offered in addition to single-subject licenses. In addition, Missouri requires general social studies teachers to pass a multi-content test with six independently scored subtests.

Arkansas also ensures that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's competencies specify that secondary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates must also know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

SUMMARY OF SECONDARY TEACHER PREPARATION FIGURES

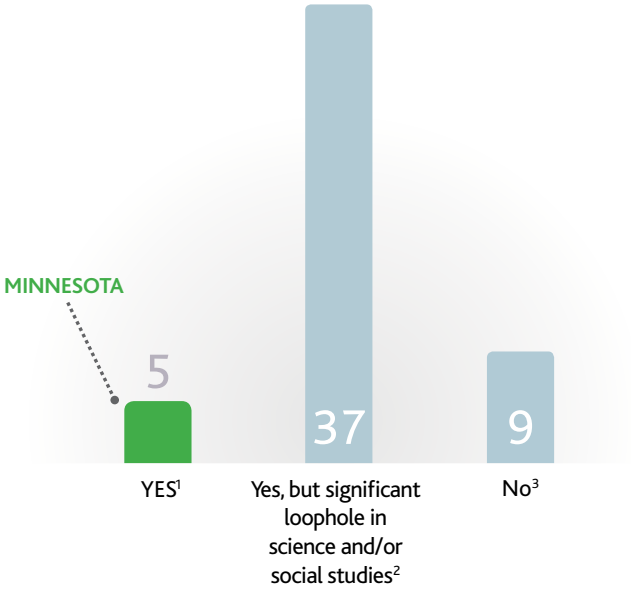
- **Figure 10** Content test requirements
- **Figure 11** Instructional shifts associated with college-and career-readiness standards

Other secondary teacher preparation figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Endorsement requirements (p. 28)
- Content knowledge of general science teachers (p. 32)
- Content knowledge of general social studies teachers (p. 33)

Figure 10

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



1. Strong Practice: Indiana, Minnesota, Missouri, South Dakota, Tennessee[4]
2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina[5], North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin
3. Alaska[6], Arizona[7], California, Colorado, Hawaii, Iowa, Montana, Washington, Wyoming
4. New legislation in Tennessee allows teachers to delay passage of content and pedagogy tests if they possess a bachelor's degree in a core content area.
5. Teachers may also have until second year to pass tests, if they attempt to pass them during their first year.
6. Alaska does not require content tests for initial licensure.
7. Candidates with a master's degree in the subject area do not have to pass a content test.

Figure 11

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

	Use of informational text	Incorporating literacy skills into all subjects	Supporting struggling readers
Alabama	◪	◪	◪
Alaska	☐	☐	☐
Arizona	◪	☐	☐
Arkansas	■	■	◪
California	◪	■	■
Colorado	◪	◪	■
Connecticut	◪	☐	☐
Delaware	◪	☐	☐
District of Columbia	◪	☐	☐
Florida	☐	◪	◪
Georgia	◪	☐	☐
Hawaii	☐	☐	☐
Idaho	◪	☐	☐
Illinois	☐	☐	☐
Indiana	◪	◪	◪
Iowa	☐	☐	☐
Kansas	◪	☐	☐
Kentucky	◪	☐	☐
Louisiana	◪	☐	■
Maine	◪	☐	☐
Maryland	◪	☐	■
Massachusetts	☐	☐	☐
Michigan	☐	☐	◪
MINNESOTA	◪	■	■
Mississippi	◪	☐	☐
Missouri	◪	◪	◪
Montana	☐	☐	☐
Nebraska	◪	☐	☐
Nevada	◪	☐	☐
New Hampshire	◪	◪	■
New Jersey	◪	☐	☐
New Mexico	☐	☐	☐
New York	◪	☐	■
North Carolina	◪	■	☐
North Dakota	◪	☐	☐
Ohio	◪	☐	◪
Oklahoma	☐	☐	☐
Oregon	◪	☐	☐
Pennsylvania	◪	☐	◪
Rhode Island	◪	☐	◪
South Carolina	◪	◪	◪
South Dakota	◪	☐	☐
Tennessee	◪	☐	◪
Texas	◪	■	■
Utah	◪	◪	☐
Vermont	◪	☐	■
Virginia	◪	◪	☐
Washington	◪	☐	■
West Virginia	◪	☐	☐
Wisconsin	◪	☐	☐
Wyoming	☐	☐	☐

■ Fully addresses instructional component ◪ Partially addresses instructional component

Special Education Teacher Preparation

For more information about **MINNESOTA** and other states' special education teacher prep policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Content Knowledge New special education teachers know the subject matter they are licensed to teach.	○
Reading Instruction New elementary teachers know the science of reading instruction and understand the instructional shifts associated with college- and career-readiness standards	◔

● Fully meets ◕ Nearly meets ◑ Partially meets ◔ Meets only a small part ○ Does not meet

↑ Progress increased since 2013 ↓ Lost ground since 2013

MINNESOTA Snapshot
Special Education Teacher Preparation

No	Only discrete elementary and secondary special education licenses are offered.
No	Elementary subject-matter test is required for elementary special education license.
No	Secondary-level test in at least one subject area is required for secondary special education license.
No	An adequate test on the science of reading is required for elementary special education teachers.
Somewhat	Teacher preparation and licensure requirements for special education teachers include the instructional shifts associated with college- and career-readiness standards.

MINNESOTA Special Education Teacher Preparation Characteristics

Special Education License(s)	Birth to grade 1; K-12
Content Tests	Not required
Science of Reading Test	Special Education Core Skills test includes science of reading, but does not have separate subscore.
Instructional Shifts Associated with College-and Career-Readiness Standards	Complex informational text: Partially addressed Incorporating literacy into core subjects: Not addressed Struggling readers: Fully addressed

RECOMMENDATIONS TO IMPROVE SPECIAL EDUCATION TEACHER PREPARATION POLICIES IN MINNESOTA

- **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 Minnesota to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education stu dents, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-inci dence special education students, who are expected to learn grade-level content.

- **Require that elementary special education candidates pass a rigorous content test as a condition of initial licensure.**

  Minnesota should requiring a rigorous con tent test that reports separate, meaning ful passing scores for each content area to ensure teachers possess requisite content knowledge in each subject area.

SUMMARY OF SPECIAL EDUCATION TEACHER PREPARATION FIGURES

- **Figure 12** Distinctions in licenses between elementary and secondary teachers
- **Figure 13** Content test requirements
- **Figure 14** Instructional shifts associated with college-and career-readiness standards

Other special education teacher preparation figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Science of reading tests (p. 39)

RECOMMENDATIONS CONTINUED

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

  While it may be unreasonable to expect multi-subject secondary special education teachers to meet the same requirements as single-subject teachers, Minnesota's current policy of requiring no subject-matter testing is problematic and will not help special education students to meet rigorous learning standards.

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

  Minnesota's MTLE elementary education test required of general education teachers includes the equivalent of a standalone science of reading assessment. Minnesota should, therefore, expand its existing policy and require all special education teachers who teach the elementary grades to pass this assessment as well.

- **Ensure that new special education teachers are prepared to incorporate informational text of increasing complexity into classroom instruction..**

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

Examples of Best Practice

Unfortunately, NCTQ cannot award "best practice" honors to any state's policy in the area of special education. However, **New York** and **Rhode Island** are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are licensed to teach. These states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers.

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

In addition, **California** ensures that all special education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. All special education candidates must pass a comprehensive assessment that specifically tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. California's test frameworks go further than most states and ensure that special education teacher candidates have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts but also to challenge students with texts of increasing complexity. Candidates also must know how to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

For more information about MINNESOTA's special education teacher prep policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 12

Do states distinguish between elementary and secondary special education teachers?

	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	■	□	□
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	■ [1]	□	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	■	□
New Jersey	■ [2]	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	□	□	■
North Dakota	□	□	■
Ohio	□	□	■
Oklahoma	□	□	■
Oregon	□	□	■
Pennsylvania	■	□	□
Rhode Island	■	□	□
South Carolina	□	■	□
South Dakota	□	■	□
Tennessee	■	□	□
Texas	□	■	□
Utah	□	□	■
Vermont	□	□	■ [3]
Virginia	□	□	■
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	■	□	□
Wyoming	□	■	□
	14	**16**	**21**

Figure 12

1. Missouri offers a K-12 certification but candidates must pass either the Elementary Multi-Content Assessment or the new Middle/Secondary Content Assessment (English, Mathematics, Science and Social Studies) or choose one of the specific content assessment for a specific area of certification.
2. Although New Jersey does issue a K-12 certificate, candidates must meet discrete elementary and/or secondary requirements.
3. Candidates must meet requirements for both the K-8 and 7-12 special education licenses.

Figure 13

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

Elementary Subject-Matter Test	
Required for an elementary special education license	Alabama, Louisiana, Massachusetts, Missouri[1], New Jersey, New York, Pennsylvania[2], Rhode Island, West Virginia[3], Wisconsin
Required for a K-12 special education license	Colorado, Idaho, Illinois, North Carolina[4]

Secondary Subject-Matter Test(s)	
Tests in all core subjects required for secondary special education license	Missouri[1], New York[5], Wisconsin[6]
Test in at least one subject required for secondary special education license	Louisiana, Massachusetts, New Jersey, Pennsylvania[2], Rhode Island, West Virginia[3]
Required for a K-12 special education license	None

1. Missouri offers a K-12 certification but candidates must pass either the Elementary Multi-Content Assessment or the new Middle/Secondary Content Assessment (English, Mathematics, Science and Social Studies) or choose one of the specific content assessment for a specific area of certification.
2. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education as a reading specialist does not have to take a content test.
3. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.
4. North Carolina gives teachers until their second year to earn a passing score, provided they attempt to pass during their first year.
5. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.
6. Wisconsin requires a middle school level content area test which does not report subscores for each area.

Figure 14

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

	Use of informational text	Incorporating literacy skills into all subjects	Supporting struggling readers
Alabama	Partially	Partially	Partially
Alaska	☐	☐	☐
Arizona	☐	☐	☐
Arkansas	Partially	☐	Fully
California	Partially	Fully	Fully
Colorado	Partially	Partially	Fully
Connecticut	Partially	☐	Fully
Delaware	Partially	☐	☐
District of Columbia	☐	☐	☐
Florida	Partially	☐	Fully
Georgia	☐	☐	☐
Hawaii	☐	☐	☐
Idaho	Partially	Partially	☐
Illinois	☐	☐	Fully
Indiana	Fully	☐	Fully
Iowa	☐	☐	☐
Kansas	☐	☐	☐
Kentucky	☐	☐	☐
Louisiana	Partially	☐	Fully
Maine	☐	☐	☐
Maryland	☐	☐	Fully
Massachusetts	☐	☐	Fully
Michigan	☐	Partially	Partially
MINNESOTA	Partially	☐	Fully
Mississippi	☐	☐	☐
Missouri	Partially	Partially	Partially
Montana	☐	☐	☐
Nebraska	☐	☐	☐
Nevada	☐	☐	☐
New Hampshire	☐	☐	Partially
New Jersey	Partially	☐	☐
New Mexico	☐	☐	Fully
New York	Fully	☐	Fully
North Carolina	Partially	Fully	Fully
North Dakota	☐	☐	☐
Ohio	☐	☐	Partially
Oklahoma	☐	☐	Partially
Oregon	☐	☐	☐
Pennsylvania	Partially	Partially	Partially
Rhode Island	Partially	☐	Partially
South Carolina	☐	☐	☐
South Dakota	☐	☐	☐
Tennessee	Partially	☐	Fully
Texas	☐	☐	Fully
Utah	☐	☐	☐
Vermont	☐	☐	☐
Virginia	Partially	☐	Fully
Washington	☐	☐	☐
West Virginia	Partially	☐	Fully
Wisconsin	Partially	☐	Fully
Wyoming	☐	☐	☐

Fully addresses instructional component Partially addresses instructional component

For more information about **MINNESOTA** and other states' assessing professional knowledge policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

Assessing Professional Knowledge

MINNESOTA Ratings

Pedagogy Test
Teachers are required to demonstrate professional knowledge of teaching and learning.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot
Pedagogy

Yes	All new teachers must pass a pedagogy test.

MINNESOTA Pedagogy Characteristics

Pedagogy Test	Minnesota Teacher Licensure Examinations
Type of Test	Multiple choice
Teachers Included	All new teachers

RECOMMENDATIONS TO IMPROVE ASSESSING PROFESSIONAL KNOWLEDGE POLICIES IN MINNESOTA

- **As a result of Minnesota's strong policies for assessing professional knowledge, no recommendations are provided.**

Examples of Best Practice

Although no state stands out for its pedagogy test policy, eight states are worthy of mention for the licensing test they require to verify that all new teachers meet state standards. **Arizona**, **Florida**, **Indiana**, **Minnesota**, **New Mexico**, **Ohio**, **Oklahoma** and **Texas** ensure that all new teachers take a pedagogy test that specifically is aligned with each state's own professional standards.

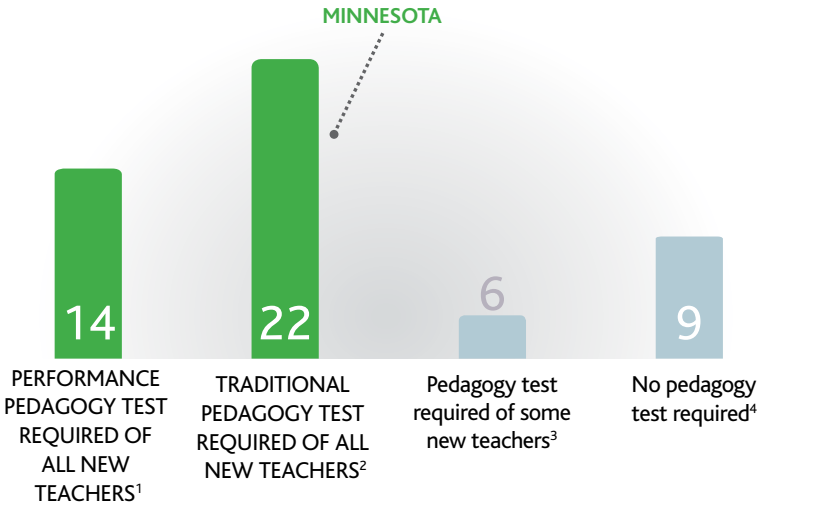
SUMMARY OF ASSESSING PROFESSIONAL KNOWLEDGE FIGURES

- **Figure 15** Pedagogy tests

For more information about MINNESOTA's assessing professional knowledge policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 15

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



1. Strong Practice: California, Delaware, Georgia, Hawaii, Illinois[5], Iowa[6], Massachusetts, Missouri, New Jersey, New York, Oregon, Tennessee[6], Washington, Wisconsin
2. Strong Practice: Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Kansas, Kentucky, Louisiana, Maine, Minnesota, Nevada, New Mexico, North Carolina[7], North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia
3. Connecticut, Maryland, Mississippi, Nebraska, Pennsylvania, Utah[8]
4. Alaska, Colorado, Idaho, Michigan, Montana, New Hampshire, Vermont, Virginia, Wyoming
5. All new teachers must also pass a traditional pedagogy test.
6. Teachers have the option of the edTPA or a traditional Praxis pedagogy test.
7. North Carolina teachers have until their second year to pass if they attempt to pass during their first year.
8. Not required in Utah until a teacher advances from a Level One to a Level Two license.

Student Teaching

For more information about **MINNESOTA** and other states' student teaching policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Student Teaching
Teacher candidates are provided with a high-quality clinical experience.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot
Student Teaching

No	Student teachers must be placed with an effective teacher, as measured by student learning.
Yes	Student teaching is at least 10 weeks in length.
Yes	Student teaching is full time.

MINNESOTA Student Teaching Characteristics

Duration of Student Teaching	At least 12 full weeks
Selection of Cooperating Teachers Connected to Effectiveness	No specific requirements
Other Criteria for Selection of Cooperating Teachers	No specific requirements

RECOMMENDATIONS TO IMPROVE STUDENT TEACHING POLICIES IN MINNESOTA

- **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 in Minnesota should also be carefully screened for their capacity to further student achievement.

- **Use evidence from the state's teacher evaluation system to select cooperating teachers.**

  Since Minnesota requires objective mea sures of student growth to be the signif icant criterion of its teacher evaluations, the state should utilize its evaluation results in the selection of effective coop erating teachers.

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

  Outsourcing 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 instruc tional frameworks.

Examples of Best Practice

Rhode Island and **Tennessee** not only require teacher candidates to complete at least 10 weeks of full-time student teaching, but they also require that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning. Further, both of these states ensure that student teaching is completed locally, which better ensures teacher training on relevant state instructional frameworks and allows a higher degree of program oversight and feedback to the teacher candidate.

SUMMARY OF STUDENT TEACHING FIGURES

- **Figure 16** Student teaching requirements

Other student teaching figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Effectiveness as a factor in selection of cooperating teachers (p. 44)
- Student teaching duration (p. 45)

For more information about MINNESOTA's student teaching policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 16

Do states ensure a high-quality student teaching experience?

	COOPERATING TEACHER SELECTED BASED ON EFFECTIVENESS	STUDENT TEACHING LASTS AT LEAST 10 WEEKS
Alabama	☐	■
Alaska	☐	■
Arizona	■	■
Arkansas	■	■
California	☐	☐
Colorado	☐	☐
Connecticut	☐	■
Delaware	■	■
District of Columbia	☐	☐
Florida	■	☐
Georgia	■	■
Hawaii	☐	■
Idaho	☐	☐
Illinois	■	☐
Indiana	■	■
Iowa	☐	■
Kansas	☐	■
Kentucky	☐	■
Louisiana	☐	☐
Maine	☐	■
Maryland	☐	☐
Massachusetts	■	■
Michigan	☐	■
MINNESOTA	☐	■
Mississippi	☐	■
Missouri	☐	■
Montana	☐	☐
Nebraska	☐	■
Nevada	☐	☐
New Hampshire	☐	☐
New Jersey	☐	■
New Mexico	☐	☐
New York	■	☐
North Carolina	☐	■
North Dakota	☐	■
Ohio	☐	■
Oklahoma	☐	■
Oregon	■	☐
Pennsylvania	☐	■
Rhode Island	■	■
South Carolina	☐	■
South Dakota	☐	■
Tennessee	■	■
Texas	☐	■
Utah	■	■
Vermont	☐	■
Virginia	☐	☐
Washington	☐	■
West Virginia	☐	☐
Wisconsin	☐	■
Wyoming	☐	☐
	13	**34**

For more information about **MINNESOTA** and other states' teacher prep program accountability policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

Teacher Prep Program Accountability

MINNESOTA Ratings

Program Accountability

The approval process for teacher preparation programs holds programs accountable for the quality of the teachers they produce.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot
Teacher Prep Program Accountability

Somewhat	Data are collected that connect student achievement gains to teacher preparation programs.
Yes	Other objective data related to the performance of teacher preparation programs are collected.
No	Minimum standards for program performance have been established.
Yes	Report cards showing program performance are available to the public.
Yes	The state maintains full authority over program approval.

MINNESOTA Teacher Prep Program Accountability Characteristics

Use of Student Achievement Data	Program reports include summative evaluation ratings for all teachers who finished their probationary period and accepted a continuing contract position
Other Data Collected	Licensure areas for probationary teachers whose contracts were not renewed or who were released by a district, percentage of program completers who were hired to teach full time in their licensure field, and satisfaction levels of program completers and school principals or supervising teachers
Performance Standards for Data Collected	None
Program Report Cards	Annual, publicly accessible reports are required but have not yet been funded by the state
Role of National Accreditation	State maintains authority over teacher preparation program approval

RECOMMENDATIONS TO IMPROVE TEACHER PREP PROGRAM ACCOUNTABILITY POLICIES IN MINNESOTA

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

  Minnesota requires programs to report a narrow slice of teacher effectiveness data that it reflects only one subset of teachers at one point in time. Minnesota should consider expanding its efforts to connect student achievement gains to teacher preparation programs by collecting the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching and disaggregated by specific preparation programs.

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

  Minnesota should establish precise minimum standards for teacher preparation program performance for each category of data, which programs should be held accountable for meeting.

SUMMARY OF TEACHER PREP PROGRAM ACCOUNTABILITY FIGURES

- **Figure 17** Use of student achievement data
- **Figure 18** Accountability requirements

Other teacher prep program accountability figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- National accreditation (p. 49)

RECOMMENDATIONS CONTINUED

- **Prioritize funding for program accountability system.**

  Although Minnesota's new legislation includes important elements of an account ability system for teacher preparation pro grams, it also appears that funding has not been provided to implement these require ments. NCTQ encourages the state to pri oritize funding for program accountability.

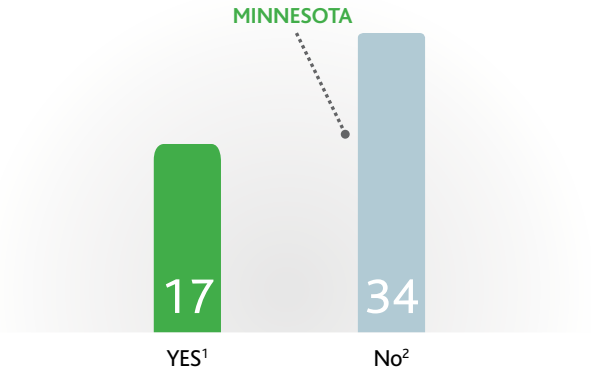
Examples of Best Practice

Delaware and **Florida** have made great strides in teacher preparation program accountability policies in the past few years and now stand out as leaders in this area. In Delaware and Florida, preparation programs report and are held accountable to a number of measures, including the effectiveness of program graduates as measured by student achievement, as well as placement and retention rates of program graduates.

Delaware has developed minimum standards of performance for each data category and has released the first of its program report cards, which make preparation program data accessible and transparent. In Florida, the state applies specific cut-scores in various data categories to decide on continued program approval. In addition, after two years of initial employment, any program completer in Florida who receives an unsatisfactory evaluation rating must be provided additional training by the preparation program at no additional cost to the teacher.

Figure 17

Do states connect student achievement data to teacher preparation programs?



1. Strong Practice: Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New Mexico, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Texas

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

For more information about MINNESOTA's teacher prep program accountability policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 18

Do states hold teacher preparation programs accountable?

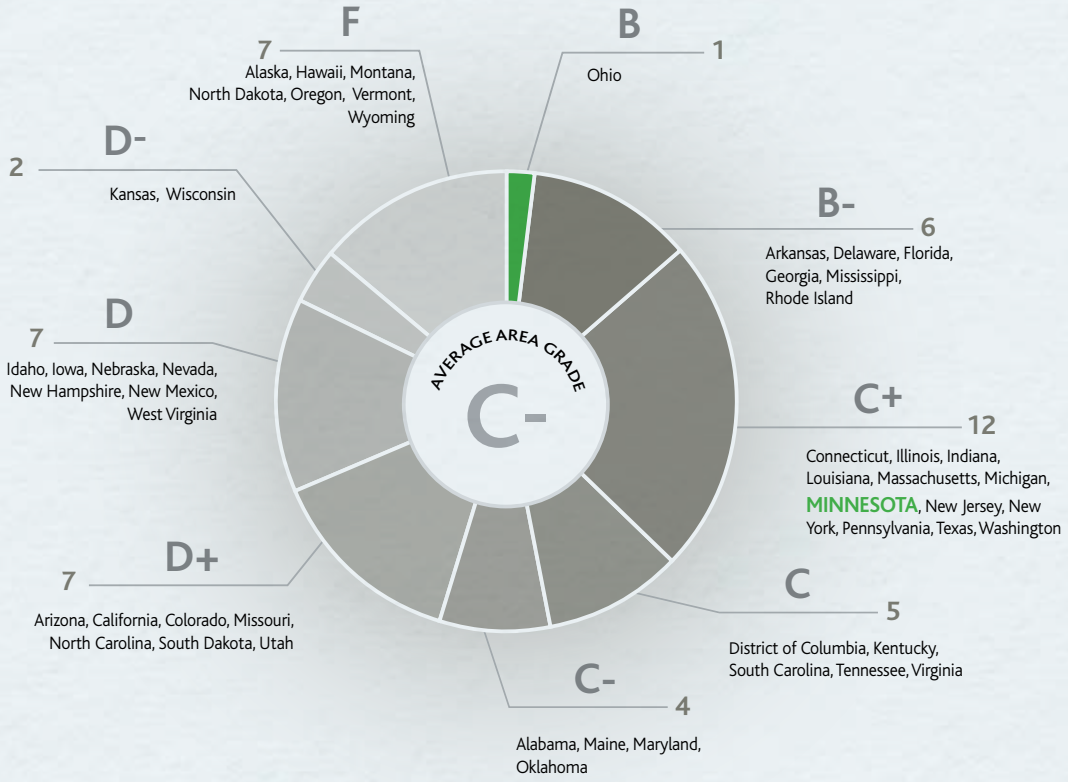
	Objective program-specific data collected	Minimum standards for performance set	Data publicly available on website
Alabama	■	■ [1]	□
Alaska	□	□	□
Arizona	■	□	■
Arkansas	□	□	■
California	□	□	□
Colorado	■	□	■
Connecticut	□	□	□
Delaware	■	■	■
District of Columbia	□	□	■
Florida	■	■	■
Georgia	■	■	■ [2]
Hawaii	□	□	□
Idaho	□	□	□
Illinois	■	□	□
Indiana	■	■	■
Iowa	■	□	■ [3]
Kansas	■	□	□
Kentucky	■	□	■ [4]
Louisiana	■	■	■
Maine	■	□	□
Maryland	■ [5]	□	□
Massachusetts	■	□	■
Michigan	■	■ [1]	■ [1]
MINNESOTA	■	□	■
Mississippi	■ [1]	□	□
Missouri	■	■	■
Montana	■	□	□
Nebraska	□	□	□
Nevada	■ [1]	■ [1]	□
New Hampshire	■	□	□
New Jersey	■ [1]	□	■ [1]
New Mexico	■	□	■
New York	□	□	□
North Carolina	■ [6]	□	■ [6]
North Dakota	□	□	□
Ohio	■ [1]	□	■ [1]
Oklahoma	□	□	■
Oregon	■	□	□
Pennsylvania	■ [1]	□	□
Rhode Island	■	□	■
South Carolina	■	■	■ [3]
South Dakota	□	□	□
Tennessee	■	□	■
Texas	■	□	■
Utah	□	□	□
Vermont	■	□	□
Virginia	■ [1]	□	□
Washington	■	□	■
West Virginia	■ [1]	□	□
Wisconsin	■	□	□
Wyoming	□	□	□
	37	**10**	**25**

1. For traditional preparation programs only.
2. Report cards only include limited data.
3. Report cards are at the institution rather than the program level.
4. Non-university based alternate route programs are not included.
5. For alternate route programs only.
6. University-based programs only; state does not distinguish between alternate route programs and traditional programs in public reporting.

Area 2 Summary

How States are Faring in Expanding the Pool of Teachers

State Area Grades



Topics Included In This Area

- Alternate Routes to Certification
- Part-Time Teaching Licenses
- Licensure Reciprocity

Alternate Routes to Certification

For more information about **MINNESOTA** and other states' alternate routes to certification policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Eligibility Alternate route programs only admit candidates with strong academic records while also providing flexibility for nontraditional candidates.	●
Preparation Alternate route programs provide efficient preparation that is relevant to the immediate needs of new teachers, as well as adequate mentoring and support.	◔
Usage and Providers Alternate routes are free from limitations on usage, and a diversity of providers is allowed.	◕

● Fully meets ◕ Nearly meets ◑ Partially meets ◔ Meets only a small part ○ Does not meet

↑ Progress increased since 2013 ↓ Lost ground since 2013

MINNESOTA Snapshot
Alternate Routes to Certification

Yes	A rigorous academic standard is required for program entry.
Yes	A subject-matter test is required for admission.
Yes	Subject-matter test can be used in lieu of a major to demonstrate content knowledge.
No	A practice teaching opportunity is required prior to becoming teacher of record.
Yes	Intensive mentoring is required to support new teachers.
No	Coursework requirements are streamlined.
No	Coursework requirements are limited to relevant topics.
Yes	Alternate routes are offered without limitation by grades, subjects or geographic areas.
Somewhat	Providers other than institutions of higher education are permitted.

MINNESOTA Alternate Routes to Certification Characteristics

Name of Route(s)	Minnesota authorizes alternative programs, but there is no specific name given to the route
Academic Requirements for Entry	Minimum 3.0 GPA; waivers for this requirement may be granted for candidates meeting specific criteria that have not yet been determined
Subject-Matter Requirements for Entry	Subject-matter exam
Coursework Requirements	Minimum of 200 instructional hours; no specific guidelines about the nature or amount of coursework
Practice Teaching/Mentoring Requirements	Districts required to provide intensive, multi-year mentoring and induction support; no practice teaching opportunity required
Usage	No limit with regard to subject, grade or geographic area
Eligible Providers	School districts, charter schools and nonprofit providers are permitted, but in practice virtually all providers are instituions of higher education

RECOMMENDATIONS TO IMPROVE ALTERNATE ROUTES TO CERTIFICATION POLICIES IN MINNESOTA

- **Ensure that pending waivers for minimum GPA requirements are appropriate.**

  Waiver criteria should offer accommodation to career changers with relevant work experience. 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.

- **Establish coursework guidelines for all alternate route preparation programs.**

  Minnesota should ensure that coursework requirements are manageable and contribute to the immediate needs of new teachers, through exposure to topics like methodology in the content area, classroom management, assessment and scientifically based early reading instruction.

SUMMARY OF ALTERNATE ROUTES TO CERTIFICATION FIGURES

- **Figure 19** Quality of alternate routes
- **Figure 20** Alternate route requirements

Other alternate routes to certification figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Admission requirements (p. 54)
- Minimum GPA for admission (p. 55)
- Flexibility in demonstrating content knowledge (p. 56)
- Preparation requirements (p. 59)
- Diversity of usage and providers (p. 62)
- Providers of alternate route programs (p. 62)

For more information about MINNESOTA's alternate routes to certification policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

RECOMMENDATIONS CONTINUED

- **Ensure that new teachers are not burdened by excessive requirements.**

  While Minnesota is commended for limiting the length of its alternate route programs, the state should ensure that programs do not overburden the new teacher by requiring multiple courses to be taken simultaneously during the school year.

- **Offer opportunities to practice teach.**

  In addition to intensive induction support, Minnesota may want to consider providing its candidates with a practice-teaching opportunity prior to their placement in the classroom.

- **Encourage diversity of alternate route providers.**

  While Minnesota allows schools districts or charter schools to set up alternate routes, in practice the state almost entirely has only approved Institutes of Higher Education (IHE) to provide alternate route preparation programs.

Examples of Best Practice

No state can be singled out for its overall alternate route policies. There are, however, states that offer best practices in individual alternate route policy areas.

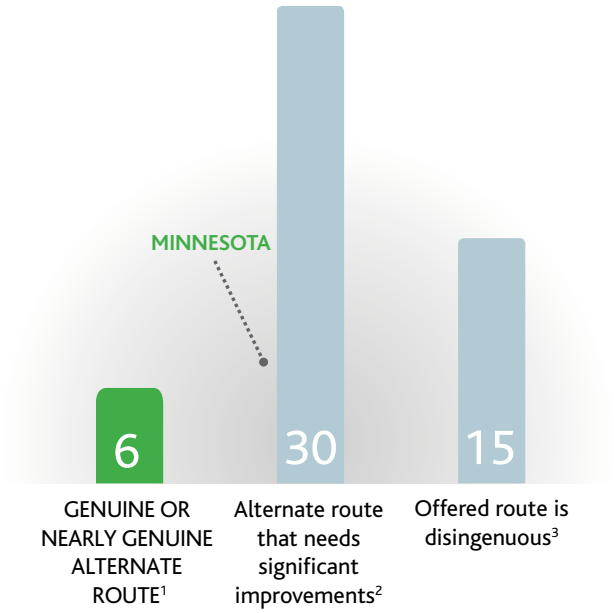
With regard to admissions into alternate routes, the **District of Columbia** and **Michigan** have established a high bar. Both require candidates to demonstrate strong academic performance as a condition of admission with a minimum 3.0 GPA. In addition, neither requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates. Also worthy of note is new policy in **New York** that significantly raises the bar by requiring that all graduate-level teacher preparation programs adopt entrance standards that include a minimum score on the GRE or an equivalent admission exam and a cumulative minimum GPA of 3.0 in the candidate's undergraduate program.

Delaware has policies that help to ensure that alternate routes provide efficient preparation that meets the needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, intensive mentoring and a practice teaching opportunity.

Most states offer alternate routes that are widely available across grades, subjects and geographic areas and permit alternate route providers beyond higher education institutions. NCTQ commends all states that permit both broad usage and a diversity of providers for their alternate routes.

Figure 19

Do states provide real alternative pathways to certification?



1. Strong Practice: Arkansas, Connecticut, Delaware, Florida, New Jersey, Rhode Island
2. Alabama, Arizona, California, Colorado, District of Columbia, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Mexico, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Virginia, Washington, West Virginia
3. Alaska[4], Hawaii, Idaho, Iowa, Kansas, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Oregon, Utah, Vermont, Wisconsin, Wyoming
4. Alaska no longer offers an alternate route to certification.

Figure 20

What are the characteristics of states' alternate routes?

	Prerequisite of strong academic perfomance	Verification of subject-matter knowledge	Availability of test out options	Streamlined coursework	Relevant coursework	Practice teaching	Intensive mentoring	Broad usage	Diversity of providers
Alabama	◪	☐	★	■	■	☐	☐	◪	☐
Alaska	☐	☐	☐	☐	☐	☐	☐	☐	☐
Arizona	☐	☐	★	☐	☐	★	☐	★	★
Arkansas	☐	★	★	★	★	◪	★	◪	★
California	☐	◪	■	☐	☐	☐	★	★	★
Colorado	☐	◪	★	★	☐	☐	☐	★	★
Connecticut	★	■	◪	★	★	★	☐	★	★
Delaware	■	■	☐	★	★	★	★	◪	★
District of Columbia	★	★	★	☐	☐	★	★	★	★
Florida	☐	★	★	■	■	◪	☐	★	★
Georgia	☐	☐	★	★	★	☐	★	★	★
Hawaii	☐	☐	☐	☐	☐	☐	☐	◪	◪
Idaho	☐	◪	☐	☐	☐	☐	☐	☐	◪
Illinois	★	★	☐	☐	☐	☐	☐	★	★
Indiana	■	■	☐	★	☐	☐	☐	★	★
Iowa	☐	☐	☐	★	☐	☐	☐	☐	☐
Kansas	☐	★	☐	☐	☐	☐	☐	☐	☐
Kentucky	◪	◪	◪	◪	◪	☐	★	★	★
Louisiana	☐	★	★	☐	◪	◪	◪	★	★
Maine	☐	★	★	☐	☐	☐	☐	◪	☐
Maryland	☐	☐	◪	☐	★	★	★	★	★
Massachusetts	☐	★	★	☐	★	★	☐	★	★
Michigan	★	★	★	☐	☐	☐	☐	◪	★
MINNESOTA	★	★	★	☐	☐	☐	★	★	◪
Mississippi	☐	★	★	★	★	☐	☐	☐	☐
Missouri	☐	◪	☐	◪	◪	☐	★	◪	◪
Montana	☐	☐	☐	☐	☐	☐	☐	★	☐
Nebraska	☐	☐	☐	★	☐	★	☐	☐	☐
Nevada	☐	☐	★	☐	☐	☐	☐	★	★
New Hampshire	☐	★	☐	☐	☐	☐	☐	★	★
New Jersey	★	★	☐	★	★	☐	★	★	◪
New Mexico	☐	★	☐	◪	◪	★	☐	★	◪
New York	★	★	☐	◪	☐	☐	■	★	★
North Carolina	☐	◪	★	☐	☐	☐	☐	★	★
North Dakota	☐	☐	☐	☐	☐	☐	☐	☐	☐
Ohio	☐	★	★	★	☐	★	☐	★	★
Oklahoma	☐	★	★	★	☐	☐	◪	☐	★
Oregon	☐	◪	☐	☐	☐	☐	☐	☐	☐
Pennsylvania	◪	★	◪	☐	☐	☐	☐	★	★
Rhode Island	★	◪	★	★	☐	★	☐	★	★
South Carolina	☐	★	☐	★	★	◪	★	◪	★
South Dakota	☐	★	☐	◪	◪	◪	☐	☐	☐
Tennessee	☐	☐	★	☐	☐	☐	☐	★	★
Texas	★	☐	★	☐	☐	☐	☐	★	★
Utah	☐	◪	☐	☐	☐	☐	☐	★	☐
Vermont	☐	◪	☐	☐	☐	★	☐	★	☐
Virginia	☐	★	◪	★	◪	◪	◪	★	★
Washington	☐	★	★	☐	☐	☐	★	★	★
West Virginia	☐	★	☐	☐	★	☐	☐	☐	★
Wisconsin	☐	◪	☐	☐	☐	☐	☐	◪	★
Wyoming	☐	☐	☐	☐	☐	☐	☐	☐	☐

◪ For some alternate routes ■ For most or most widely used alternate routes ★ For all alternate routes

For more information about **MINNESOTA** and other states' part-time teaching licenses policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

Part-Time Teaching Licenses

MINNESOTA Ratings

Part-Time Teaching Licenses
A license with minimal requirements is offered that allows content experts to teach part time.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot
Part-Time Teaching Licenses

Somewhat	A part-time license with minimal requirements is available for those with subject-matter expertise.

MINNESOTA Part-Time Teaching Licenses Characteristics

Name of License	Non-licensed Community Expert
Subject-Matter Requirements	District outlines candidate's qualifications to Board of Teaching
Other Requirements	District application to Board of Teaching

RECOMMENDATIONS TO IMPROVE PART-TIME TEACHING LICENSES POLICIES IN MINNESOTA

- **Offer a license that allows content experts to serve as part-time instructors.**

  It is unclear whether the Non-licensed Community Expert serves as a vehicle for individuals with deep subject-area knowl edge to teach a limited number of courses without fulfilling a complete set of certi fication requirements. It appears that this may be the intent of the license; however, state policy does not describe the con ditions of employment, whether it is for part-time or full-time teaching or require ments that candidates must fulfill.

- **Require applicants to pass a subject-matter test.**

  Minnesota should require Non-licensed Community Expert candidates to pass a subject-matter test to ensure expertise in a content area. Only a subject-matter test ensures that Non-licensed Community Expert teachers know the specific content they will need to teach.

Examples of Best Practice

Georgia 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 assigned a mentor.

SUMMARY OF PART-TIME TEACHING LICENSES FIGURES

- **Figure 21** Part-time licenses

For more information about MINNESOTA's part-time teaching licenses policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 21

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

	YES	Restricted or vague license offered	No
Alabama	☐	☐	■
Alaska	☐	■	☐
Arizona	☐	☐	■
Arkansas	■	☐	☐
California	☐	☐	■
Colorado	☐	■	☐
Connecticut	☐	☐	■
Delaware	☐	☐	■
District of Columbia	☐	☐	■
Florida	■	☐	☐
Georgia	■	☐	☐
Hawaii	☐	☐	■
Idaho	☐	☐	■
Illinois	☐	■	☐
Indiana	☐	☐	■
Iowa	☐	☐	■
Kansas	☐	■	☐
Kentucky	■	☐	☐
Louisiana	☐	■	☐
Maine	☐	☐	■
Maryland	☐	☐	■
Massachusetts	☐	☐	■
Michigan	■	☐	☐
MINNESOTA	☐	■	☐
Mississippi	☐	■	☐
Missouri	☐	■	☐
Montana	☐	■	☐
Nebraska	☐	■	☐
Nevada	☐	☐	■
New Hampshire	☐	☐	■
New Jersey	☐	☐	■
New Mexico	☐	☐	■
New York	☐	■	☐
North Carolina	☐	☐	■
North Dakota	☐	■	☐
Ohio	■	☐	☐
Oklahoma	☐	■	☐
Oregon	☐	☐	■
Pennsylvania	☐	■	☐
Rhode Island	☐	☐	■
South Carolina	■	☐	☐
South Dakota	☐	☐	■
Tennessee	■	☐	☐
Texas	■	☐	☐
Utah	■	☐	☐
Vermont	☐	☐	■
Virginia	☐	☐	■
Washington	☐	■	☐
West Virginia	☐	☐	■
Wisconsin	☐	■	☐
Wyoming	☐	☐	■
	10	**16**	**25**

Licensure Reciprocity

For more information about **MINNESOTA** and other states' reciprocity policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Reciprocity
With appropriate safeguards, licenses are fully portable across states, especially for effective teachers.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013 | Bar raised for this goal

MINNESOTA Snapshot
Reciprocity

No	Evidence of effective teaching is required in reciprocity policy.
Yes	Out-of-state teachers may apply for a comparable standard license.
Yes	Out-of-state teachers must meet licensing test requirements.
Yes	No other strings are attached for reciprocity, such as additional coursework or recency requirements.
Yes	Transcript analysis is not explicitly required.
Yes	Alternate route teachers receive equal treatment.

MINNESOTA Reciprocity Characteristics

License Available to Fully Certified Out-of-State Teachers	Professional
Effectiveness Requirements	None
Testing Requirements	Must meet state's testing standards; out-of-state teachers allowed up to four years to meet requirements.
Coursework and/or Recency Requirements	None
Additional Alternate Route Requirements	None

RECOMMENDATIONS TO IMPROVE RECIPROCITY POLICIES IN MINNESOTA

- **Require evidence of effective teaching when determining eligibility for full certification.**

  To facilitate the movement of effective teachers between states, Minnesota should require that evidence of teacher effectiveness, as determined by an evaluation that includes objective measures of student growth, be considered for all out-of-state candidates.

- **Ensure out-of-state teachers meet testing requirements in a timely manner.**

  Although Minnesota requires out-of-state teachers to meet its own testing standards, the state allows up to four years for this important requirement to be met. Minnesota is encouraged to strengthen its policy and not allow a teacher to be in a classroom more than one year without having met the state's testing standards.

SUMMARY OF RECIPROCITY FIGURES

- **Figure 22** Requirements for licensing teachers from other states

Other reciprocity figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Licensure tests (p. 70)
- Evidence of effectiveness (p. 71)
- Traditional versus alternate route requirements (p. 72)

For more information about MINNESOTA's reciprocity policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Examples of Best Practice

Although no state stands out for its overall reciprocity policies, two states are worthy of mention for their connection of reciprocal licensure to evidence of teacher effectiveness. When determining eligibility for full certification, both **Delaware** and **Idaho** consider teacher evaluations from previous employment that include objective measures of student growth. NCTQ also commends **Indiana**, **Massachusetts**, **Mississippi**, **North Carolina**, **Ohio**, **Pennsylvania**, **Rhode Island** and **Texas** for appropriately supporting licensure reciprocity by requiring that certified teachers from other states meet their own testing requirements, and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

Figure 22

What do states require of teachers transferring from other states?

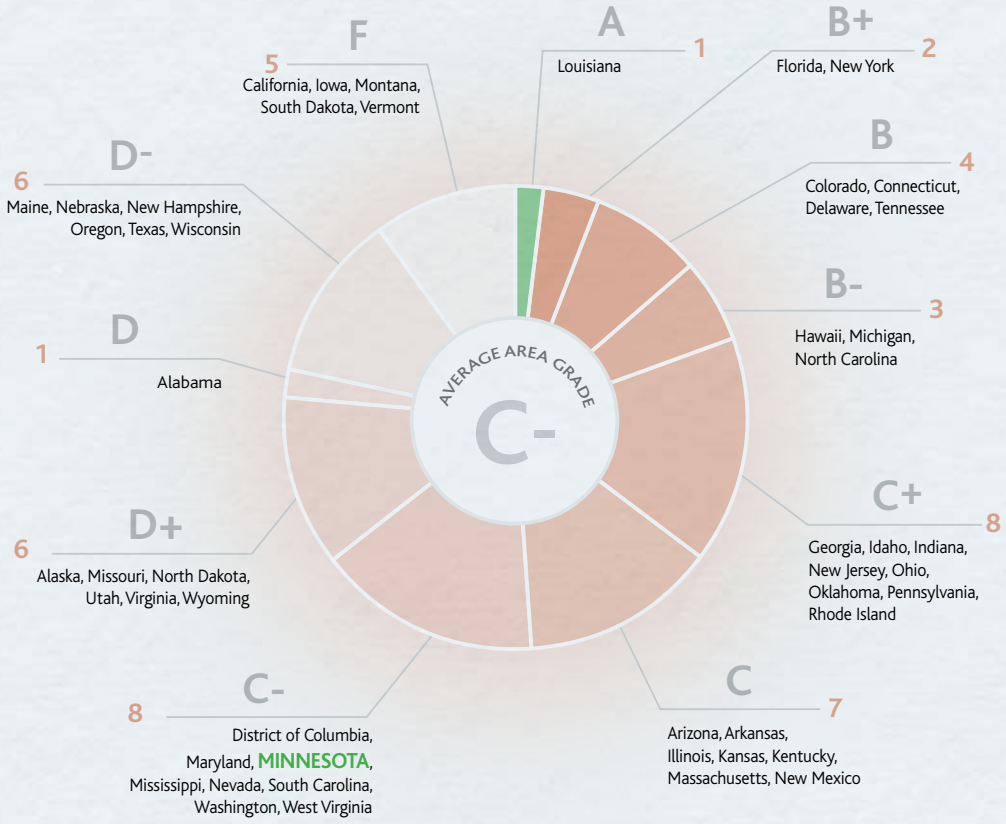
	Evidence of effectiveness	Passage of licensure test	No other obstacles to reciprocity[1]
Alabama	☐	☐	■
Alaska	☐	■[2]	☐
Arizona	☐	☐	■
Arkansas	☐	☐	☐
California	☐	☐	☐
Colorado	☐	☐	☐
Connecticut	☐	☐	☐
Delaware	■	☐	■
District of Columbia	☐	☐	☐
Florida	☐	☐	■
Georgia	☐	☐	☐
Hawaii	☐	☐	■
Idaho	■	☐	☐
Illinois	☐	■	☐
Indiana	☐	■	■
Iowa	☐	■	☐
Kansas	☐	☐	☐
Kentucky	☐	☐	☐
Louisiana	☐	☐	☐
Maine	☐	■	☐
Maryland	☐	☐	■
Massachusetts	☐	■	■
Michigan	☐	☐	☐
MINNESOTA	☐	■	■
Mississippi	☐	■	■
Missouri	☐	☐	■
Montana	☐	☐	☐
Nebraska	☐	■	☐
Nevada	☐	☐	☐
New Hampshire	☐	☐	☐
New Jersey	☐	☐	☐
New Mexico	☐	☐	■
New York	☐	■	☐
North Carolina	☐	■	■
North Dakota	☐	☐	☐
Ohio	☐	■	■
Oklahoma	☐	☐	■
Oregon	☐	☐	☐
Pennsylvania	☐	■	■
Rhode Island	☐	■	■
South Carolina	☐	☐	☐
South Dakota	☐	■	☐
Tennessee	☐	■[3]	■
Texas	☐	■	■
Utah	☐	■	☐
Vermont	☐	☐	☐
Virginia	☐	☐	■
Washington	☐	■	☐
West Virginia	☐	☐	■
Wisconsin	☐	■	☐
Wyoming	☐	☐	☐
	2	**20**	**21**

1. Obstacles include transcript analysis, recency and/or coursework requirements, and additional requirements for teachers certified through alternate routes.
2. Alaska allows up to three years to meet testing requirements.
3. Allows up to three years to submit passing scores.

Area 3 Summary

How States are Faring in Identifying Effective Teachers

State Area Grades



Topics Included In This Area

- State Data Systems
- Teacher Evaluation
- Tenure
- Licensure Advancement
- Equitable Distribution of Teachers

State Data Systems

For more information about **MINNESOTA** and other states' data systems policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

State Data Systems
The state's data system contributes some of the evidence needed to assess teacher effectiveness.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013 | Bar raised for this goal

MINNESOTA Snapshot
State Data Systems

Yes	Use of data system for providing evidence of effectiveness is mandated.
No	Teacher of record is adequately defined.
No	A process is in place for teacher roster verification.
No	Data on teacher production are publicly reported.

MINNESOTA State Data System Characteristics

Teacher Student Data Link	Capacity to connect student identifiers to teacher identifiers and match records over time
Teacher of Record Definition	Not adequately connected to providers of instruction.
Other Characteristics	Ability to connect multiple teachers to a single student
Teacher Production Data/ Hiring Statistics	Not reported

RECOMMENDATIONS TO IMPROVE STATE DATA SYSTEM POLICIES IN MINNESOTA

- **Develop a definition of "teacher of record" that can be used to provide evidence of teacher effectiveness.**

  Minnesota should articulate a definition of teacher of record that reflects instruction.

- **Strengthen data link between teachers and students.**

  Although Minnesota's teacher-student data link can connect more than one educator to a particular student in a given course, the state should put in place a process for teacher roster verification, which is of particular importance for using the data system to provide evidence of teacher effectiveness.

- **Publish data on teacher production.**

  Minnesota should look to Maryland's "Teacher Staffing Report" as a model whose primary purpose is to determine teacher shortage areas, while also identifying areas of surplus.

Examples of Best Practice

Hawaii and **West Virginia** are leaders in using their state data systems to support the identification and supply of effective teachers. Both states have all three elements needed to assess teacher effectiveness, and both states have also developed definitions of teacher of record that reflect instruction. Their data links can connect multiple teachers to a particular student, and there is a process for teacher roster verification. In addition, Hawaii and West Virginia publish teacher production data. **Maryland** remains worthy of mention for its "Teacher Staffing Report," which serves as a model for other states. The report's primary purpose is to determine teacher shortage areas, while also identifying areas of surplus.

SUMMARY OF STATE DATA SYSTEMS FIGURES

- **Figure 23** Using data system elements to assess teacher effectiveness

Other state data systems figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Teacher production data (p. 77)

For more information about MINNESOTA's state data system policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 23

Do states' data systems include elements needed to assess teacher effectiveness?

	Adequate Teacher of Record Definition	Can Connect More Than One Educator to a Student	Teacher Roster Verification
Alabama	■	■	□
Alaska	□	□	□
Arizona	■	■	■
Arkansas	■	■	■
California	□	□	□
Colorado	■	■	□
Connecticut	□	□	□
Delaware	□	■	■
District of Columbia	■	■	■
Florida	■	■	■
Georgia	■	■	■
Hawaii	■	■	■
Idaho	■	■	■
Illinois	□	□	□
Indiana	■	■	■
Iowa	□	□	□
Kansas	■	■	■
Kentucky	■	■	■
Louisiana	■	■	■
Maine[1]	■	□	□
Maryland	■	□	□
Massachusetts	■	■	■
Michigan	■	■	□
MINNESOTA	□	■	□
Mississippi	□	■	■
Missouri	□	■	□
Montana[1]	□	□	□
Nebraska	□	□	□
Nevada[1]	□	□	□
New Hampshire	□	■	■
New Jersey	□	□	□
New Mexico	■	■	■
New York	■	■	■
North Carolina	■	■	■
North Dakota	■	□	■
Ohio	■	■	■
Oklahoma	□	■	■
Oregon	□	□	□
Pennsylvania	■	■	■
Rhode Island	■	■	■
South Carolina	■	□	■
South Dakota[1]	□	□	□
Tennessee	□	■	■
Texas	■	■	□
Utah	□	■	□
Vermont	□	■	□
Virginia	□	■	□
Washington	□	□	□
West Virginia	■	■	■
Wisconsin	■	■	□
Wyoming	■	□	□
	29	**34**	**26**

1. Lacks capacity to connect student identifiers to teacher identifiers and match records over time.

For more information about **MINNESOTA** and other states' teacher evaluation policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

Teacher Evaluation

MINNESOTA Ratings

Evaluation of Effectiveness Instructional effectiveness is the preponderant criterion of any teacher evaluation.	Nearly meets
Frequency of Evaluations All teachers receive annual evaluations.	Partially meets

Fully meets · Nearly meets · Partially meets · Meets only a small part · Does not meet

Progress increased since 2013 · Lost ground since 2013

MINNESOTA Snapshot Teacher Evaluation

Yes	Objective student data is the preponderant or a significant criterion of teacher evaluations.
No	All teachers are evaluated annually.
Somewhat	Multiple observations are required for all teachers.
Yes	More than two rating categories are used.
Yes	New teachers receive feedback early in the school year.
Yes	Surveys (student, parent, peer) are explicitly required or allowed.

MINNESOTA Teacher Evaluation Characteristics

Use of Student Achievement Data in Evaluation	Significant criterion. Value-added assessment model must count for 35 percent of teacher evaluation results.
Types of Required Student Data	For grade levels and subject areas for which value-added data are not available, state or local measures of student growth must be established
Other Required Measures	Teacher practice; student engagment
Number of Rating Categories	3
Frequency of Evaluations	Three-year professional review cycle that includes the following: an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community and at least one summative evaluation. New teachers must be evaluated at least 3 times a year, and the first evaluation must occur within the first 90 days of teaching services.
Number of Observations	Required, but not guaranteed to occur on an annual basis for veteran teachers.
System Structure	State provides framework for district-designed evaluation systems
Surveys (Parent, Student, Peer)	Student surveys explicitly allowed
Evaluator Requirements	Training

RECOMMENDATIONS TO IMPROVE TEACHER EVALUATION POLICIES IN MINNESOTA

- **Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.**

  Minnesota's evaluation system falls short by failing to require that evidence of stu dent learning be the most significant cri terion. The state should strengthen its policy by ensuring a teacher is unable to receive an effective rating if found to be ineffective in the classroom.

Examples of Best Practice

Tennessee requires that objective measures of student growth be the preponderant criterion of all evaluations. All teachers in the state must be evaluated annually, and multiple observations are required, with a postobservation conference scheduled after each to discuss performance. The state's observation schedule ensures that new teachers receive feedback early in the year. Tennessee also requires the use of five performance rating categories.

Idaho, **New Jersey** and **Washington** also require annual evaluations and multiple observations for all teachers, and they ensure that new teachers are observed and receive feedback during the first half of the school year.

For more information about MINNESOTA's teacher evaluation policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

RECOMMENDATIONS CONTINUED

- **Ensure annual review of teacher performance.**

  Minnesota should clarify its requirements regarding the three-year professional review cycle to ensure that a tenured teacher's performance is adequately reviewed, especially for those years when a summative evaluation is not required.

- **Base evaluations on multiple observations.**

  To guarantee that annual evaluations are based on an adequate collection of information, Minnesota should require multiple observations for all teachers.

- **Ensure that classroom observations specifically focus on and document the effectiveness of instruction.**

  Minnesota should ensure that the primary component of a classroom observation be quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective and efficient use of class time.

SUMMARY OF TEACHER EVALUATION FIGURES

- **Figure 24** Use of student learning data
- **Figure 25** Frequency of evaluations

Other teacher evaluation figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Use of surveys (p. 81)
- Rating categories (p. 81)
- State role in evaluations (p. 82)
- Evaluator requirements (p. 83)
- Annual evaluations (p. 85)
- Classroom observation requirements (p. 87)
- Observation frequency (p. 87)
- Timing of observations for new teachers (p. 88)

Figure 24

Do states consider classroom effectiveness as part of teacher evaluations?

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS PREPONDERANT CRITERION	Requires that student achievement/growth is a significant criterion (explicitly defined)	Requires that student achievement/growth is a "significant" criterion without explicit guidelines	Requires some objective evidence of student learning	Student achievement data not required
Alabama	☐	☐	☐	☐	■[1]
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	☐	☐	☐	☐	■[1]
New Jersey	☐	■[2]	☐	☐	☐
New Mexico	■	☐	☐	☐	☐
New York	■	☐	☐	☐	☐
North Carolina	■	☐	☐	☐	☐
North Dakota	☐	☐	☐	■	☐
Ohio	☐	■	☐	☐	☐
Oklahoma	■	☐	☐	☐	☐
Oregon	☐	☐	■	☐	☐
Pennsylvania	■	☐	☐	☐	☐
Rhode Island	☐	■	☐	☐	☐
South Carolina	☐	☐	☐	■	☐
South Dakota	☐	☐	■	☐	☐
Tennessee	■	☐	☐	☐	☐
Texas	☐	☐	☐	☐	■[1]
Utah	☐	☐	☐	■	☐
Vermont	☐	☐	☐	☐	■
Virginia	☐	■[3]	☐	☐	☐
Washington	☐	☐	☐	■	☐
West Virginia	☐	☐	☐	■	☐
Wisconsin	☐	☐	☐	■	☐
Wyoming	☐	☐	☐	■	☐
	16	**11**	**8**	**8**	**8**

1. The state has an ESEA waiver requiring an evaluation system that includes student achievement as a significant factor. However, no specific guidelines or policies have been articulated.
2. In 2014-15, student achievement was 10% of the total evaluation rating; for 2015-16, it is 20%. This appears connected to test transition rather than permanent lowering of student growth percentage.
3. Explicitly defined for 2014-15 school year.

Figure 25

Do states require districts to evaluate all teachers each year?

	Annual evaluation of all veteran teachers	Annual evaluation of all probationary teachers
Alabama	■	■
Alaska	□	■
Arizona	■	■
Arkansas	■	■
California	□	■
Colorado	■	■
Connecticut	■	■
Delaware	■	■
District of Columbia	■	■
Florida	■	■
Georgia	■	■
Hawaii	□	■
Idaho	■	■
Illinois	□	■
Indiana	■	■
Iowa	□	□
Kansas	□	■
Kentucky	□	■
Louisiana	■	■
Maine	□	□
Maryland	■	■
Massachusetts	□	■
Michigan	□	■
MINNESOTA	□	■
Mississippi	■	■
Missouri	□	□
Montana	□	■
Nebraska	□	■
Nevada	■	■
New Hampshire	□	□
New Jersey	■	■
New Mexico	■	■
New York	■	■
North Carolina	■	■
North Dakota	■	■
Ohio	■	■
Oklahoma	□	■
Oregon	□	■
Pennsylvania	■	■
Rhode Island	□	■
South Carolina	□	■
South Dakota	□	■
Tennessee	■	■
Texas	□	■
Utah	■	■
Vermont	□	□
Virginia	□	■
Washington	■	■
West Virginia	■	■
Wisconsin	□	□
Wyoming	■	■
	27	**45**

Tenure

For more information about **MINNESOTA** and other states' tenure policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Tenure
Tenure decisions are based on evidence of teacher effectiveness.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot
Tenure

No	Evidence of effectiveness is the preponderant criterion in tenure decisions.
Somewhat	Tenure is not automatically awarded.
No	Probationary period is at least four years.

MINNESOTA Tenure Characteristics

Consideration of Teacher Effectiveness	At the conclusion of probationary period, the board consults with the peer review committee charged with evaluating the teacher to determine whether to renew the annual contract.
Length of Probationary Period	3 years

RECOMMENDATIONS TO IMPROVE TENURE POLICIES IN MINNESOTA

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

  Minnesota should make evidence of effec tiveness, rather than number of years in the classroom, the most significant factor when determining this leap in profession al standing.

- **Require a longer probationary period.**

  Minnesota should extend its probationary period, ideally to five years. This would allow sufficient time to collect data that adequately reflect teacher performance.

Examples of Best Practice

Colorado, **Connecticut** and **New York** appropriately base tenure decisions on evidence of teacher effectiveness. In Connecticut, tenure is awarded after four years and must be earned on the basis of effective practice as demonstrated in evaluation ratings. Colorado requires ratings of either effective or highly effective for three consecutive years to earn tenure status, which can then be lost with two consecutive years of less-than-effective ratings. New York has extended its probationary period to four years and requires teachers to be rated effective or highly effective for three of those years. All three states require that student growth be the preponderant criterion of teacher evaluations.

SUMMARY OF TENURE FIGURES

- **Figure 26** Tenure and teacher effectiveness
- **Figure 27** Length of probationary period

For more information about MINNESOTA's tenure policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 26

How are tenure decisions made?

	EVIDENCE OF STUDENT LEARNING IS THE PREPONDERANT CRITERION	Some evidence of teacher performance is considered	Virtually automatically	No policy / No tenure
Alabama	☐	☐	■	☐
Alaska	☐	■	☐	☐
Arizona	☐	■	☐	☐
Arkansas	☐	☐	■	☐
California	☐	☐	■	☐
Colorado	■	☐	☐	☐
Connecticut	■	☐	☐	☐
Delaware	■	☐	☐	☐
District of Columbia	☐	☐	■	☐
Florida	■[1]	☐	☐	☐
Georgia	☐	☐	■	☐
Hawaii	■	☐	☐	☐
Idaho	☐	■	☐	☐
Illinois	☐	■	☐	☐
Indiana	☐	■	☐	☐
Iowa	☐	☐	■	☐
Kansas	☐	☐	☐	■[2]
Kentucky	☐	☐	■	☐
Louisiana	■	☐	☐	☐
Maine	☐	☐	■	☐
Maryland	☐	☐	■	☐
Massachusetts	☐	■	☐	☐
Michigan	☐	■	☐	☐
MINNESOTA	☐	☐	■	☐
Mississippi	☐	☐	■	☐
Missouri	☐	☐	■	☐
Montana	☐	☐	■	☐
Nebraska	☐	☐	■	☐
Nevada	☐	■	☐	☐
New Hampshire	☐	☐	■	☐
New Jersey	☐	■	☐	☐
New Mexico	☐	☐	■	☐
New York	■	☐	☐	☐
North Carolina	☐	■[3]	☐	☐
North Dakota	☐	☐	☐	■[4]
Ohio	☐	☐	■	☐
Oklahoma	■[5]	☐	☐	☐
Oregon	☐	☐	■	☐
Pennsylvania	☐	☐	■	☐
Rhode Island	☐	☐	■	☐
South Carolina	☐	■	☐	☐
South Dakota	☐	☐	■	☐
Tennessee	■	☐	☐	☐
Texas	☐	☐	■	☐
Utah	☐	☐	■	☐
Vermont	☐	☐	■	☐
Virginia	☐	■	☐	☐
Washington	☐	■	☐	☐
West Virginia	☐	☐	■	☐
Wisconsin	☐	☐	■	☐
Wyoming	☐	■	☐	☐
	9	**14**	**26**	**2**

1. Florida only awards annual contracts; decisions are connected to effectiveness.
2. Kansas only awards annual contracts; decisions are not connected to effectiveness.
3. North Carolina generally awards only one-year contracts, except that teachers can be awarded a two- or four-year contract if they have "shown effectiveness as demonstrated by proficiency on the evaluation instrument." However, no student growth measures required.
4. No state-level policy.
5. Oklahoma has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

Figure 27

How long before a teacher earns tenure?

	No policy	1 Year	2 Years	3 Years	4 YEARS	5 YEARS	No tenure
Alabama	☐	☐	☐	■	☐	☐	☐
Alaska	☐	☐	☐	■	☐	☐	☐
Arizona	☐	☐	☐	■	☐	☐	☐
Arkansas	☐	☐	☐	■	☐	☐	☐
California	☐	☐	■	☐	☐	☐	☐
Colorado	☐	☐	☐	■	☐	☐	☐
Connecticut	☐	☐	☐	☐	■	☐	☐
Delaware	☐	☐	☐	■	☐	☐	☐
District of Columbia	■	☐	☐	☐	☐	☐	☐
Florida	☐	☐	☐	☐	☐	☐	■[1]
Georgia	☐	☐	☐	■	☐	☐	☐
Hawaii	☐	☐	☐	■	☐	☐	☐
Idaho	☐	☐	☐	■[2]	☐	☐	☐
Illinois	☐	☐	☐	☐	■	☐	☐
Indiana	☐	☐	☐	■	☐	☐	☐
Iowa	☐	☐	☐	■	☐	☐	☐
Kansas	☐	☐	☐	☐	☐	☐	■[3]
Kentucky	☐	☐	☐	☐	■	☐	☐
Louisiana	☐	☐	☐	☐	☐	■	☐
Maine	☐	☐	☐	■	☐	☐	☐
Maryland	☐	☐	☐	■	☐	☐	☐
Massachusetts	☐	☐	☐	■	☐	☐	☐
Michigan	☐	☐	☐	☐	☐	■	☐
MINNESOTA	☐	☐	☐	■	☐	☐	☐
Mississippi	☐	■	☐	☐	☐	☐	☐
Missouri	☐	☐	☐	☐	☐	■	☐
Montana	☐	☐	☐	■	☐	☐	☐
Nebraska	☐	☐	☐	■	☐	☐	☐
Nevada	☐	☐	☐	■	☐	☐	☐
New Hampshire	☐	☐	☐	☐	☐	■	☐
New Jersey	☐	☐	☐	☐	■	☐	☐
New Mexico	☐	☐	☐	■	☐	☐	☐
New York	☐	☐	☐	☐	■	☐	☐
North Carolina	☐	☐	☐	☐	☐	☐	■[4]
North Dakota	■	☐	☐	☐	☐	☐	☐
Ohio	☐	☐	☐	☐	☐	■[5]	☐
Oklahoma	☐	☐	☐	■[6]	☐	☐	☐
Oregon	☐	☐	☐	■	☐	☐	☐
Pennsylvania	☐	☐	☐	■	☐	☐	☐
Rhode Island	☐	☐	☐	■	☐	☐	☐
South Carolina	☐	☐	■	☐	☐	☐	☐
South Dakota	☐	☐	☐	■	☐	☐	☐
Tennessee	☐	☐	☐	☐	☐	■	☐
Texas	☐	☐	☐	■	☐	☐	☐
Utah	☐	☐	☐	■	☐	☐	☐
Vermont	☐	☐	■	☐	☐	☐	☐
Virginia	☐	☐	☐	■[7]	☐	☐	☐
Washington	☐	☐	☐	■[8]	☐	☐	☐
West Virginia	☐	☐	☐	■	☐	☐	☐
Wisconsin	☐	☐	☐	■	☐	☐	☐
Wyoming	☐	☐	☐	■	☐	☐	☐
	2	**1**	**3**	**31**	**5**	**6**	**3**

1. Florida only awards annual contracts.
2. Idaho limits teacher contract terms to one year.
3. Kansas has eliminated due process rights associated with tenure.
4. North Carolina teachers can be awarded a two- or four-year contract if they have "shown effectiveness as demonstrated by proficiency on the evaluation instrument." However, no student growth measures required.
5. In Ohio, teachers must hold an educator license for at least 7 years, and have taught in the district at least 3 of the last 5 years.
6. Oklahoma 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.
7. In Virginia, local school boards may extend up to five years.
8. In Washington, at a district's discretion, a teacher may be granted tenure after the second year if he/she receives one of the top two evaluation ratings.

Licensure Advancement

For more information about **MINNESOTA** and other states' licensure advancement policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Licensure Advancement
Licensure advancement is based on evidence of teacher effectiveness.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot Licensure Advancement

No	Advancement from a probationary to a professional license is based on evidence of teacher effectiveness.
No	Renewal of a professional license is based on evidence of teacher effectiveness.
Somewhat	Other advancement/renewal requirements have a direct connection to classroom effectiveness.
Yes	An advanced degree is not a requirement for license advancement.

MINNESOTA Licensure Advancement Characteristics

Performance Requirements to Advance from a Probationary to Professional License	None
Other Requirements for Advancement	Must complete 125 clock hours of professional development in the following areas: positive behavioral intervention strategies, accomodations and modifications to meet student needs, warning signs for mental illness in children, technology and in-service preparation in scientifically based reading instruction and effective integration of technology with student learning. Must include evidence of work that demonstrates professional reflection and growth in best-teaching practices.
Initial Certification Period	5 years
Performance Requirements to Renew a Professional License	None
Other Requirements for Renewal	Must complete 125 clock hours of professional development in the following areas: positive behavioral intervention strategies, accomodations and modifications to meet student needs, warning signs for mental illness in children, technology and in-service preparation in scientifically based reading instruction and effective integration of technology with student learning. Must include evidence of work that demonstrates professional reflection and growth in best-teaching practices.
Renewal Period	5 years

RECOMMENDATIONS TO IMPROVE LICENSURE ADVANCEMENT POLICIES IN MINNESOTA

- **Require evidence of effectiveness as a part of teacher licensing policy.**
  Minnesota 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. The state's renewal requirement for professional reflection on evidence of effectiveness does not constitute an objec tive measure of teacher effectiveness.

SUMMARY OF LICENSURE ADVANCEMENT FIGURES

- **Figure 28** Evidence of effectiveness for license advancement
- **Figure 29** Advanced degree requirements

Other licensure advancement figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Coursework requirements (p. 96)
- Lifetime licenses (p. 96)

For more information about MINNESOTA's licensure advancement policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

RECOMMENDATIONS CONTINUED

- **Discontinue license requirements with no direct connection to classroom effectiveness.**

  While Minnesota's targeted coursework requirements in accommodations and sci entifically based reading instruction may potentially expand teacher knowledge and improve teacher practice, Minneso ta's other general, nonspecific coursework requirements for license advancement and renewal do not correlate with teacher effectiveness.

Figure 28

Do states require teachers to show evidence of effectiveness before conferring professional licensure?

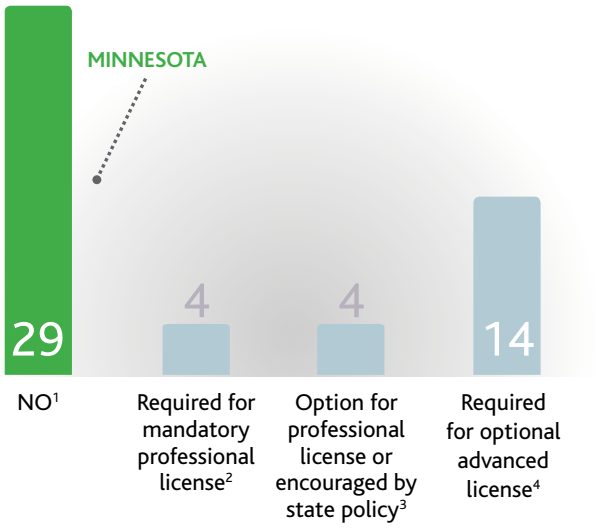
	OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED	Some objective evidence is considered	Consideration given to teacher performance but performance is not tied to classroom effectiveness	Performance not considered
Alabama	☐	☐	☐	■
Alaska	☐	☐	☐	■
Arizona	☐	☐	☐	■
Arkansas	☐	☐	■	☐
California	☐	☐	■	☐
Colorado	☐	☐	☐	■
Connecticut	☐	☐	☐	■
Delaware	■	☐	☐	☐
District of Columbia	☐	☐	☐	■
Florida	☐	☐	☐	■
Georgia	■[1]	☐	☐	☐
Hawaii	☐	☐	■	☐
Idaho	■	☐	☐	☐
Illinois	☐	■[2]	☐	☐
Indiana	☐	☐	■	☐
Iowa	☐	☐	■	☐
Kansas	☐	☐	☐	■
Kentucky	☐	☐	■	☐
Louisiana	■	☐	☐	☐
Maine	☐	☐	■	☐
Maryland	☐	■[3]	☐	☐
Massachusetts	☐	☐	☐	■
Michigan	☐	☐	☐	■[4]
MINNESOTA	☐	☐	☐	■
Mississippi	☐	☐	☐	■
Missouri	☐	☐	☐	■
Montana	☐	☐	☐	■
Nebraska	☐	☐	☐	■
Nevada	☐	☐	☐	■
New Hampshire	☐	☐	■	☐
New Jersey	☐	☐	■	☐
New Mexico	☐	■	☐	☐
New York	☐	☐	☐	■
North Carolina	☐	☐	■	☐
North Dakota	☐	☐	☐	■
Ohio	☐	☐	☐	■
Oklahoma	☐	☐	☐	■
Oregon	☐	☐	☐	■[4]
Pennsylvania	■	☐	☐	☐
Rhode Island	■	☐	☐	☐
South Carolina	☐	☐	■	☐
South Dakota	☐	☐	☐	■
Tennessee	☐	☐	☐	■[5]
Texas	☐	☐	☐	■
Utah	☐	■	☐	☐
Vermont	☐	☐	☐	■
Virginia	☐	☐	☐	■
Washington	☐	☐	■	☐
West Virginia	☐	☐	☐	■
Wisconsin	☐	☐	☐	■
Wyoming	☐	☐	☐	■
	6	**4**	**12**	**29**

Examples of Best Practice

Both **Rhode Island** and **Louisiana** are integrating certification, certification renewal and educator evaluations. In Rhode Island, teachers who receive poor evaluations for five consecutive years are not eligible to renew their licenses. In addition, teachers who consistently receive highly effective ratings are eligible for a special license designation. Louisiana requires its teachers to meet the standard for effectiveness for three years during their initial certification or renewal period to be issued a certificate or have their certificate renewed.

Figure 29

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



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

Equitable Distribution of Teachers

For more information about **MINNESOTA** and other states' equitable distribution of teachers policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Equitable Distribution
Districts' distribution of teacher talent among schools is publicly reported to identify inequities in schools serving disadvantaged students.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot
Equitable Distribution of Teachers

No	School districts must publicly report aggregate school-level data about teacher performance.
No	A school-level teacher-quality index is used to demonstrate the academic backgrounds of a school's teachers and the ratio of new to veteran teachers.
No	School-level data on teacher absenteeism or turnover rates are reported.
Yes	School-level data on percentage of highly qualified teachers are reported.
No	School-level data on percentage of teachers with emergency credentials are reported.

MINNESOTA Equitable Distribution of Teachers Characteristics

Public Reporting of Teacher Effectiveness Data	Not reported
Other Public Reporting Related to Teacher Distribution	Reports percentage of teachers with fewer than three years of experience and the percentage of highly qualified teachers; reported at the school level.

RECOMMENDATIONS TO IMPROVE EQUITABLE DISTRIBUTION OF TEACHERS POLICIES IN MINNESOTA

- **Report school-level teacher effectiveness data.**

  Minnesota should make aggregate school-level data about teacher performance—from an evaluation system based on instructional effectiveness—publicly available.

- **Publish other data that facilitate comparisons across schools.**

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

- **Provide comparative data based on school demographics.**

  Minnesota should provide comparative data for schools with similar poverty and minority populations, as this would yield a more comprehensive picture of gaps in the equitable distribution of teachers.

- **Ensure that ideas outlined in the Equity Plan evolve into state policy.**

  Minnesota's 2015 Equity Plan outlines the state's intention to further report on the equitable distribution of its teachers throughout the state. However, because adherence is voluntary, Minnesota is strongly encouraged to follow through with its public reporting plan.

Examples of Best Practice

Although not awarding "best practice" honors for this topic, NCTQ commends the 13 states that give the public access to teacher performance data aggregated to the school level. This transparency can help shine a light on how equitably teachers are distributed across and within school districts and help to ensure that all students have access to effective teachers.

SUMMARY OF EQUITABLE DISTRIBUTION OF TEACHERS FIGURES

- **Figure 30** Reporting of teacher effectiveness data

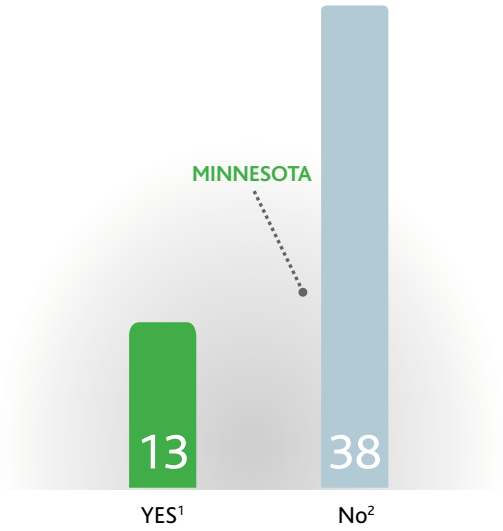
Other equitable distribution of teachers figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Data reporting requirements (p. 99)

For more information about MINNESOTA's equitable distribution of teachers policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 30

Do states require public reporting of school-level data about teacher effectiveness?



1. Strong Practice: Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania

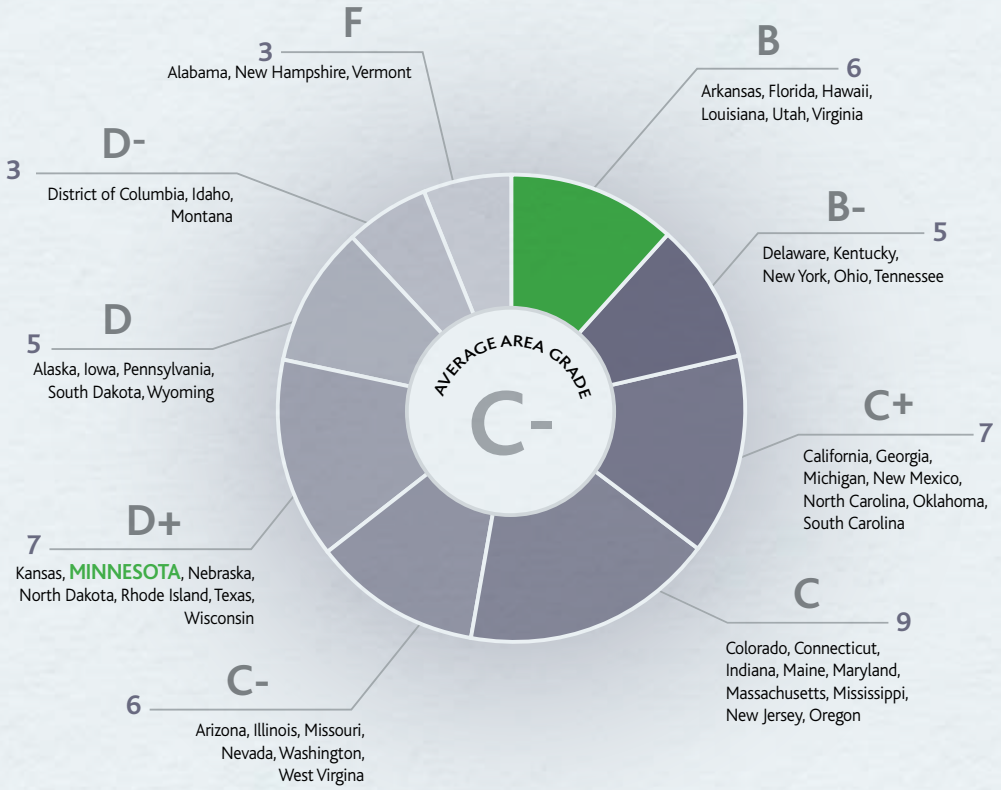
2. Alabama, Alaska, Arizona, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Rhode Island[3], South Carolina, South Dakota, Tennessee, Texas, Utah[3], Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Reports data about teacher effectiveness at the district level.

Area 4 Summary

How States are Faring in Retaining Effective Teachers

State Area Grades



Topics Included In This Area

- New Teacher Induction
- Professional Development
- Compensation

New Teacher Induction

For more information about **MINNESOTA** and other states' new teacher induction policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Induction
Effective induction is available for all new teachers, with special emphasis on teachers in high-need schools.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot New Teacher Induction

No	All new teachers receive mentoring.
No	Mentoring is of sufficient frequency and duration.
No	Mentors are carefully selected.
No	Induction programs are evaluated.
No	Induction programs include a variety of effective strategies.

MINNESOTA New Teacher Induction Characteristics

Induction Program	None
Requirements for Mentor/ New Teacher Contact	Not applicable
Selection Criteria for Mentors	Not applicable
Other Mentor Requirements	Not applicable
Required Induction Strategies Other than Mentoring	Not applicable

RECOMMENDATIONS TO IMPROVE NEW TEACHER INDUCTION POLICIES IN MINNESOTA

- **Ensure that a high-quality mentoring experience is available to all new teachers, especially those in low-performing schools.**

  Minnesota should ensure that all new teachers—and especially any teacher in a low-performing school—receive mentor ing support, especially in the first critical weeks of school.

- **Set specific parameters.**

  To ensure that all teachers receive high-quality mentoring, Minnesota should specify how long the program lasts for a new teacher, who selects the mentors and a method of performance evaluation.

- **Ensure high quality mentors.**

  Minnesota should articulate minimum guidelines for the selection of high-qual ity mentors. Of particular importance is that mentors themselves are effective teachers. Teachers without evidence of effectiveness should not be able to serve as mentors.

- **Require induction strategies that can be successfully implemented, even in poorly managed schools.**

  Minnesota should make certain that induction includes strategies such as intensive mentoring, seminars appropri ate to grade level or subject area and a reduced teaching load and/or frequent release time to observe other teachers.

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.

Arkansas, **Illinois**, **Maryland** and **New Jersey** are also worthy of mention for their requirements related to mentor selection. Arkansas, Illinois and New Jersey require that all mentors must be rated in one of the top two rating categories on their most recent evaluation. Maryland also requires mentors, who are either current or retired teachers, to have obtained effective evaluation ratings.

SUMMARY OF NEW TEACHER INDUCTION FIGURES

- **Figure 31** Quality of induction policies

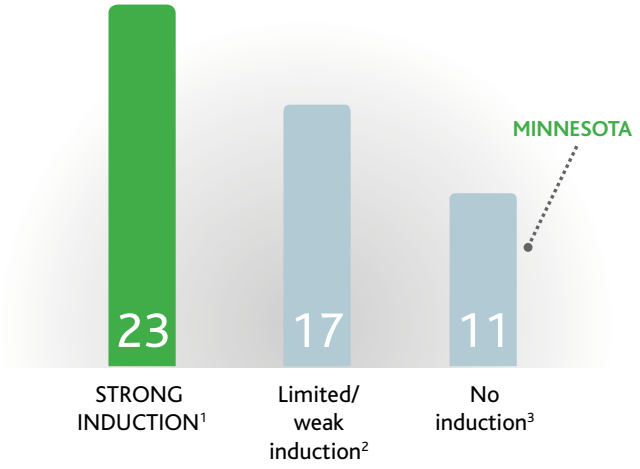
Other new teacher induction figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Elements of induction (p. 104)

For more information about MINNESOTA's new teacher induction policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 31

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



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

For more information about **MINNESOTA** and other states' professional development policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

Professional Development

MINNESOTA Ratings

Professional Development
Teachers receive feedback about their performance, and professional development is based on needs identified through teacher evaluations.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot Professional Development

No	Teachers must receive feedback about their performance from their evaluations.
Yes	Professional development must be aligned with evaluation results.
Yes	Teachers with unsatisfactory/ineffective ratings are placed on improvement plans.

MINNESOTA Professional Development Characteristics

Connection Between Evaluation and Professional Development	Staff development activities must be coordinated with "the evaluation process and teachers' evaluation outcomes."
Evaluation Feedback	Not required
Improvement Plan	Teachers not meeting the evaluation standards must be given "support to improve through a teacher improvement process that includes established goals and timelines."

RECOMMENDATIONS TO IMPROVE PROFESSIONAL DEVELOPMENT POLICIES IN MINNESOTA

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

  Minnesota should require that evaluation systems provide teachers with adequate feedback about strengths and areas that need improvement identified in their eval uations.

Examples of Best Practice

Louisiana and **Massachusetts** require that teachers receive feedback about their performance from their evaluations and direct districts to connect professional development to teachers' identified needs. Both states also require that teachers with unsatisfactory evaluations be placed on structured improvement plans. These improvement plans include specific performance goals, a description of resources and assistance provided, as well as timelines for improvement.

SUMMARY OF PROFESSIONAL DEVELOPMENT FIGURES

- **Figure 32** Connecting teacher evaluation to continuous improvement

Other professional development figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Evaluation feedback (p. 109)
- Evaluations and professional development (p. 109)

For more information about MINNESOTA's professional development policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 32

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

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS	IMPROVEMENT PLANS REQUIRED FOR TEACHERS WITH POOR RATINGS
Alabama	☐	☐	☐
Alaska	☐	☐	■
Arizona	■	■	■[1]
Arkansas	■	■	■[1]
California	■	☐	☐
Colorado	■	■	■
Connecticut	■	■	■
Delaware	■	■	■
District of Columbia	■	■	☐
Florida	■	■	■[1]
Georgia	■	■	■
Hawaii	■	■	■
Idaho	☐	☐	☐
Illinois	■	☐	■[1]
Indiana	■	☐	■
Iowa	☐	☐	☐
Kansas	■	☐	☐
Kentucky	■	■	■[1]
Louisiana	■	■	■
Maine	■	■	■[1]
Maryland	☐	☐	■
Massachusetts	■	■	■
Michigan	■	■	■
MINNESOTA	☐	■	■
Mississippi	■	■	■[1]
Missouri	■	☐	■
Montana	☐	☐	☐
Nebraska	☐	☐	■
Nevada	☐	☐	☐
New Hampshire	☐	☐	☐
New Jersey	■	■	■
New Mexico	■	■	■[1]
New York	■	■	■
North Carolina	■	■	■
North Dakota	■	■	☐
Ohio	☐	■	■
Oklahoma	■	☐	■
Oregon	■	■	■
Pennsylvania	☐	☐	■
Rhode Island	■	■	■
South Carolina	■	■	■
South Dakota	■	■	☐[2]
Tennessee	■	■	☐
Texas	■	☐	☐
Utah	■	■	■
Vermont	☐	☐	☐
Virginia	■	■	■
Washington	■	☐	■
West Virginia	■	■	■
Wisconsin	■	☐	☐
Wyoming	■	■	☐
	38	**31**	**35**

1. Does not require improvement plans for all less-than-effective teachers; just those in the lowest rating category.

2. South Dakota requires improvement plans only for teachers rated unsatisfactory who have been teaching for four years or more.

Compensation

For more information about **MINNESOTA** and other states' compensation policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Pay Scales and Performance Pay While local districts are given the authority over pay scales, performance pay is supported, but in a manner that recognizes its appropriate uses and limitations.	Nearly meets
Differential Pay Differential pay for effective teaching in shortage and high-need areas is supported.	Does not meet
Compensation for Prior Work Experience Districts are encouraged to provide compensation for related prior subject-area work experience.	Does not meet

Fully meets · Nearly meets · Partially meets · Meets only a small part · Does not meet

Progress increased since 2013 · Lost ground since 2013 · Bar Raised for this Goal

MINNESOTA Snapshot
Compensation

Yes	Districts have flexibility to determine pay structure and scales.
Yes	Effective teachers can receive performance pay.
Somewhat	Districts are discouraged from tying compensation to advanced degrees.
No	Teachers can earn additional compensation by teaching shortage subjects.
No	Teachers can earn additional compensation by teaching in high-need schools.
No	Districts are encouraged to provide compensation for related prior subject-area work experience.

MINNESOTA Compensation Characteristics

Authority for Salary Schedule	Controlled by local districts
Performance Pay Initiatives	Local districts may choose to implement an alternative teacher professional pay system, Quality Compensation for Teachers (Q Comp), in which 60 percent of compensation is determined by teacher performance.
Role of Experience and Advanced Degrees in Salary Schedule	Only discouraged for those districts implementing Q Comp
Differential Pay for Shortage Subjects	None
Differential Pay for High-Need Schools	None
Pay for Prior Work Experience	None

RECOMMENDATIONS TO IMPROVE COMPENSATION POLICIES IN MINNESOTA

- **Expand requirement for salary schedule reform to include all districts.**

  Minnesota should require all districts, not just those participating in Q Comp, to emphasize teacher effectiveness in their salary schedules. The state should discour age all districts from basing teacher pay solely on advanced degrees and years of experience.

- **Support differential pay initiatives for effective teachers in both subject-shortage areas and high-need schools.**

  Minnesota should encourage districts to link compensation to district needs. Such policies can help districts achieve a more equitable distribution of teachers.

SUMMARY OF COMPENSATION FIGURES

- **Figure 33** Compensation for performance
- **Figure 34** Compensation for advanced degrees
- **Figure 35** Differential pay

Other compensation figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- State role in teacher pay (p. 112)
- State support for performance pay (p. 114)
- Differential pay for shortage subjects or high-need schools (p. 119)
- Compensation for prior work experience (p. 121)

RECOMMENDATIONS CONTINUED

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

  Minnesota 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.

Examples of Best Practice

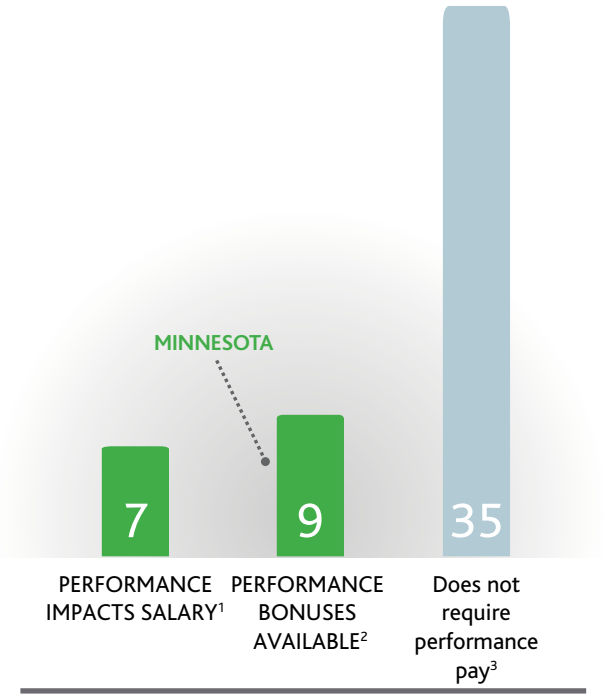
Florida allows local districts to develop their own salary schedules while preventing districts from prioritizing elements not associated with teacher effectiveness. Local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest salary adjustment available. Florida also supports differential pay by providing salary supplements for teachers in both high-need schools and shortage subject areas.

In addition, **Indiana** and **Utah** both articulate compensation policies that reward effective teachers by requiring performance to be the most important factor in deciding a teacher's salary. **Louisiana** supports differential pay by offering up to $3,000 per year, for four years, to teach math, biology, chemistry, physics and special education, and up to an additional $6,000 per year, up to four years, to teach in low-performing schools. **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.

For more information about MINNESOTA's compensation policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 33

Do states ensure pay is structured to account for performance?



1. Strong Practice: Florida, Hawaii, Indiana, Louisiana, Michigan, Nevada, Utah
2. Strong Practice: Arkansas, Delaware, Georgia, Minnesota, Mississippi, Ohio, Oklahoma, South Carolina, Tennessee[4]
3. Alabama, Alaska, Arizona[5], California, Colorado, Connecticut, District of Columbia, Idaho[6], Illinois, Iowa, Kansas, Kentucky[7], Maine, Maryland, Massachusetts, Missouri[8], Montana, Nebraska[7], New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon[7], Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Virginia[7], Washington, West Virginia, Wisconsin, Wyoming
4. A performance component is not required. Districts must differentiate teacher compensation based on at least one of the following criteria: additional roles or responsibilities, hard-to-staff schools or subject areas, and performance based on teacher evaluations.
5. Arizona allocates funds for teacher compensation increases based on performance and employment related expenses; there is no clear requirement for compensation connected to evidence of effectiveness.
6. Idaho does offer a master teacher premium, but it is dependent on years of experience.
7. Performance bonuses are available, but not specifically tied to teacher effectiveness.
8. Performance bonuses are available for teachers in schools deemed "academically deficient."

Figure 34

Do states prevent districts from basing teacher pay on advanced degrees?

	REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES	PROHIBITS ADDITIONAL PAY FOR ADVANCED DEGREES	Leaves pay to district discretion	Requires compensation for advanced degrees
Alabama	☐	☐	☐	■
Alaska	☐	☐	■	☐
Arizona	☐	☐	■	☐
Arkansas	☐	☐	☐	■
California	☐	☐	■	☐
Colorado	☐	☐	■	☐
Connecticut	☐	☐	■	☐
Delaware	☐	☐	☐	■
District of Columbia	☐	☐	■	☐
Florida	■	☐	☐	☐
Georgia	☐	☐	☐	■
Hawaii	☐	☐	☐	■
Idaho	☐	☐	☐	■
Illinois	☐	☐	☐	■
Indiana	■	☐	☐	☐
Iowa	☐	☐	■	☐
Kansas	☐	☐	■	☐
Kentucky	☐	☐	☐	■
Louisiana	☐	■[1]	☐	☐
Maine	☐	☐	■	☐
Maryland	☐	☐	■	☐
Massachusetts	☐	☐	■	☐
Michigan	☐	☐	■	☐
MINNESOTA	☐	☐	■[2]	☐
Mississippi	☐	☐	☐	■
Missouri	☐	☐	■	☐
Montana	☐	☐	■	☐
Nebraska	☐	☐	■	☐
Nevada	☐	☐	■	☐
New Hampshire	☐	☐	■	☐
New Jersey	☐	☐	■	☐
New Mexico	☐	☐	■	☐
New York	☐	☐	■	☐
North Carolina	☐	■[3]	☐	☐
North Dakota	☐	☐	■	☐
Ohio	☐	☐	☐	■
Oklahoma	☐	☐	☐	■
Oregon	☐	☐	■	☐
Pennsylvania	☐	☐	■	☐
Rhode Island	☐	☐	■[4]	☐
South Carolina	☐	☐	☐	■
South Dakota	☐	☐	■	☐
Tennessee	☐	☐	☐	■
Texas	☐	☐	■[5]	☐
Utah	■	☐	☐	☐
Vermont	☐	☐	■	☐
Virginia	☐	☐	■	☐
Washington	☐	☐	☐	■
West Virginia	☐	☐	☐	■
Wisconsin	☐	☐	■	☐
Wyoming	☐	☐	■	☐
	3	**2**	**31**	**15**

Figure 34

1. Louisiana allows districts to set salary schedules based on three criteria: effectiveness, experience and demand. Advanced degrees may be included only as part of demand.
2. Only discouraged for those districts implementing Q Comp.
3. For advanced degrees earned after April 2014.
4. Rhode Island requires local district salary schedules to include teacher "training".
5. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.

Figure 35

Do states provide incentives to teach in high-need schools or shortage subject areas?

	HIGH-NEED SCHOOLS		SHORTAGE SUBJECT AREAS		
	DIFFERENTIAL PAY	Loan forgiveness	DIFFERENTIAL PAY	Loan forgiveness	No support
Alabama	☐	☐	☐	☐	■
Alaska	☐	☐	☐	☐	■
Arizona	☐	☐	☐	☐	■
Arkansas	■	☐	■	☐	☐
California	■	☐	■	☐	☐
Colorado	■	■	☐	■	☐
Connecticut	☐	☐	☐	☐	■
Delaware	■	☐	☐	☐	☐
District of Columbia	☐	☐	☐	☐	■
Florida	■	☐	■	☐	☐
Georgia	■	☐	■	☐	☐
Hawaii	■	☐	☐	☐	☐
Idaho	☐	☐	☐	☐	■
Illinois	☐	■	☐	■	☐
Indiana	☐	☐	☐	☐	■
Iowa	☐	☐	☐	☐	■[1]
Kansas	☐	☐	☐	☐	■
Kentucky	■	☐	■	☐	☐
Louisiana	■	☐	■	☐	☐
Maine	☐	☐	☐	☐	■
Maryland	■[2]	☐	☐	☐	☐
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	☐	☐	☐	☐	■[3]
Tennessee	■	☐	■	☐	☐
Texas	■	☐	☐	☐	☐
Utah	☐	☐	■	☐	☐
Vermont	☐	☐	☐	■	☐
Virginia	■	☐	■	■	☐
Washington	■	☐	■	■	☐
West Virginia	■	■	☐	■	☐
Wisconsin	■	☐	☐	☐	☐
Wyoming	■	☐	☐	☐	☐
	22	**9**	**15**	**12**	**20**

1. Iowa provides state assistance to supplement salaries of teachers in high-need schools.

2. 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.

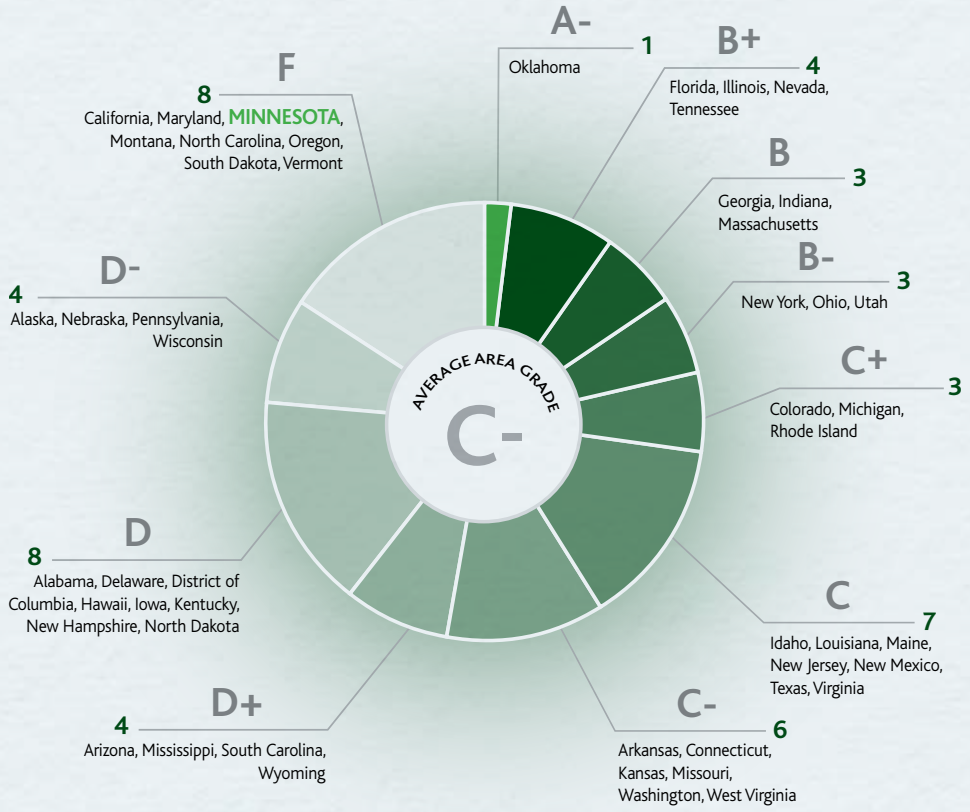
3. South Dakota offers scholarships to teachers in high-need schools.

Area 5 Summary

AREA 5 GRADE F MINNESOTA

How States are Faring in Exiting Ineffective Teachers

State Area Grades



Topics Included In This Area

- Extended Emergency Licenses
- Dismissal for Poor Performance
- Reductions in Force

Extended Emergency Licenses

For more information about **MINNESOTA** and other states' extended emergency license policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Emergency Licenses
Teachers who have not met licensure requirements may not continue teaching.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot
Extended Emergency Licenses

No	Teachers are not granted a license if they do not pass all required subject-matter tests.
No	If emergency licenses are offered, teachers are given no longer than one year to pass all subject-matter tests.

MINNESOTA Extended Emergency License Characteristics

Emergency License	Temporary Limited License; One-year teaching license
Minimum Requirements	Temporary Limited License: Applicants must have "completed a college or university degree with at least a minor in the area for which teacher licensure is requested." One-year Teaching License: "an otherwise qualified candidate who has not yet passed the board-adopted skills exam."
Duration	Temporary Limited License: 1 year One-year Teaching license: 1 year
Renewal Requirements	Temporary Limited License: May be renewed 2 times, teachers must verify that they have taken the skills area examination, and that they are participating in an approved remedial assistance program for support in the test areas that were not passed One-year Teaching license: May be renewed 4 times, renewal requirements unclear

RECOMMENDATIONS TO IMPROVE EXTENDED EMERGENCY LICENSE POLICIES IN MINNESOTA

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

  Permitting individuals who have not yet passed state licensing tests to teach neglects the needs of students, instead extending personal consideration to adults who may not be able to meet minimal state standards.

- **Limit exceptions to one year.**

  There might be limited and exceptional circumstances under which conditional or emergency licenses need to be granted. Minnesota's current policy puts students at risk by allowing teachers to teach on a temporary limited license for three years without passing required licensing tests, especially since the state's policy acknowledges that some of these teachers are permitted to continue teaching despite having failed all or some sections of the required examinations.

Examples of Best Practice

Mississippi, **New Jersey** and **Rhode Island** require all new teachers to pass all required subject-matter tests as a condition of initial licensure.

SUMMARY OF EXTENDED EMERGENCY LICENSES FIGURES

- **Figure 36** Time to pass licensure tests

Other extended emergency licenses figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Emergency licenses (p. 127)

For more information about MINNESOTA's extended emergency licenses policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 36

How long can new teachers practice without passing licensing tests?

	NO DEFERRAL	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	☐	■	☐	☐
Alaska	☐	☐	☐	■
Arizona	☐	☐	☐	■
Arkansas	☐	■	☐	☐
California	☐	☐	■	☐
Colorado	☐	☐	■	☐
Connecticut	☐	■	☐	☐
Delaware	☐	☐	☐	■
District of Columbia	☐	■	☐	☐
Florida	☐	■ [1]	☐	☐
Georgia	☐	■	☐	☐
Hawaii	☐	☐	☐	■
Idaho	■ [2]	☐	☐	☐
Illinois	☐	■	☐	☐
Indiana	☐	☐	☐	■
Iowa	☐	■	☐	☐
Kansas	☐	■	☐	☐
Kentucky	☐	■	☐	☐
Louisiana	☐	☐	☐	■
Maine	☐	☐	☐	■
Maryland	☐	☐	■	☐
Massachusetts	☐	■	☐	☐
Michigan	☐	☐	☐	■
MINNESOTA	☐	☐	☐	■
Mississippi	■	☐	☐	☐
Missouri	☐	☐	☐	■
Montana	☐	☐	☐	■
Nebraska	☐	■	☐	☐
Nevada	■	☐	☐	☐
New Hampshire	☐	☐	☐	■
New Jersey	■	☐	☐	☐
New Mexico	■	☐	☐	☐
New York	■	☐	☐	☐
North Carolina	☐	☐	☐	■
North Dakota	☐	■	☐	☐
Ohio	☐	■	☐	☐
Oklahoma	☐	■	☐	☐
Oregon	☐	☐	☐	■
Pennsylvania	☐	☐	☐	■
Rhode Island	■	☐	☐	☐
South Carolina	■	☐	☐	☐
South Dakota	☐	☐	■	☐
Tennessee	☐	☐	☐	■ [3]
Texas	☐	■	☐	☐
Utah	☐	■	☐	☐
Vermont	☐	☐	■	☐
Virginia	☐	☐	☐	■
Washington	☐	☐	■	☐
West Virginia	■ [2]	☐	☐	☐
Wisconsin	☐	☐	☐	■
Wyoming	☐	■	☐	☐
	9	**18**	**6**	**18**

1. Teachers can have up to two additional years to pass licensing tests in the event of "extraordinary extenuating circumstances."
2. Out-of-state teachers can teach on a non-renewable license until all requirements are met.
3. Tennessee does not offer emergency licenses but candidates for initial practitioner license have three years to pass licensure tests.
4. Permits can be extended without passing licensing tests if districts receive hardship approval.

For more information about **MINNESOTA** and other states' dismissal policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

Dismissal for Poor Performance

MINNESOTA Ratings

Dismissal
Ineffective classroom performance is grounds for dismissal and the process for terminating ineffective teachers is expedient and fair to all parties.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot Dismissal

Somewhat	Teacher ineffectiveness is grounds for dismissal.
No	Terminated teachers have one opportunity to appeal.
No	Appeals process occurs within a reasonable timeframe.
No	The due process rights of teachers dismissed for ineffective performance are different from those facing license revocation.

MINNESOTA Dismissal Characteristics

Dismissal for Ineffectiveness	May be dismissed for "inefficiency" as it pertains to the state's evaluation system, but no explicit definition that ties inefficiency to classroom ineffectiveness
Due Process Rights of Teachers	Same regardless of the grounds for cancellation, which include "inefficiency in teaching; neglect of duty, or persistent violation of school laws, rules, regulations, or directives; conduct unbecoming a teacher which materially impairs the teacher's educational effectiveness; and other good and sufficient grounds rendering the teacher unfit to perform the teacher's duties."
Length of Appeals Process	Multiple opportunities to appeal: After written notice, the teacher has 14 days to file the first appeal. Time frame not specified except that it must be "held upon appropriate and timely notice to the teacher." An appeal for judicial review is possible, but no time frame or procedures are specified.

RECOMMENDATIONS TO IMPROVE DISMISSAL POLICIES IN MINNESOTA

- **Specify that classroom ineffectiveness is grounds for dismissal.**

  Even though Minnesota links "inefficiency in teaching" to its evaluation process, the state should more explicitly define teacher ineffectiveness so that districts have clear parameters for terminating consistently poor performers.

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

  Minnesota should ensure that the opportunity to appeal occurs only once and only at the district level so that a conclusion is 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, Minnesota should differentiate between loss of employment and issues with far-reaching consequences that could permanently affect a teacher's right to practice. Appeals related to effectiveness should only be decided by those with educational expertise.

Examples of Best Practice

New York now allows charges of incompetence against any teacher who receives two consecutive ineffective ratings; charges must be brought against any teacher who receives three consecutive ineffective ratings. Due process rights for teachers dismissed for ineffective performance are distinguishable from those facing other charges, and an expedited hearing is required. For teachers who have received three consecutive ineffective ratings, that timeline must not be longer than 30 days.

SUMMARY OF DISMISSAL FIGURES

- **Figure 37** Dismissal due to ineffectiveness

Other dismissal figures available in the *Yearbook* National Summary at http://www.nctq.org/2015NationalYearbook

- Dismissal appeals (p. 130)

For more information about MINNESOTA's dismissal policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 37

Do states articulate that ineffectiveness is grounds for dismissal?

	Yes, through dismissal and/or evaluation policy	No
Alabama	☐	■
Alaska	■	☐
Arizona	■	☐
Arkansas	■	☐
California	☐	■
Colorado	■	☐
Connecticut	■	☐
Delaware	■	☐
District of Columbia	☐	■
Florida	■	☐
Georgia	■	☐
Hawaii	■	☐
Idaho	■	☐
Illinois	■	☐
Indiana	■	☐
Iowa	☐	■
Kansas	☐	■[1]
Kentucky	☐	■
Louisiana	■	☐
Maine	■	☐
Maryland	☐	■
Massachusetts	■	☐
Michigan	■	☐
MINNESOTA	☐	■
Mississippi	☐	■
Missouri	☐	■
Montana	☐	■
Nebraska	☐	■
Nevada	☐	■[2]
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	■	☐
	28	**23**

1. Kansas has repealed the law that gave tenured teachers who faced dismissal the right to an independent review of their cases.

2. In Nevada, a teacher reverts to probationary status after two consecutive unsatisfactory evaluations, but the state does not articulate that ineffectiveness is grounds for dismissal.

Reductions in Force

For more information about **MINNESOTA** and other states' reductions in force policies, including full narrative analyses, recommendations and state responses, see **http://nctq.org/StatePolicyDashboard**

MINNESOTA Ratings

Reductions in Force
Districts must consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

Fully meets | Nearly meets | Partially meets | Meets only a small part | Does not meet

Progress increased since 2013 | Lost ground since 2013

MINNESOTA Snapshot Reductions in Force

No	Districts must consider classroom performance when determining which teachers are laid off during reductions in force.
No	Seniority cannot be the only/primary factor used to determine which teachers are laid off.

MINNESOTA Reductions in Force Characteristics

Use of Teacher Performance	Performance not considered
Use of Seniority	Must be considered
Other Factors	Tenure status

RECOMMENDATIONS TO IMPROVE REDUCTIONS IN FORCE POLICIES IN MINNESOTA

- **Require that districts consider performance in determining which teachers are laid off during reductions in force.**

  Minnesota can still leave districts flexi bility in determining layoff policies, but it should do so within a framework that ensures that classroom performance is considered.

- **Ensure that seniority is not the only factor used to determine which teachers are laid off.**

  While it is not unreasonable for Min nesota to lay off probationary teach ers before those with tenure, doing so based solely on seniority and without also considering performance risks sac rificing effective teachers while main taining low performers, putting adult interests before student needs.

Examples of Best Practice

Colorado and **Florida** 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.

SUMMARY OF REDUCTIONS IN FORCE FIGURES

- **Figure 38** Layoff criteria

Other reductions in force figures available in the Yearbook National Summary at http://www.nctq.org/2015NationalYearbook

- Performance in layoffs (p. 132)
- Emphasis on seniority in layoffs (p. 133)

For more information about MINNESOTA's reductions in force policies, including detailed recommendations, full narrative analysis and state response, see **http://nctq.org/StatePolicyDashboard**

Figure 38

Do states prevent districts from basing layoffs solely on "last in, first out"?

	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE ONLY FACTOR
Alabama	☐	☐
Alaska	☐	☐
Arizona	☐	■
Arkansas	☐	☐
California	☐	☐
Colorado	■	■
Connecticut	☐	☐
Delaware	☐	☐
District of Columbia	☐	☐
Florida	■	■
Georgia	■	■
Hawaii	☐	☐
Idaho	☐	■
Illinois	■	■
Indiana	■	■
Iowa	☐	☐
Kansas	☐	☐
Kentucky	☐	☐
Louisiana	■	■
Maine	■	■
Maryland	☐	☐
Massachusetts	■	■
Michigan	■	■
MINNESOTA	☐	☐
Mississippi	☐	☐
Missouri	■	■
Montana	☐	☐
Nebraska	☐	☐
Nevada	■	■
New Hampshire	☐	■
New Jersey	☐	☐
New Mexico	☐	☐
New York	☐	☐
North Carolina	☐	☐
North Dakota	☐	☐
Ohio	■	■
Oklahoma	■	■
Oregon	☐	☐
Pennsylvania	☐	☐
Rhode Island	■	■
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	■	■
Texas	■	■
Utah	■	■
Vermont	☐	☐
Virginia	■	■
Washington	■	■
West Virginia	☐	☐
Wisconsin	☐	☐
Wyoming	☐	☐
	19	**22**

Na

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