

2015 State Teacher Policy Yearbook

Arkansas

OVERALL GRADE

B-



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.

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NCTQ PROJECT TEAM

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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.

Arkansas at a Glance

B-

Overall 2015 Yearbook Grade

2013

B-

2011

C

2009

C-

2015 Arkansas Area Goal Scores

AREA 1: Delivering Well-Prepared Teachers

B-

Admission into Teacher Preparation	
Elementary Teacher Preparation	
Elementary Teacher Preparation in Reading Instruction	
Elementary Teacher Preparation in Mathematics	
Early Childhood Teacher Preparation	N/A
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

B-

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

B

Induction	
Professional Development	
Pay Scales and Performance Pay	
Differential Pay	
Compensation for Prior Work Experience	

AREA 5: Exiting Ineffective Teachers

C-

Extended Emergency Licenses	
Dismissal for Poor Performance	
Reductions in Force	

Goal Summary

★ Best Practice: 2 ● Fully Meets: 9 ● Nearly Meets: 7 ● Partially Meets: 4 ● Meets Only a Small Part: 4 ● Does Not Meet: 5

Progress on Goals Since 2013



Progress Increased: 4



Progress Decreased: 0

AREA 1: Delivering Well-Prepared Teachers

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.

Secondary Teacher Preparation

- Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.

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.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

Tenure

- Ensure that evidence of effectiveness is the most important factor in tenure decisions.

Licensure Advancement

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

AREA 4: Retaining Effective Teachers

Compensation

- While leaving districts flexibility to determine their own pay scales, discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- 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

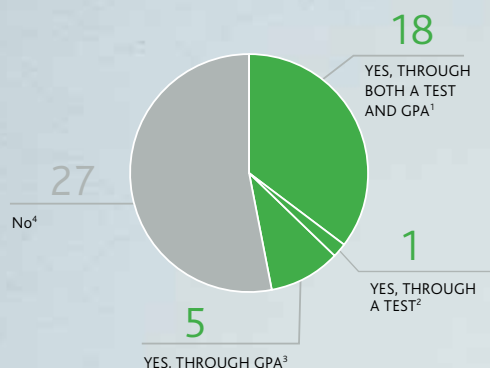
BAR RAISED FOR THIS GOAL



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:

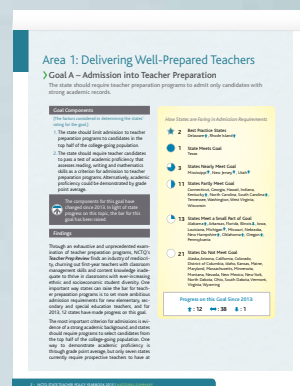


This year's edition of the *State Teacher Policy Yearbook* features a new format for presenting state and national data.

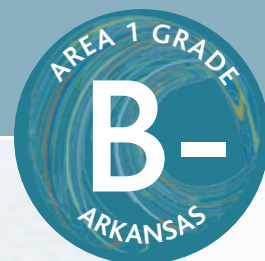
Each state's volume is now summarized to present the most important information about key teacher quality policies in an infographic format. Full narrative versions -- including detailed analyses and recommendations as well as the state response for each policy topic -- can now be found online, using 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.

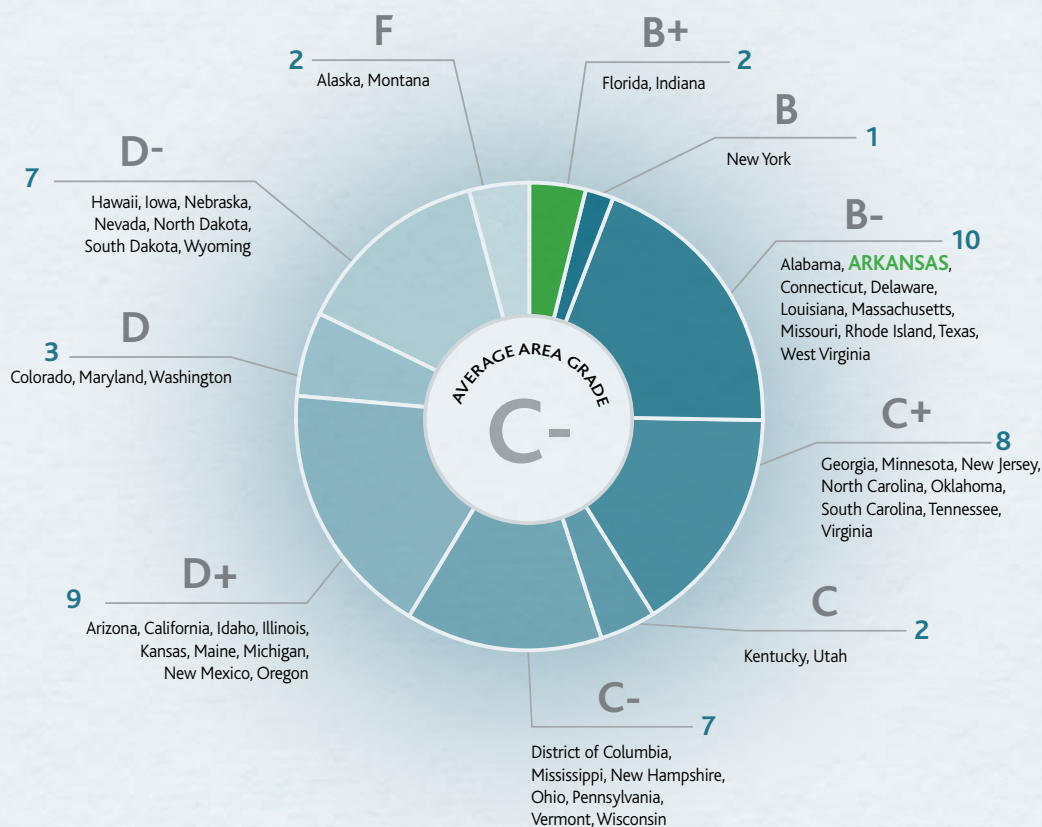


Area 1 Summary



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 ARKANSAS and other states' admission into teacher prep policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

ARKANSAS 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



ARKANSAS Snapshot Admission into Teacher Prep

 Yes

A minimum GPA of 3.0 is required for admission to a teacher preparation program.

 Yes

A test of academic proficiency normed to the college-bound population is required prior to admission to a teacher preparation program.

ARKANSAS Admission into Teacher Prep Characteristics

Test Requirement

Requirement for cohort average above the 50th percentile on admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admissions policy.

GPA Requirement

Required cohort minimum GPA of 3.0 is based on CAEP accreditation standards, not state's own admissions policy.

RECOMMENDATIONS TO IMPROVE ADMISSION INTO TEACHER PREP POLICIES IN ARKANSAS

■ Establish rigorous admission criteria independent of accreditation process.

While the CAEP standards set an admirably high bar for admission to teacher preparation programs, Arkansas should enact its own policy articulating rigorous criteria for admission. Clear state policy would send an unequivocal message to programs about the state's expectations.

■ 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, Arkansas 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

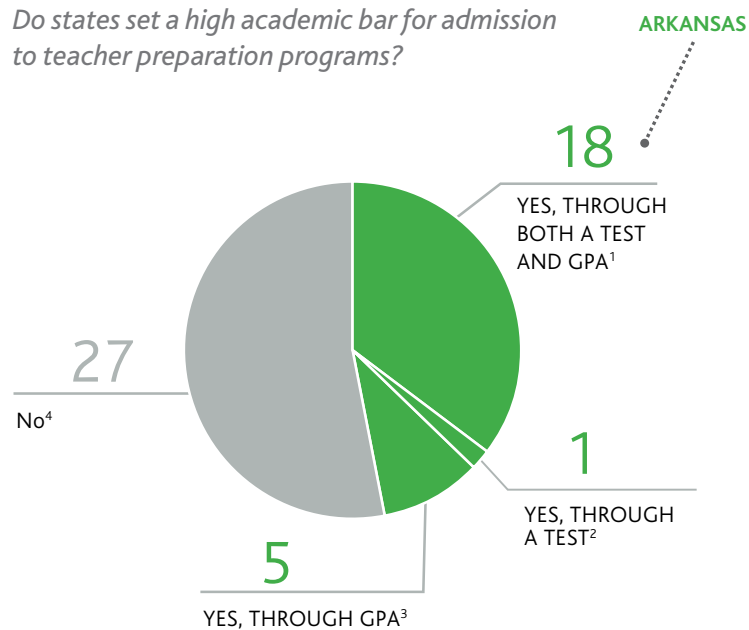
Other admission figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

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

For more information about ARKANSAS'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:** Alabama⁵, Arkansas⁵, Delaware⁶, District of Columbia⁵, Indiana⁵, Louisiana⁵, Michigan⁵, New Jersey⁷, New York⁵, North Carolina⁵, Oklahoma⁵, Oregon⁵, Rhode Island, South Carolina⁵, Tennessee⁵, Utah⁶, Virginia⁵, West Virginia

2. **Strong Practice:** Texas

3. **Strong Practice:** Georgia, Hawaii⁸, Mississippi, Montana, Pennsylvania⁹

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 ARKANSAS and other states' elementary teacher preparation policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Elementary Teacher Preparation

ARKANSAS Ratings

Content Knowledge

New elementary 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.



Mathematics

New elementary teachers have deep knowledge of the math content taught in elementary grades.



Early Childhood

Teachers who can teach elementary grades on an early childhood license are appropriately prepared for the elementary classroom.

N/A

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



ARKANSAS Snapshot Elementary Teacher Preparation



Yes

Content test required for elementary teachers in each of the four core subjects.



No

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.

N/A

Teachers who teach elementary grades on an early childhood license are held to appropriate content and early reading requirements.

ARKANSAS Elementary Teacher Preparation Characteristics

Elementary Licenses	K-6
Content Tests	Praxis II Multiple Subjects (5001)
Science of Reading Requirements	No test required, but science of reading is included in teacher prep standards.
Academic Specialization	Not required
Instructional Shifts Associated with College-and Career-Readiness Standards	Complex informational text: Fully addressed Incorporating literacy into core subjects: Fully addressed Struggling readers: Fully addressed

RECOMMENDATIONS TO IMPROVE ELEMENTARY TEACHER PREPARATION POLICIES IN ARKANSAS

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

Arkansas should require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

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

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

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 ARKANSAS's elementary teacher prep policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

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?

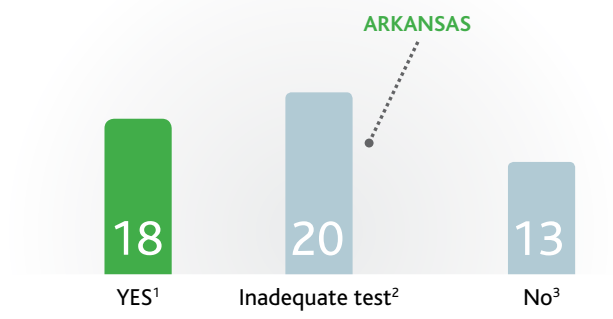
	ELEMENTARY CONTENT TEST WITH SEPARATE PASSING SCORE FOR EACH SUBJECT	Elementary content test with separate passing score for some subjects	Elementary content test with composite score	No test required
Alabama	■	□	□	□
Alaska	□	□	□	■ ¹
Arizona	□	■	□	□
ARKANSAS	■	□	□	□
California	□	■	□	□
Colorado	□	□	■	□
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:** Alabama⁴, California, Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina⁵, Ohio, Oklahoma, Tennessee⁶, 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

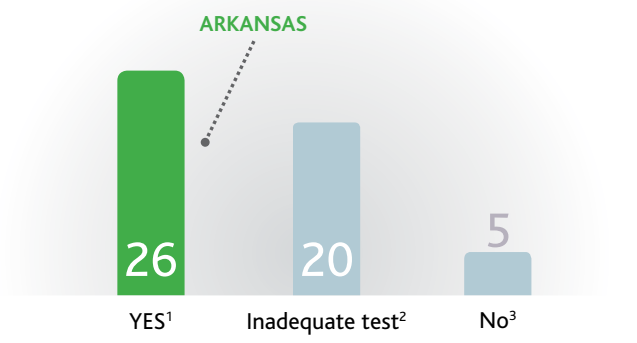
Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	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, Tennessee⁴, Washington, Wisconsin
3. Alaska⁵, Hawaii, Iowa, Montana, Ohio⁶
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

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.

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	☐	☒
Alaska¹	☐	☐
Arizona	☐	☐
ARKANSAS¹	☐	☐
California¹	☐	☐
Colorado	☐	☐
Connecticut	☐	☒
Delaware	☐	☐
District of Columbia	☐	☐
Florida	☒ ²	☒
Georgia¹	☐	☐
Hawaii	☐	☐
Idaho	☐	☐
Illinois	☐	☐
Indiana	☒	☒
Iowa	☐	☐
Kansas	☐	☐
Kentucky¹	☐	☐
Louisiana	☒	☐
Maine	☐	☐
Maryland	☐	☐
Massachusetts	☐	☒
Michigan¹	☐	☐
Minnesota	☐	☒
Mississippi¹	☐	☐
Missouri	☐	☐
Montana¹	☐	☐
Nebraska	☐	☐
Nevada	☐	☐
New Hampshire	☐	☒
New Jersey	☐	☐
New Mexico	☐	☐
New York	☒	☒
North Carolina¹	☐	☐
North Dakota	☐	☐
Ohio¹	☐	☐
Oklahoma	☐	☒
Oregon¹	☐	☐
Pennsylvania¹	☐	☐
Rhode Island	☒ ³	☐
South Carolina	☐	☐
South Dakota	☐	☐
Tennessee	☐	☒ ⁴
Texas¹	☐	☐
Utah	☒ ³	☐
Vermont	☐	☐
Virginia	☒	☒
Washington	☐	☐
West Virginia	☐	☒
Wisconsin	☐	☒
Wyoming	☐	☐
	7	13

For more information about ARKANSAS 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

ARKANSAS 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.



★ Best Practice ● 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



ARKANSAS Snapshot Middle School Teacher Preparation



Yes

Middle school teachers must pass a content test for each subject they are licensed to teach.



Yes

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.

ARKANSAS Middle School Teacher Preparation Characteristics

Middle School Licenses	4-8
Content Tests	Praxis II Middle School single-subject tests
Academic Requirements	Candidates must earn concentrations (18 semester hours) in at least two content areas.
Instructional Shifts Associated with College- and Career-Readiness Standards	Complex informational text: Fully addressed Incorporating literacy into core subjects: Fully addressed Struggling readers: Fully addressed

RECOMMENDATIONS TO IMPROVE MIDDLE SCHOOL TEACHER PREPARATION POLICIES IN ARKANSAS

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

Support implementation of new state standards.

Although Arkansas's required competencies for middle school teachers are commendable, the state is encouraged to strengthen its policy by making certain there is common understanding that the new college- and career-readiness standards require challenging students with texts of increasing complexity and may require shifts in what has been traditionally considered "developmentally appropriate."

- **Adequately align test with state competencies.**

Although Arkansas's middle school teacher competencies are extensive, the testing framework for the state's content assessment does not appear to adequately address the instructional shifts in the use of text required under the new standards. Therefore, Arkansas should be mindful that this test may not measure up to its new standards for teachers in terms of English language arts, or in terms of connecting literacy and text to the other core subject areas.

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 ARKANSAS'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 ARKANSAS and other states' secondary teacher prep policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

ARKANSAS 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.



General Science and Social Studies

Secondary science and social studies teachers know all the subject matter they are licensed to teach.



★ Best Practice ● 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



ARKANSAS Snapshot Secondary Teacher Preparation



Yes

Secondary teachers must pass a content test to teach any single core subject.



Somewhat

Only single-subject science certifications are offered or general science license has appropriate requirements to ensure teachers know each included subject.



No

Only single-subject social studies certifications are offered or general social studies license has appropriate requirements to ensure teachers know each included subject.



Somewhat

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.

ARKANSAS Secondary Teacher Preparation Characteristics

Secondary Licenses	7-12
Content Tests	Praxis II single-subject content test required for initial licensure
General Science License and Testing Requirements	General science not offered. Physical Science license requires content test in physics or chemistry.
General Social Studies License and Testing Requirements	General social studies license offered; requires only general social studies test
Endorsement Requirements	Content tests are required for endorsements; physical science and general social studies endorsements do not require testing of each included subject
Instructional Shifts Associated with College-and Career-Readiness Standards	Complex informational text: Fully addressed Incorporating literacy into core subjects: Fully addressed Struggling readers: Partially addressed

RECOMMENDATIONS TO IMPROVE SECONDARY TEACHER PREPARATION POLICIES IN ARKANSAS

- **Require secondary teachers with umbrella certifications to pass a content test for each discipline they are licensed to teach.**

By allowing general social studies and physical science certifications—and not requiring tests of each subject included in these licenses—Arkansas is not ensuring that these secondary teachers possess adequate subject-specific content knowledge.

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)

RECOMMENDATIONS CONTINUED

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

Support implementation of new state standards.

Although Arkansas's required competencies for secondary teachers are commendable, the state is encouraged to strengthen its policy by making certain there is common understanding that the new college- and career-readiness standards require challenging students with texts of increasing complexity and may require shifts in what has been traditionally considered "developmentally appropriate."

Adequately align test with state competencies.

Although Arkansas's secondary teacher competencies are extensive, the testing framework for the state's content assessment does not appear to adequately address the instructional shifts in the use of text required under the new standards. Therefore, Arkansas should be mindful that this test may not measure up to its new standards for teachers in terms of English language arts, or in terms of connecting literacy and text to the other core subject areas.

Support struggling readers.

Arkansas should articulate more specific requirements ensuring that secondary teachers are prepared to intervene and support students who are struggling.

Examples of Best Practice

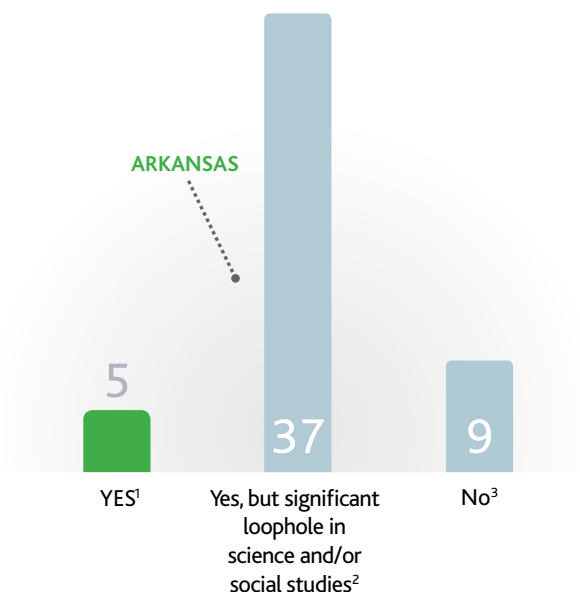
Missouri requires that secondary teacher candidates pass a content test to teach any core secondary subjects. Of particular note, Missouri ensures that its secondary science teachers know the content they teach by taking a dual approach to general secondary science certification. The state offers general 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.

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

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, Tennessee⁴

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 Carolina⁵, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin

3. Alaska⁶, Arizona⁷, 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

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

Special Education Teacher Preparation

ARKANSAS 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



ARKANSAS 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.

ARKANSAS Special Education Teacher Preparation Characteristics

Special Education License(s)	K-12
Content Tests	Not required
Science of Reading Test	No test required, but science of reading is included in teacher prep standards.
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 ARKANSAS

- 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 Arkansas 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 students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

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

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

To ensure that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the subject matter at hand, Arkansas should require a rigorous content test that reports separate passing scores for each content area. Arkansas should also set these passing scores to reflect high levels of performance. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

- **Ensure that secondary special education 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, Arkansas'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 the elementary grades to pass a rigorous assessment in the science of reading instruction.**

Arkansas should require a rigorous reading assessment tool to ensure that special education teacher candidates are adequately prepared in all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

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 ARKANSAS's special education teacher prep policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

RECOMMENDATIONS CONTINUED

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

Arkansas should expand its competencies to guarantee that all special education teachers possess knowledge of the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

- Ensure that new special education teachers are prepared to incorporate literacy skills as an integral part of every subject.

Arkansas should more specifically include literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

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 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 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	■	■	■
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

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

Assessing Professional Knowledge

ARKANSAS 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



ARKANSAS Snapshot Pedagogy



Yes

All new teachers must pass a pedagogy test.

ARKANSAS Pedagogy Characteristics

Pedagogy Test	Praxis
Type of Test	Multiple choice
Teachers Included	All new teachers

RECOMMENDATIONS TO IMPROVE ASSESSING PROFESSIONAL KNOWLEDGE POLICIES IN ARKANSAS

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

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

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.

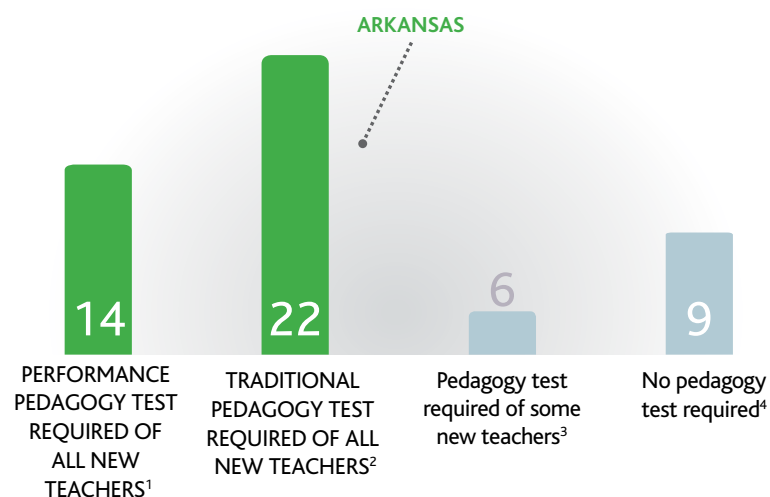
SUMMARY OF ASSESSING PROFESSIONAL KNOWLEDGE FIGURES

- **Figure 15** Pedagogy tests

For more information about ARKANSAS'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, Illinois⁵, Iowa⁶, Massachusetts, Missouri, New Jersey, New York, Oregon, Tennessee⁶, Washington, Wisconsin

2. **Strong Practice:** Alabama, Arizona, Arkansas, District of Columbia, Florida, Indiana, Kansas, Kentucky, Louisiana, Maine, Minnesota, Nevada, New Mexico, North Carolina⁷, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, West Virginia

3. Connecticut, Maryland, Mississippi, Nebraska, Pennsylvania, Utah⁸

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.

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

Student Teaching

ARKANSAS 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



ARKANSAS Snapshot Student Teaching

Yes	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.

ARKANSAS Student Teaching Characteristics

Duration of Student Teaching	A minimum of 12 weeks or 420 clock hours
Selection of Cooperating Teachers Connected to Effectiveness	Cooperating teachers must have been rated at least proficient on their latest Teacher Excellence Support System review
Other Criteria for Selection of Cooperating Teachers	None

RECOMMENDATIONS TO IMPROVE STUDENT TEACHING POLICIES IN ARKANSAS

- As a result of Arkansas's strong student teaching policies, no recommendations are provided.

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 ARKANSAS'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 ARKANSAS 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

ARKANSAS 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



ARKANSAS Snapshot Teacher Prep Program Accountability

	No	Data are collected that connect student achievement gains to teacher preparation programs.
	Somewhat	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.
	No	The state maintains full authority over program approval.

ARKANSAS Teacher Prep Program Accountability Characteristics

Use of Student Achievement Data	None
Other Data Collected	Satisfaction surveys
Performance Standards for Data Collected	None
Program Report Cards	Publicly accessible report cards on state website
Role of National Accreditation	National accreditation is required for program approval

RECOMMENDATIONS TO IMPROVE TEACHER PREP PROGRAM ACCOUNTABILITY POLICIES IN ARKANSAS

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

Arkansas should consider the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching and disaggregated by specific preparation programs. Alabama should report all collected data at the program level for accountability purposes.

■ Gather other meaningful data that reflect program performance.

Arkansas's accountability system should include other objective measures in addition to student growth that show how well programs are preparing teachers for the classroom, such as the number of times, on average, it takes candidates to pass licensing tests and five-year retention rates.

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

- **Establish the minimum standard of performance for each category of data.**
Arkansas should establish precise minimum standards for teacher preparation program performance for each category of data, which programs should be held accountable for meeting.

- **Maintain full authority over the process for approving teacher preparation programs.**

Arkansas should ensure that it is the state that considers the evidence of program performance and makes the decision about whether programs should continue to be authorized to prepare teachers.

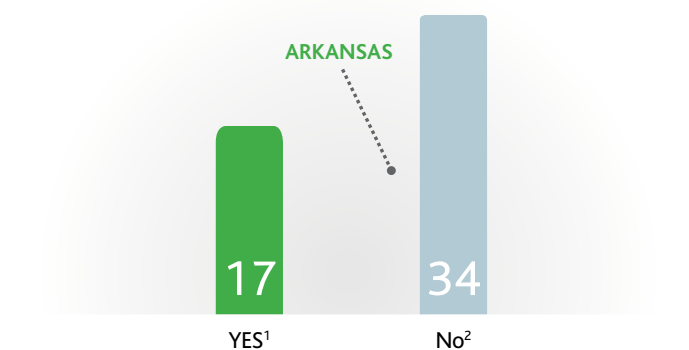
Examples of Best Practice

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 ARKANSAS'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.

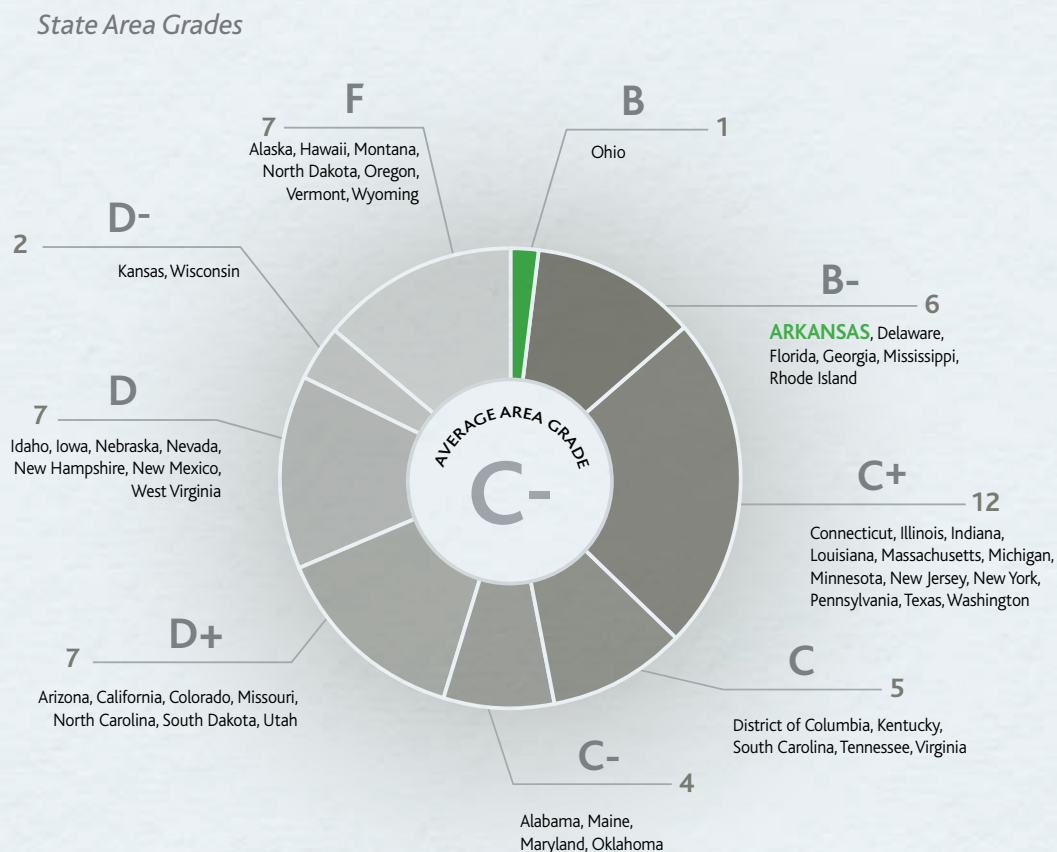
5. For alternate route programs only.

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



Topics Included In This Area

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

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

Alternate Routes to Certification

ARKANSAS 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



ARKANSAS Snapshot Alternate Routes to Certification

	No	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.
	Somewhat	A practice teaching opportunity is required prior to becoming teacher of record.
	Yes	Intensive mentoring is required to support new teachers.
	Yes	Coursework requirements are streamlined.
	Yes	Coursework requirements are limited to relevant topics.
	Somewhat	Alternate routes are offered without limitation by grades, subjects or geographic areas.
	Yes	Providers other than institutions of higher education are permitted.

ARKANSAS Alternate Routes to Certification Characteristics

Name of Route(s)	Arkansas Professional Pathway to Educator Licensure (APPEL); Teacher for America (TFA); Arkansas Teaching Corps (ATC)
Academic Requirements for Entry	APPEL: minimum GPA of 2.70 overall or 2.9 in the last 60 credit hours of coursework; exemptions for individuals who have at least 15 years of work experience and meet certain other conditions; TFA: no state-level requirements; ATC: 2.75 minimum GPA
Subject-Matter Requirements for Entry	Subject-matter exam required for all routes.
Coursework Requirements	APPEL: 15 one-day instructional modules during the summer and once monthly during the school year; modules cover classroom management, developing and meeting goals and objectives for P-12 student learning, lesson planning/curriculum and mapping/developing thematic units of learning and curriculum alignment; TFA and ATC: intensive summer training
Practice Teaching/Mentoring Requirements	APPEL: Mentors are assigned within three weeks of candidate's first contract day of the school year and work with candidates for two years; mentors assist in implementing the goals in each APPEL candidate's Professional Growth Plan, in identifying candidates' strengths and weaknesses, in procuring resources and identifying professional development opportunities; no practice teaching opportunity required. TFA and ATC: mentoring and practice teaching opportunity required
Usage	APPEL: restricted to Middle Childhood Grades 4-8 or Secondary 7-12; TFA and ATF: no limitations
Eligible Providers	Diverse providers allowed

RECOMMENDATIONS TO IMPROVE ALTERNATE ROUTES TO CERTIFICATION POLICIES IN ARKANSAS

■ Increase academic requirements for admission.

Arkansas should require that candidates to its alternate routes provide some evidence of good academic performance, such as a GPA of 3.0 or higher or taking the GRE.

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 ARKANSAS's alternate routes to certification policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

RECOMMENDATIONS CONTINUED

■ Offer flexibility in fulfilling coursework requirements.

Arkansas should allow candidates who already have the requisite knowledge and skills to demonstrate such by passing a rigorous test. In the case of the Arkansas history coursework, it seems likely that candidates may already be highly knowledgeable about the subject matter and, if so, should be provided the option of passing a test rather than completing coursework.

■ Offer opportunities to practice teach.

Arkansas may want to consider providing all its candidates with a practice-teaching opportunity prior to their placement in the classroom.

■ Allow the use of alternate routes without grade limitations.

Arkansas should reconsider grade-level restrictions on its alternate route. Alternate routes should not be programs of last resort for hard-to-staff subjects, grade levels or geographic areas, but rather a way to expand the teacher pipeline throughout the state.

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.

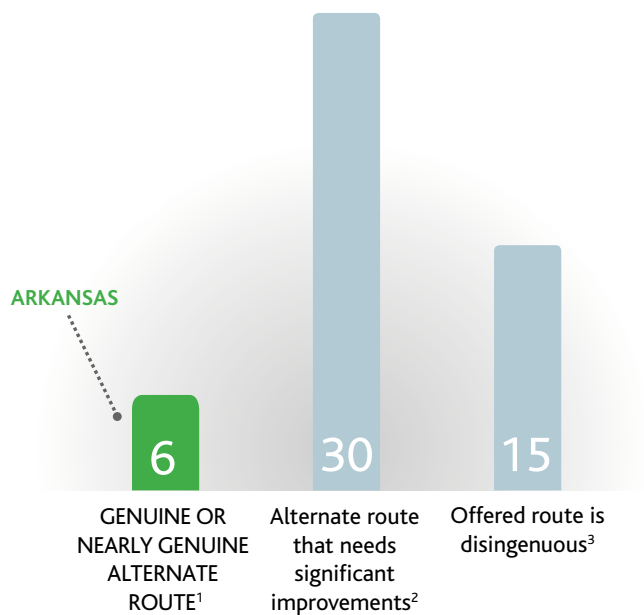
With regard to admissions into alternate routes, the **District of Columbia** and **Michigan** have established a high bar. Both require candidates to demonstrate strong academic performance as a condition of admission with a minimum 3.0 GPA. In addition, neither requires a content-specific major; subject-area 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. Alaska⁴, 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 PERFORMANCE	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 ARKANSAS 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

ARKANSAS 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



ARKANSAS Snapshot Part-Time Teaching Licenses



Yes

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

ARKANSAS Part-Time Teaching Licenses Characteristics

Name of License	Provisional Professional Teaching License
Subject-Matter Requirements	Bachelor's degree with a minimum of three years' relevant work experience and must pass content-knowledge exams in the subject area to be taught
Other Requirements	Complete 24 hours of training in pedagogy

RECOMMENDATIONS TO IMPROVE PART-TIME TEACHING LICENSES POLICIES IN ARKANSAS

- As a result of Arkansas's strong part-time teaching licenses policy, no recommendations are provided.

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 ARKANSAS'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

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

Licensure Reciprocity

ARKANSAS 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



ARKANSAS Snapshot Reciprocity

	No	Evidence of effective teaching is required in reciprocity policy.
	Yes	Out-of-state teachers may apply for a comparable standard license.
	No	Out-of-state teachers must meet licensing test requirements.
	No	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.

ARKANSAS Reciprocity Characteristics

License Available to Fully Certified Out-of-State Teachers	Standard
Effectiveness Requirements	None
Testing Requirements	May submit passing scores on tests from the licensing state; a waiver is available for candidates who submit proof of at least three years' teaching experience.
Coursework and/or Recency Requirements	Must complete either three college credit hours in Arkansas history or a 45-hour professional development piece, if the licensure area is elementary or social studies. No test-out option available. Documentation of the following professional development training must also be submitted: parental involvement, child maltreatment, teen suicide awareness and prevention, and dyslexia.
Additional Alternate Route Requirements	None

RECOMMENDATIONS TO IMPROVE RECIPROCITY POLICIES IN ARKANSAS

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

To facilitate the movement of effective teachers between states, Arkansas 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.

- **To uphold standards, require that teachers coming from other states meet testing requirements.**

Arkansas should insist that out-of-state teachers meet its own testing requirements, and it should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own 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 ARKANSAS's reciprocity policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

RECOMMENDATIONS CONTINUED

- Offer a standard license to certified out-of-state teachers, absent unnecessary requirements.

Although the state's Arkansas history coursework requirement is reasonable, it should offer out-of-state teachers a test-out option.

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?

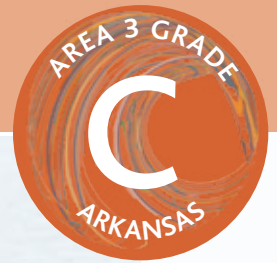
	EVIDENCE OF EFFECTIVENESS	PASSAGE OF LICENSURE TEST	NO OTHER OBSTACLES TO RECIPROCITY ¹
Alabama	☐	☐	☒
Alaska	☐	☒ ²	☐
Arizona	☐	☐	☒
ARKANSAS	☐	☐	☐
California	☐	☐	☐
Colorado	☐	☐	☐
Connecticut	☐	☐	☐
Delaware	☒	☐	☒
District of Columbia	☐	☐	☐
Florida	☐	☐	☒
Georgia	☐	☐	☐
Hawaii	☐	☐	☒
Idaho	☒	☐	☐
Illinois	☐	☒	☐
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.

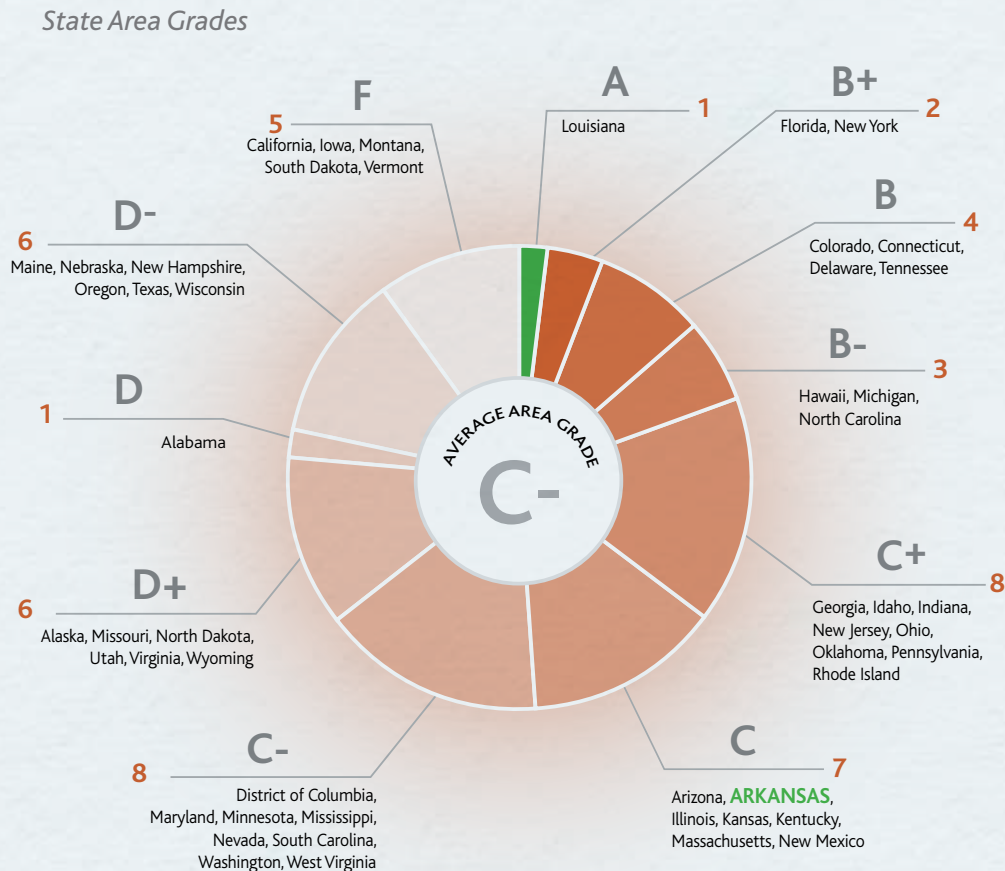
2. Alaska allows up to three years to meet testing requirements.

3. Allows up to three years to submit passing scores.

Area 3 Summary



How States are Faring in Identifying Effective Teachers



Topics Included In This Area

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

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

State Data Systems

ARKANSAS 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



ARKANSAS Snapshot State Data Systems

 Yes	Use of data system for providing evidence of effectiveness is mandated.
 Yes	Teacher of record is adequately defined.
 Yes	A process is in place for teacher roster verification.
 Somewhat	Data on teacher production are publicly reported.

ARKANSAS 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	The individual who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures; explicitly linked to evaluation policy.
Other Characteristics	Roster verification; Ability to connect multiple teachers to a single student
Teacher Production Data/ Hiring Statistics	Publishes preparation performance reports, which include some information on teacher production, but no connection is made between these data and district-level hiring statistics.

RECOMMENDATIONS TO IMPROVE STATE DATA SYSTEM POLICIES IN ARKANSAS

■ Connect supply data to district hiring statistics.

Arkansas should strengthen its data collection practices by connecting program completion and licensure rates to district hiring statistics and using these data to inform policy decisions.

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 ARKANSAS'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 ARKANSAS and other states' teacher evaluation policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Teacher Evaluation

ARKANSAS Ratings

Evaluation of Effectiveness

Instructional effectiveness is the preponderant criterion of any teacher evaluation.



Frequency of Evaluations

All teachers receive annual evaluations.



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

Progress increased since 2013
 Lost ground since 2013



ARKANSAS Snapshot Teacher Evaluation

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

ARKANSAS Teacher Evaluation Characteristics

Use of Student Achievement Data in Evaluation	Significant criterion. Student data acts as a trigger to alter the rating if there is a discrepancy between the performance of the teacher and the performance of students.
Types of Required Student Data	Artifacts must represent output from one or more of the following: lesson plans; self-directed or collaborative research; participation in professional development; contributions to parent, community or professional meetings; or classroom, district-level, state-level or national assessments. External assessment measures must be considered.
Other Required Measures	Observations
Number of Rating Categories	4
Frequency of Evaluations	Annual for all teachers. Nonprobationary teachers have summative evaluations once every 4 years, but interim appraisals conducted during in-between years include measures of student growth.
Number of Observations	Summative evaluations require a formal (announced) and informal observation.
System Structure	State provides criteria for district-designed evaluation systems
Surveys (Parent, Student, Peer)	Student and parent surveys are explicitly allowed.
Evaluator Requirements	Training; certification

RECOMMENDATIONS TO IMPROVE TEACHER EVALUATION POLICIES IN ARKANSAS

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

Arkansas's requirement of student growth falls short by failing to require that evidence of student learning be the most significant criterion. 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.

RECOMMENDATIONS CONTINUED

- **Base evaluations on multiple observations.**

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

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

Arkansas should articulate guidelines that focus classroom observations on the quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective and efficient use of class time.

- **Ensure that new teachers are observed and receive feedback early in the school year.**

Arkansas should ensure that its new teachers get the support they need, and that supervisors know early on which new teachers may be struggling or at risk for unacceptable levels of performance.

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)

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

Figure 24

Do states consider classroom effectiveness as part of teacher evaluations?

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH 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

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

Tenure

ARKANSAS 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



ARKANSAS Snapshot Tenure

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

ARKANSAS Tenure Characteristics

Consideration of Teacher Effectiveness	Evidence of effectiveness not considered
Length of Probationary Period	3 years; may extend 1 year

RECOMMENDATIONS TO IMPROVE TENURE POLICIES IN ARKANSAS

- **End the automatic awarding of tenure.**
The decision to grant tenure should be a deliberate one, based on consideration of a teacher's commitment and actual evidence of classroom effectiveness.
- **Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.**
Arkansas should make evidence of effectiveness, rather than number of years in the classroom, the most significant factor when determining this leap in professional standing.
- **Articulate a process that local districts must administer when deciding which teachers get tenure.**
Arkansas should require a clear process, such as a hearing, to ensure that the local district reviews a teacher's performance before making a determination regarding tenure.
- **Require a longer probationary period.**
Arkansas 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 ARKANSAS'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
ARKANSAS and other states'
licensure advancement policies,
including full narrative analyses,
recommendations and state
responses, see
<http://nctq.org/StatePolicyDashboard>

ARKANSAS 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



ARKANSAS 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.

ARKANSAS Licensure Advancement Characteristics

Performance Requirements to Advance from a Probationary to Professional License	None
Other Requirements for Advancement	Must obtain 36 hours of professional development annually; hours must include the professional development required in the professional growth plan under evaluation system.
Initial Certification Period	5 years
Performance Requirements to Renew a Professional License	None
Other Requirements for Renewal	Must obtain 36 hours of professional development annually; hours must include the professional development required in the professional growth plan under evaluation system.
Renewal Period	5 years

RECOMMENDATIONS TO IMPROVE LICENSURE ADVANCEMENT POLICIES IN ARKANSAS

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

Although professional development credits must include the professional development required by the evaluation system, Arkansas should strengthen its policy and directly link renewal to effective evaluation ratings.

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

While targeted requirements may potentially expand teacher knowledge and improve teacher practice, Arkansas leaves the door open for general, nonspecific coursework when it comes to fulfilling the professional development requirement.

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.

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 ARKANSAS's licensure advancement policies, including detailed recommendations, full narrative analysis and state response, see <http://nctq.org/StatePolicyDashboard>

Figure 28

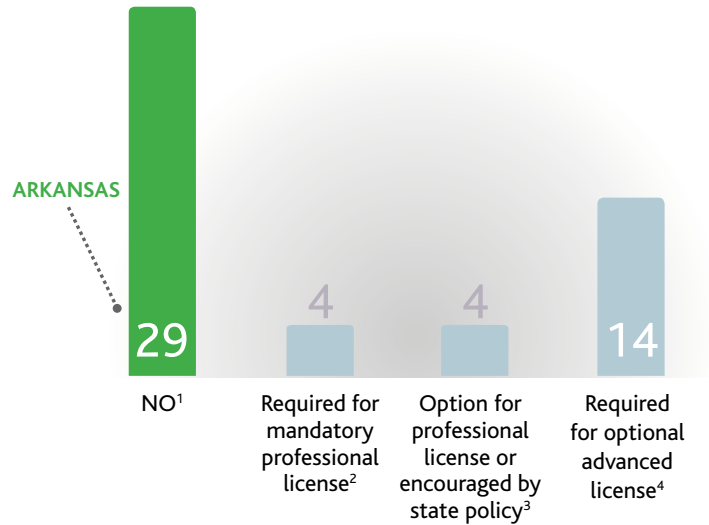
Do states require teachers to show evidence of effectiveness before conferring professional licensure?

	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

1. Georgia does not require evidence of effectiveness for each year of renewal period.
2. Illinois allows revocation of licenses based on ineffectiveness.
3. Uses objective evidence for advancement, not renewal.
4. An optional license requires evidence of effectiveness.
5. Teachers have the option of using evaluation ratings as a factor in license advancement or renewal.

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

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

Equitable Distribution of Teachers

ARKANSAS 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



ARKANSAS Snapshot Equitable Distribution of Teachers

	Yes	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.
	Yes	School-level data on percentage of teachers with emergency credentials are reported.

ARKANSAS Equitable Distribution of Teachers Characteristics

Public Reporting of Teacher Effectiveness Data	Beginning with the 2017-2018 school year, schools must report the total number of teachers "identified as proficient or above" under the evaluation system.
Other Public Reporting Related to Teacher Distribution	Reports percentage of teachers on emergency credentials and the percentage of highly qualified teachers for each school. Compares the percentage of highly qualified teachers in high- and low-poverty schools statewide.

RECOMMENDATIONS TO IMPROVE EQUITABLE DISTRIBUTION OF TEACHERS POLICIES IN ARKANSAS

- As a result of Arkansas's strong equitable distribution policies, no recommendations are provided.

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

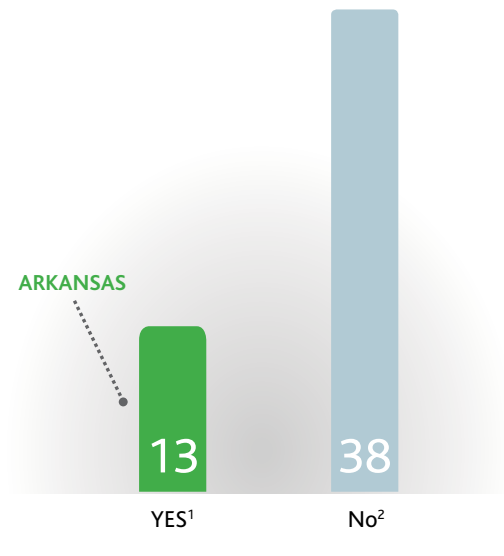
Other equitable distribution of teachers figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Data reporting requirements (p. 99)

For more information about ARKANSAS'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?

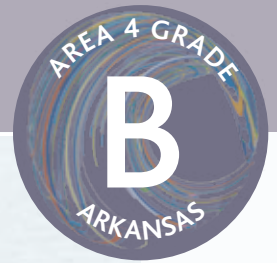


1. **Strong Practice:** Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania

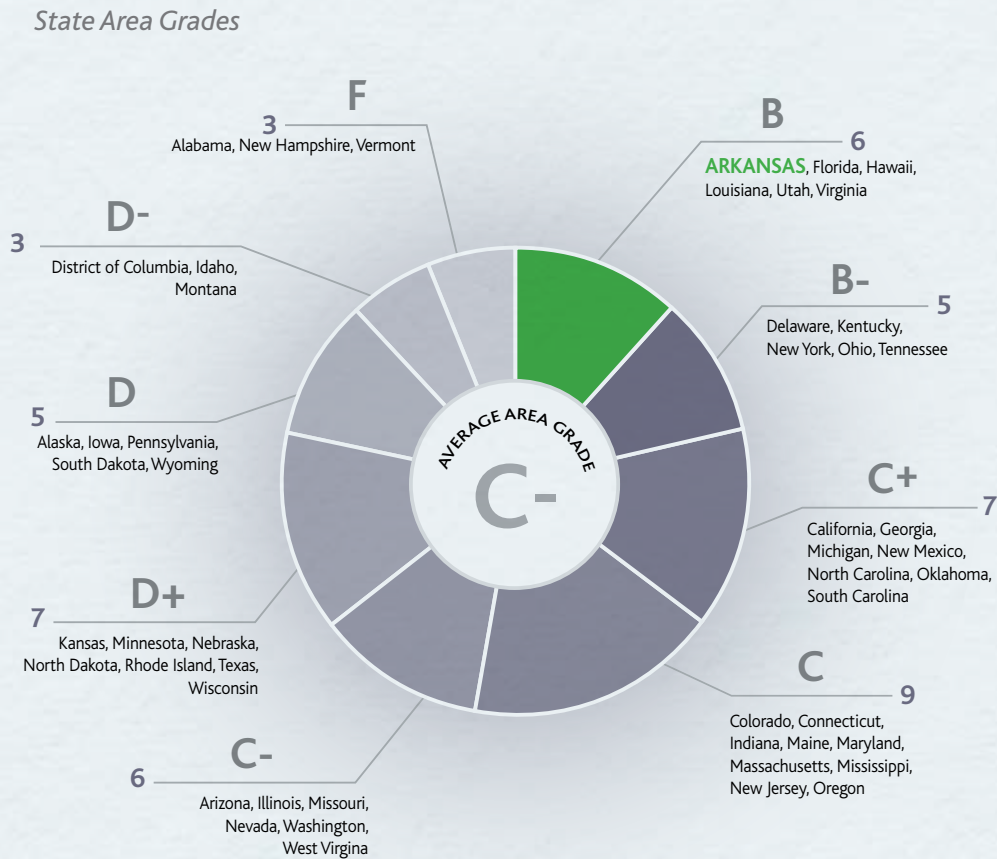
2. Alabama, Alaska, Arizona, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Rhode Island³, South Carolina, South Dakota, Tennessee, Texas, Utah³, 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



Topics Included In This Area

- New Teacher Induction
- Professional Development
- Compensation

New Teacher Induction

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

ARKANSAS 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



ARKANSAS Snapshot New Teacher Induction

Yes	All new teachers receive mentoring.
Yes	Mentoring is of sufficient frequency and duration.
Yes	Mentors are carefully selected.
Yes	Induction programs are evaluated.
Yes	Induction programs include a variety of effective strategies.

ARKANSAS New Teacher Induction Characteristics

Induction Program	Every new teacher is paired with a mentor within three weeks of hire.
Requirements for Mentor/ New Teacher Contact	State mentoring program outlines extensive contact time between mentors and novice teachers.
Selection Criteria for Mentors	Proficient or the equivalent rating on teacher evaluations; 3 years teaching experience
Other Mentor Requirements	Subject matter and grade level receive priority; Mentors must be trained
Required Induction Strategies Other than Mentoring	Release time for mentor and novice teacher to meet; classroom observations; professional development

RECOMMENDATIONS TO IMPROVE NEW TEACHER INDUCTION POLICIES IN ARKANSAS

- As a result of Arkansas's strong induction policies, no recommendations are provided.

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

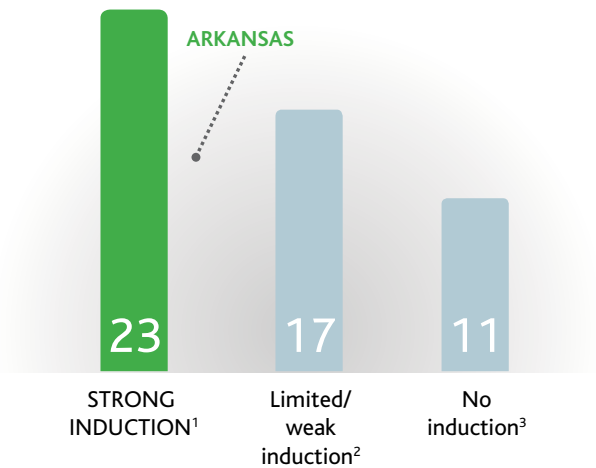
Other new teacher induction figures available in the *Yearbook National Summary* at <http://www.nctq.org/2015NationalYearbook>

- Elements of induction (p. 104)

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

Professional Development

ARKANSAS 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



ARKANSAS Snapshot Professional Development



Yes

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.

ARKANSAS Professional Development Characteristics

Connection Between
Evaluation and Professional
Development

Professional learning plan is required to "clearly link" professional development activities and the teacher's individual professional learning needs as identified in the evaluation.

Evaluation Feedback

Evaluations must provide "feedback that the teacher can use to improve teaching skills and student learning."

Improvement Plan

Teachers with an unsatisfactory rating in any one entire evaluation domain must be placed in "intensive support status." Teachers with an unsatisfactory or basic rating in a majority of components in an evaluation domain may be placed in "intensive support status."

RECOMMENDATIONS TO IMPROVE PROFESSIONAL DEVELOPMENT POLICIES IN ARKANSAS

- Ensure that teachers receiving less than effective ratings are placed on a professional improvement plan.

Arkansas should strengthen its policy and require an improvement plan for any teacher whose performance is in need of improvement, not just those in the lowest performance category.

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 ARKANSAS'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.

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

Compensation

ARKANSAS 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.



Differential Pay

Differential pay for effective teaching in shortage and high-need areas is supported.



Compensation for Prior Work Experience

Districts are encouraged to provide compensation for related prior subject-area work experience.



 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

ARKANSAS Snapshot Compensation

	No	Districts have flexibility to determine pay structure and scales.
	Yes	Effective teachers can receive performance pay.
	No	Districts are discouraged from tying compensation to advanced degrees.
	Yes	Teachers can earn additional compensation by teaching shortage subjects.
	Yes	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.

ARKANSAS Compensation Characteristics

Authority for Salary Schedule	State provides a minimum salary schedule.
Performance Pay Initiatives	The Alternative Pay Program requires the use of “a variety of objective criteria that are credible, clear, specific, measurable indicators of student achievement, and generally accepted best practices to determine pay.” The program requires that not more than 50 percent of its eligibility requirements or alternative pay be related to annual increases in test scores; the alternative pay must be at least 10 percent of the teacher’s salary.
Role of Experience and Advanced Degrees in Salary Schedule	The minimum salary schedule is based on teachers’ years of experience and earned advanced degrees.
Differential Pay for Shortage Subjects	Teachers can earn additional compensation by teaching science, math and/or technology.
Differential Pay for High-Need Schools	For working in high-priority districts, new teachers can earn \$5,000 for the first year of teaching, \$4,000 for the second and third years of teaching, and \$3,000 for the fourth and subsequent years.
Pay for Prior Work Experience	None

RECOMMENDATIONS TO IMPROVE COMPENSATION POLICIES IN ARKANSAS

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

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

- **Discourage districts from tying compensation to advanced degrees and/or experience.**

While still leaving districts the flexibility to establish their own pay scales, Arkansas should articulate policies that definitively discourage districts from tying compensation to advanced degrees as well as determining the highest steps on the pay scale solely by seniority.

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

- **Consider tying National Board supplements to teaching in high-need schools.**

Arkansas teachers who are National Board Certified are eligible to receive a \$5,000 annual supplement. This differential pay could be an incentive to attract some of the most effective teachers to low-performing schools.

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

Arkansas 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

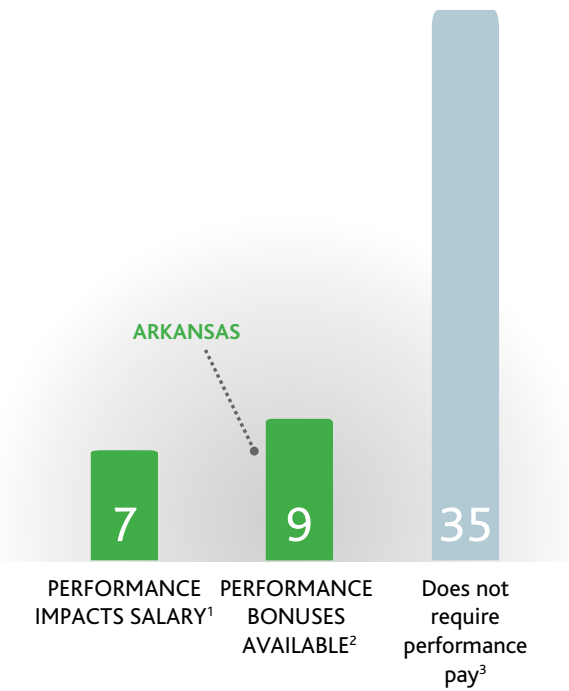
Florida allows local districts to develop their own salary schedules while preventing districts from prioritizing elements not associated with teacher effectiveness. Local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest salary adjustment 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 ARKANSAS'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, Tennessee⁴
3. Alabama, Alaska, Arizona⁵, California, Colorado, Connecticut, District of Columbia, Idaho⁶, Illinois, Iowa, Kansas, Kentucky⁷, Maine, Maryland, Massachusetts, Missouri⁸, Montana, Nebraska⁷, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon⁷, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Virginia⁷, 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

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 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	☐	☒	☐	☐
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	☐	☐	☒	☐
	3	2	31	15

Figure 35

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

	HIGH-NEED SCHOOLS		SHORTAGE SUBJECT AREAS		No support
	DIFFERENTIAL PAY	Loan forgiveness	DIFFERENTIAL PAY	Loan forgiveness	
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.

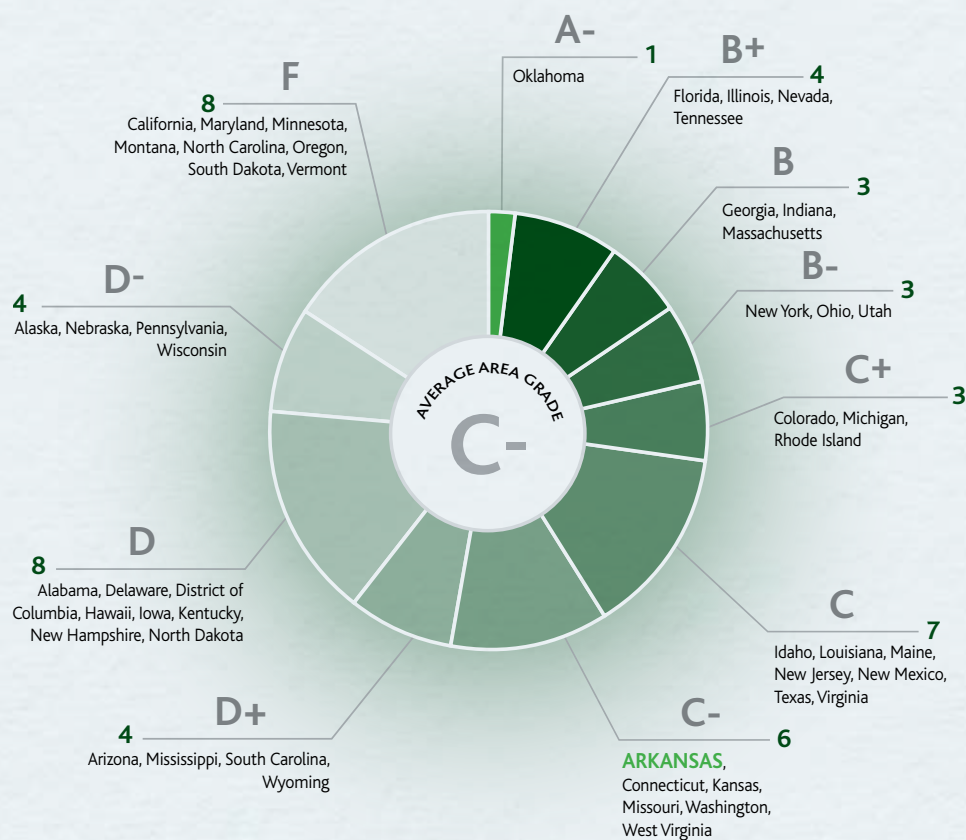
3. South Dakota offers scholarships to teachers in high-need schools.

Area 5 Summary



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

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

Extended Emergency Licenses

ARKANSAS 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



ARKANSAS Snapshot Extended Emergency Licenses



No

Teachers are not granted a license if they do not pass all required subject-matter tests.



Yes

If emergency licenses are offered, teachers are given no longer than one year to pass all subject-matter tests.

ARKANSAS Extended Emergency License Characteristics

Emergency License	Yes
Minimum Requirements	Provisional license requires program completion except licensure tests
Duration	1 year
Renewal Requirements	Cannot be renewed

RECOMMENDATIONS TO IMPROVE EXTENDED EMERGENCY LICENSE POLICIES IN ARKANSAS

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

While Arkansas's policy offering its provisional license for one year only minimizes the risks brought about by having teachers in classrooms who lack sufficient or appropriate subject-matter knowledge, the state could take its policy a step further and require all teachers to meet subject-matter licensure requirements prior to entering the classroom.

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 ARKANSAS'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 ARKANSAS and other states' dismissal policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

Dismissal for Poor Performance

ARKANSAS 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



ARKANSAS Snapshot Dismissal

Yes	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.

ARKANSAS Dismissal Characteristics

Dismissal for Ineffectiveness	Ineffectiveness is explicit grounds for dismissal. A teacher is placed in intensive support status after receiving either an overall unsatisfactory rating for one evaluation category or a basic or unsatisfactory rating in a majority of descriptors in a particular category. If no improvement, superintendent must recommend termination.
Due Process Rights of Teachers	Same regardless of the grounds for cancellation, which include "incompetent performance, conduct which materially interferes with the continued performance of the teacher's duty, repeated or material neglect of duty, or other just and reasonable cause."
Length of Appeals Process	Multiple opportunities to appeal: After receiving written notice, the teacher has 30 days to file a written request for a hearing, which must take place not more than 20 days after the request has been received. Teachers may then file an additional appeal, within 75 days, to the county circuit court. Time frame of this appeal is not addressed.

RECOMMENDATIONS TO IMPROVE DISMISSAL POLICIES IN ARKANSAS

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

Arkansas 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, Arkansas 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 ARKANSAS'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 ARKANSAS and other states' reductions in force policies, including full narrative analyses, recommendations and state responses, see <http://nctq.org/StatePolicyDashboard>

ARKANSAS 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



ARKANSAS 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.

ARKANSAS Reductions in Force Characteristics

Use of Teacher Performance	Consideration of performance not required
Use of Seniority	Determined by districts
Other Factors	Determined by districts

RECOMMENDATIONS TO IMPROVE REDUCTIONS IN FORCE POLICIES IN ARKANSAS

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

Arkansas can still leave districts the flexibility 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.**

Unlike some states, Arkansas does not require that districts consider seniority; however, the state should do more to prevent districts from making decisions solely on this basis.

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 ARKANSAS'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



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