

Platte
Institute

policy

STUDY

January 2012

Platte
INSTITUTE
for economic research

Teacher Selection and Evaluation in Nebraska

By Vicki E. Alger, Ph.D.

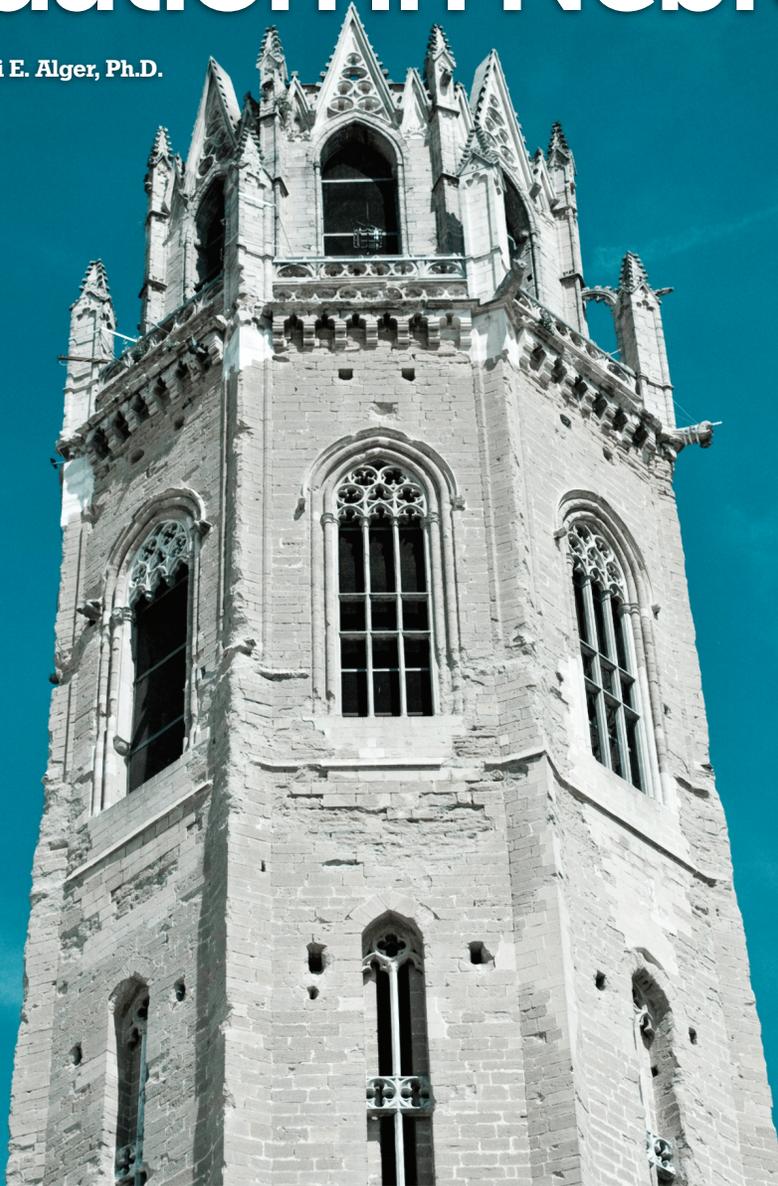


Table of Contents

Section	Page
Executive Summary	3
Introduction: The Economics of Teacher Effectiveness	3
Grading Nebraska on Teacher Selection and Evaluation Policies	4
<i>Figure 1. Nebraska Teacher Policy Grades</i>	5
Delivering Well-Prepared Teachers in Nebraska: D	5
• No Guarantee Teacher Candidates are Prepared to Do College-Level Work	6
• Teacher Preparation Programs Not Held Accountable for Caliber of Graduates	7
• Certification Does Not Guarantee Content-rich or Research-based Teaching	7
• Low Bar, High Pass Rate Define Certification	7
• Certification Does Not Guarantee Subject Matter Knowledge	7
• Certification Is Not Tied to Teacher Effectiveness	8
Expanding the Teaching Pool in Nebraska: F	8
• Limited Paths to Teaching	8
• Monopoly Over Alternative Providers	9
Identifying Effective Teachers in Nebraska: D	9
• Teacher Evaluations Do Not Consider Student Learning	9
Retaining Effective Teachers in Nebraska: C-	10
• Teacher Tenure Based on Time Served, Not Teacher Effectiveness	10
• Student Performance is an Unknown Quantity in Performance Pay	10
Exiting Ineffective Teachers in Nebraska: F	10
• Teacher Ineffectiveness Not an Explicit Reason for Dismissal	10
Conclusion and Recommendations: The Florida Formula for Teacher Effectiveness	10
#1 Allow Multiple Teaching Paths to Attract Talented Professionals to the Classroom	10
#2 Incentivize Student Success through a Professional Pay Structure	11
#3 Define Teacher Effectiveness in Terms of Student Learning	11
#4 Make Student Learning a Core Measure of Teacher Evaluations	11
#5 Bring Teacher Contracting into the 21st Century	11
 Appendix Tables	
Appendix Table 1. Summary of Admissions Requirements for Teacher Education Programs in Nebraska Colleges and Universities	12
Appendix Table 2. Nebraska Teaching Certificates	13
Appendix Table 3. Nebraska Certification Requirements by Certification Type	14
Appendix Table 4. Summary Pass Rates by Institution, 2008-09	14
Appendix Table 5. States Requiring Testing for Initial Teacher Certification, 2010	15
About the Author	16
Endnotes	16

Executive Summary

Teacher quality matters. Nebraska policymakers are currently revising performance frameworks to improve educator effectiveness and student learning. This is an important first step since the National Council on Teacher Quality gives Nebraska an overall teacher policy grade of D-, which reflects failing marks in critical areas such as delivering well prepared teachers, identifying effective teachers, and firing ineffective teachers.

The cost to students, states, and taxpayers of ineffective teachers is substantial. Research shows quality time with good teachers-not quantity time with ineffective ones-is what distinguishes economic winners and losers. An above-average teacher can add more than \$400,000 across a class of 20 students' combined future lifetime earnings *each year*. Conversely, an ineffective teacher can reduce those students' earnings by as much.¹ However, students are not the only ones who pay the price for ineffective teachers.

Failing to raise American students' performance to levels achieved by their international peers costs taxpayers between \$513 billion and \$1.3 trillion annually in terms of lower GDP. Replacing just two percent of ineffective teachers could yield a \$41 trillion gain in U.S. GDP over the next generation. Replacing 10 percent of ineffective teachers could yield a \$100 trillion gain.²

Ineffective teachers also contribute significantly to persistent achievement gaps that result in what experts call "the economic equivalent of a permanent national recession."³ Not closing those achievement gaps costs the U.S. GDP as much as \$2.3 trillion-about \$7,500 per person.⁴ Importantly, achievement gaps are not limited to poor children in poor neighborhoods. They affect "most children in most schools,"⁵ according to leading experts.

This report examines Nebraska's existing teacher selection and evaluation policies and recommends five reforms adopted in Florida that have helped raise achievement and graduation rates dramatically across student sub-groups. Specifically:

- 1) Allow multiple teaching paths to attract talented professionals to the classroom**
- 2) Incentivize student success through a professional pay structure**
- 3) Define teacher effectiveness in terms of student learning**
- 4) Make student learning a core measure of teacher evaluations**
- 5) Bring teacher contracting into the 21st Century**

These and other reforms initiated in 1998 make up what is commonly referred to as the "Florida Formula"-considered one of the most impressive public policy successes of the past decade. In 1998 Florida students scored at the bottom of the nation in student achievement, and nearly half of Florida fourth-graders were functionally illiterate. By 2009, Florida's fourth grade Hispanic students were reading as well or better than the statewide average for *all students* in 31 states. Meanwhile, African-American fourth graders were reading as well or better than the statewide average in eight states.⁶

Strong teacher selection and evaluation policies are a cornerstone of Florida's success. Nebraska could realize similar success if policymakers follow the Sunshine State's lead.

Introduction: The Economics of Teacher Effectiveness

A schooling system is only as good as its teachers. Yet unlike systems in top-performing countries, the American schooling system lacks a strategic approach to attracting, nurturing, rewarding, and retaining teachers of top talent. This was the stark conclusion McKinsey & Company experts reached last year.⁷ Those experts, however, are not alone. Calls to improve the teaching profession trace back more than half a century. Then Senator John F. Kennedy urged that the teaching field be revitalized in a 1958 *NEA Journal* article.⁸ The late Albert Shanker, President of the American Federation of Teachers, declared in 1984 that "the major struggle in education" is recruiting and retaining good teachers.⁹ "What teachers know and can do is the most important influence on what students learn," was the National Commission on Teaching and America's Future's opening premise in its groundbreaking 1996 report *What Matters Most: Teaching for America's Future*.¹⁰

More recently, U.S. Secretary of Education Arne Duncan told members of the National Board of Professional Teaching Standards, "We can no longer pretend that all teachers or all principals are from Lake Wobegone where everyone is above average." He added:

Too many states and districts have taken the easy way out-and simply shirked their responsibility ... It is time to recognize and reward our best teachers, support those in the middle, and also acknowledge that teaching may not be the best career choice for a small minority of teachers who continue to struggle despite support and mentorship. Teaching is not a job for everyone ... In the 21st century, we shouldn't be guessing whether or not a teacher is impacting student learning-we should know ... We need to agree that in teaching, as in every skilled profession ... quality matters ... Yet, too many of our nation's 1,400 schools of education lack the rigor to attract talented students...too many schools and districts evaluate, recognize, and compensate teachers without respect to their impact on student learning. This is an assembly-line model of pay, based on seniority and educational credentials. This is not how professionals are compensated in this age of innovation ... In the field of education, we also need to tell the truth. We all need to say out loud what everyone knows: the field of education must change, grow, improve, and rise to a higher standard of professionalism.¹¹

Simply stated, teacher quality matters. As President Barack Obama recently remarked, "From the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents, it's the person standing at the front of the classroom."¹² In fact, leading experts conclude that teacher quality is the primary in-school factor affecting student achievement.¹³ "No other attribute of schools comes close to having this much influence," says Stanford University education economist Eric Hanushek, who explains:

Some teachers year after year produce bigger gains in student learning than other teachers. The magnitude of the differences is truly large, with some teachers producing 1½ years of gain in achievement in an academic year while others with equivalent students produce only ½ year of gain. In other words, two students starting at the same level of achievement can know vastly different amounts at the end of a single academic year due solely to the teacher to which they are assigned. If a bad year is compounded by other bad years, it may not be possible for the student to recover.¹⁴

Other research suggests that simply focusing on policies to improve new teachers' effectiveness would have a similar impact on student achievement as if they spent eight years teaching.¹⁵ Effective teacher screening would likely result in significantly greater savings than a variety of other measures including reducing class sizes and increasing teacher experience.¹⁶ The cost to students, states, and taxpayers of ineffective teachers is therefore substantial. Research shows quality time with good teachers-not quantity time with ineffective ones-is what distinguishes economic winners and losers.

An above-average teacher can add more than \$400,000 across a class of 20 students' combined future lifetime earnings *each year*. The larger the class, the larger the combined future lifetime earnings-with the most effective teachers adding nearly one million dollars in future lifetime earnings across a class of 30 students; conversely, time with ineffective teachers results in a similar decrease in future lifetime earnings across their classes. This means that having effective teachers followed by ineffective ones can erase any gains.¹⁷

In light of these findings, parents should demand answers from elected school and government officials about why ineffective teachers are costing their children so much in additional annual lifetime earnings-and why they should be expected to pay higher taxes in support of schools that do not support their children by hiring the best teachers.

The cost of ineffective teachers, however, is not limited to students. The United States pays dearly for policies that treat effective and ineffective teachers alike. According to the Organization for Economic Cooperation and Development (OECD), raising Program for International Student Assessment (PISA) scores among American 15-year-olds by 25 points could grow the U.S. gross domestic product (GDP) \$41 trillion within the coming generation. If scores were on par with top-performing Finland, 58 points higher, U.S. GDP could grow more than \$100 trillion.¹⁸ This means that failing to raise student performance costs American taxpayers between \$513 billion and \$1.3 trillion annually in terms of lower GDP.¹⁹

Achieving those gains would not require huge changes to the teaching force. According to Hanushek, replacing ineffective teachers with average teachers would make a tremendous difference. Achieving a \$41 trillion gain in U.S. GDP over the next generation would require replacing just two percent of ineffective teachers; while achieving a \$100 trillion gain would require replacing 10 percent of ineffective teachers.²⁰

Persistent achievement gaps among American students is another consequence of ineffective teachers that costs students and taxpayers dearly. A recent study from McKinsey & Company calls the achievement gaps between American students and their international peers, along with achievement gaps among low-income, Hispanic, and African-American students, "the economic equivalent of a permanent national recession." The study estimates that the cost of not closing those achievement gaps to the U.S. GDP ranges from \$310 billion up to \$2.3 trillion, which works out to about \$7,500 per person. Among the report's most striking findings is that "lagging achievement in the United States is not merely an issue for poor children attending schools in poor neighborhoods; instead, it affects most children in most schools."²¹

With such high stakes for students, taxpayers, and states, it is not surprising that improving teacher preparation and evaluation were leading criteria for states competing for a portion of \$4.3 billion in federal Race to the Top funds in 2010. The National Council on Teacher Quality documented significant spikes in the number of new state laws and regulations concerning teacher quality from 2009 to 2010. The number of states requiring annual evaluations of all teachers, including those with tenure, increased from 15 to 21. The number of states requiring that evidence of student learning be the preponderant criterion in teacher evaluations more than doubled from four to 10. The number of states adopting policies that use the academic performance of students taught by education school graduates to hold teacher preparation programs accountable increased from one state pilot program to 14 states.²²

In spite of such progress, the National Council on Teacher Quality concluded that "more often than not, states have yet to do the heavy lifting necessary to take on the kinds of policy changes that could make real differences in student learning in the classroom"-including Nebraska. It is among the remaining states that, according to the National Council on Teacher Quality, "need to address nine or more of the 11 critical attention areas," including teacher preparation, evaluation, tenure, dismissal, and licensure.²³

This report examines current Nebraska policies related to teacher selection and evaluation, focusing on five policy areas in particular: delivering well prepared teachers, expanding the teaching pool, identifying effective teachers, retaining effective teachers, and dismissing ineffective teachers. Within that examination, related policy models from other states and countries are considered. Next, this report reviews and recommends related teacher reforms adopted by Florida that have helped raise achievement and graduation rates dramatically across student sub-groups.

Grading Nebraska on Teacher Selection and Evaluation Policies

The National Council on Teacher Quality notes that the relationship between teacher quality and student achievement is critical and well established; however:

... the policy framework that governs the teaching profession in most states is almost entirely disconnected from teacher effectiveness. Although states largely control how teachers are evaluated, licensed and compensated, teacher effectiveness in terms of student learning has not been a central component in these policies ... The current siloed approach, with virtually no connection between meaningful evidence of teacher performance and the awarding of tenure and professional licensure, needs a fundamental overhaul ... A successful performance management system-one that gives educators the tools they need to be effective, supports their development, rewards their accomplishments and holds them accountable for results- is essential to the fundamental goal of all education reform: eliminating achievement gaps and ensuring that all students reach their highest potential.²⁴

Nebraska began the process of revising its performance framework for teachers and principals in January 2011 for consideration by the State Board. The Nebraska Department of Education explains that the performance framework "is intended to be a useful resource that provides a definition of effective practice to *voluntarily* guide local districts, institutions of higher education, and state and local policymakers as we strive together to ensure Nebraska's continuing commitment to improve educational achievement for all of our children."²⁵ (Emphasis added) The proposed framework for teachers includes seven effective practices relating to:

- 1.) Foundational Knowledge
- 2.) Planning and Preparation
- 3.) The Learning Environment
- 4.) Instructional Strategies
- 5.) Assessment
- 6.) Professionalism
- 7.) Vision and Collaboration²⁶

The trouble with Nebraska's teacher performance framework in its current iteration is that it is heavy on inputs and light on outputs. The proposed framework emphasizes several important *inputs* of quality instruction, including teachers' knowledge, planning, pedagogy, using diagnostic data to tailor instruction, and professionalism. Yet the rubber never quite meets the road in terms of *outputs* since nowhere in the proposed framework does it actually *define* teacher effectiveness in terms of student achievement or achievement growth. Further, the framework is expressly voluntary for local school districts, and implicitly voluntary for teachers, who are asked only to accept an undefined personal responsibility for student achievement.²⁷

Compare Nebraska's approach to legislation adopted in Florida in March 2011.²⁸ The state sets clear standards, incentives, and consequences for teacher

effectiveness and ineffectiveness, but empowers local schools and parents to act. Principals now have clear authority to hire or fire teachers based on their success at improving student achievement and achievement growth. Parents are also armed with information about their children’s teachers, and can choose another school if their children are assigned to a persistently poor performer’s classroom. In this way, Florida achieves a two-fold accountability from both the top down and the bottom up. Specifically, Florida’s teacher effectiveness legislation:

1. Requires student progress to comprise at least half of a teacher’s or principal’s evaluation.
2. Expands the evaluation scale to four meaningful levels of performance: highly effective, effective, needs improvement, and unsatisfactory.
3. Requires higher salaries for Florida’s effective teachers, teachers of high-demand subjects, and teachers in high-poverty or low-performing schools.
4. Ends tenure for all teachers hired after July 1, 2011, and places new teachers on annual contracts, requiring schools to consider student performance, not seniority, when determining layoffs.
5. Ensures parents are notified if their child is placed in a classroom with a consistently ineffective teacher.²⁹

By failing to make student learning a quantified core component of teacher effectiveness, Nebraska’s proposed performance framework perpetuates what experts from The New Teacher Project call “the widget effect.” This effect “is characterized by institutional indifference to variations in teacher performance,” which results in virtually all teachers being “rated good or great.” After surveying thousands of teachers in school districts nationwide, New Teacher Project authors discovered in schools with binary evaluation systems that only allowed the teachers to be rated as “satisfactory” or “unsatisfactory,” more than nine out of 10 teachers—including those in failing schools—were evaluated as “satisfactory.”³⁰

The National Council on Teacher Quality regularly grades state teacher policies across a variety of fields. Because Nebraska will not formally adopt the proposed teacher performance framework until 2012, the Council’s grades do not reflect any of the proposed policy changes. The Council’s grades are instructive, however, because they cover policies and practices that should be included as part of any comprehensive teacher effectiveness strategy.

This section explores these policies in greater detail, highlighting the Council’s grades awarded to Nebraska for 2009, the most recent year available at the time this report was being written. As Figure 1 shows, Nebraska received a D- overall for its teacher policies. Little has changed based on the most recent publicly available data submitted by the state in 2010 to the U.S. Department of Education.³¹

Figure 1. Nebraska Teacher Policy Grades

Policy Area	Grade
Delivering Well-Prepared Teachers	D
Expanding the Teaching Pool	F
Identifying Effective Teachers	D
Retaining Effective Teachers	C-
Exiting Ineffective Teachers	F
Overall Grade	D-

Source: Author’s table is based on the National Council on Teacher Quality 2009 grades in “Blueprint for Change in Nebraska,” p. 3.

The following sections explore each of those policy components in greater detail and offer reform examples from other states and abroad that Nebraska policymakers should consider.

Delivering Well-Prepared Teachers in Nebraska: D

There is growing concern about the quality of teacher preparation programs. More than a decade ago amendments to the federal Higher Education Act were added requiring that state licensure passing rates of teacher preparation program graduates be publicly reported. States were also required to start identifying low-performing teacher preparation programs. According to U.S. Secretary of Education, Arne Duncan, The results “have had a mixed record at best.” He noted that states have been subverting teacher preparation accountability efforts, resulting in what he calls “A phony, intellectually dishonest pass-rate on state licensure tests of 100 percent at a slew of teacher preparation programs, year after year.” Moreover, according to Secretary Duncan:

It is not much of a surprise, but state laxness in identifying low-performing teacher preparation programs led to a Lake Wobegone-effect where nearly all teacher prep programs were above average. I wish somehow that was true, or even possible, but we know better. Out of roughly 1,400 teacher preparation programs nationwide, states have identified only 38 as low-performing—and more than a quarter of those are located in Puerto Rico, the Virgin Islands, and outlying areas. Just 14 states have identified a single teacher preparation program as low-performing. Even fewer states have taken action to actually improve a low-performing program.³²

Other leading organizations concur with Secretary Duncan. According to the National Council on Teacher Quality, “Higher ed teacher preparation programs prepare almost 90 percent of the 240,000 new teachers who are hired each year.” The council goes on to say, “But, unlike other professional schools, teacher prep programs are held to weak standards, enabling ineffective programs to receive state approval and national accreditation.”³³ In response, the National Council on Teacher Quality has launched a nationwide review of teacher preparation programs, scheduled to be released in late 2012. Thus far Chadron State College, Peru State College, and Wayne State College have cooperated with this effort by submitting data requested by the Council. University of Nebraska-Kearney, University of Nebraska-Lincoln, and University of Nebraska-Omaha have refused to cooperate, claiming that requested documents, such as course syllabi, are intellectual properties of either the institution or its professors. Data requests have not yet been sent to the seven remaining Nebraska programs identified by the National Council on Teacher Quality.³⁴ Nebraska is also currently undertaking major revisions to its teacher education program approval regulations in order to include more explicit preparation program accountability and expectations related to revise content standards for students.³⁵ State leaders should keep the concerns of education experts and national policymakers in mind as they proceed.

Currently, all Nebraska institutions offering teacher preparation programs must annually oversee the administration of the Praxis I Pre-Professional Skills Test (PPST); and students may not be enrolled to a Nebraska institution unless they have achieved a satisfactory score as defined by state statute.³⁶ Institutions must also have a plan on file describing how they prepare candidates to teach the concepts, skills and processes appropriate for their endorsement area(s). Every institution must also provide a matrix for each endorsement area identifying the courses and course completion requirements used to award credit toward completion of the endorsement area. Copies of the matrices are kept on file at the Nebraska Department of Education. These matrices assist the Nebraska State Board of Education in granting annual approval of institutions’ teacher preparation programs and endorsement areas offered.³⁷

The state reports that there were 17 approved teacher education programs operating during the 2008-09 school year; however, one institution closed in 2010.³⁸ Fourteen of those institutions were also awarded national accreditation by the National Council of Accreditation of Teacher Education (NCATE) or by the Teacher Education Accreditation Council (TEAC). Teacher preparation institutions are all members of the Nebraska Association of Colleges of Teacher Education (NACTE). They are also represented on the Nebraska Council on Teacher Education (NCTE), which is an advisory body to the State Board of Education. Together with educators, teacher education administrators, and governance representatives, NCTE teacher education program representatives “advise the State Board of Education about issues related to high standards for educators and statewide quality education.”³⁹

All Nebraska postsecondary educational institutions, including those that offer teacher preparation programs, must undergo a state site visit at least once every seven years. This process informs the State Board of Education and assists in their decision to grant, deny, or revoke approval of the institution’s teacher education program. If any identified program deficiencies are not corrected within two years, a recommendation would be made to the State Board of Education that the institution be placed on probation. In that case, the state board would assign a trained team representing the Nebraska Council on Teacher Education to help the institution correct program deficiencies.⁴⁰

Yet, no Nebraska teacher education program has failed to win approval in the past decade.⁴¹ Moreover, virtually all teacher education program completers (99.5 percent average, 100 percent median) pass the required basic skills test, according to reports filed with the U.S. Department of Education.⁴² (See Appendix Table 4). To put this in perspective, other professions with certification tests do not have such a high passage rate. In 2010, only 81 percent of applicants passed the Nebraska Bar exam to become licensed attorneys, an increase of 3 percent from 2009 when only 78 percent passed the exam.⁴³ Similarly, those taking the NCSBN test—the national test to become registered or practical nurses—had lower passage rates in 2011 than did the teacher certification tests, with only 78.02 percent qualifying to be registered nurses and 76.66 percent qualifying to be practical nurses.⁴⁴ This trend of other professions having lower passage rates than Nebraska teachers does not end at lawyers and nurses, first-time takers of the Fundamentals of Engineering exam averaged a 75 percent pass rate across the different engineering disciplines, and only 45.63 percent of takers passed the Certified Public Accountant Examination in 2011.⁴⁵ While not all professional certification tests can be considered equally, it is interesting to note the extraordinarily high rate that Nebraska applicants pass their certification test when compared to other licensed professions, and it raises the question of whether or not the teachers Nebraska delivered are as well prepared as their certification suggests. Several policy practices explored below consider this question.

Teacher certification is another component of delivering well prepared teachers. Conventional wisdom suggests that teacher certification assures teacher quality. Yet a growing number of experts do not agree. Kate Walsh, president of the National Council on Teacher Quality, says certification has just a “crude capacity for ensuring” teacher quality since the needed instructional “knowledge can be acquired by means other than coursework.”⁴⁶ While alternative paths to teaching are treated in a subsequent section, among education researchers there is a general consensus that 1) teacher effectiveness varies widely, even after considering for various student characteristics; 2) with just one or two years of student performance data, school districts can readily identify the teachers most and least likely to improve student learning gains; and 3) differences in teacher effectiveness have little to do with certification.⁴⁷

As experts from the Brookings Institution sum up, “[C]ertification of teachers bears little relationship to teacher effectiveness (measured by impacts on student achievement). There are effective certified teachers and there are ineffective certified teachers; similarly, there are effective uncertified teachers and ineffective uncertified teachers.”⁴⁸

No Guarantee Teacher Candidates are Prepared to Do College-Level Work.

A leading recommendation for delivering well-prepared teachers is by toughening admissions standards for teacher education programs.⁴⁹ Various reports and surveys over the past 20 years have indicated prospective teachers perform poorly on a variety of college and other aptitude tests compared to their peers in other disciplines.⁵⁰ In spite of the comparative complexity of teaching relative to other professions, research spanning more than four decades underscores the lack of selectivity into teacher preparation programs.⁵¹ In fact, experts note that the United States as a whole is essentially recruiting teachers from the bottom third of high-school graduating classes.⁵² In contrast, top schooling systems abroad recruit their teachers from the top third of their graduating classes. Teachers are recruited from the top five percent of graduates in South Korea; the top 10 percent in Finland; and the top 30 percent in both Singapore and Hong Kong.⁵³

Without a transparent system that publicizes aggregate data on the caliber of incoming candidates, it is difficult to measure or compare Nebraska’s teacher preparation programs with those of other states. For example, University of Nebraska-Lincoln College of Education Dean Marjorie Kostelnik recently noted that 73 percent UNL graduates were from the top quarter of their high school class; while 96 percent of them were from the top half—statistics that certainly beat the national norm.⁵⁴ Such statistics should be uniformly and publicly reported by all Nebraska teacher preparation programs to help identify model programs and those in need of improvement. Having a selection system in place to recruit top high school graduates on a consistent basis is common practice among global education leaders, and it should be the case in Nebraska, too. According to McKinsey & Company experts,

The top-performing school systems have more effective mechanisms for selecting people for teacher training than do the lower-performing systems. They recognize that a bad selection decision can result in up to 40 years of poor teaching. These mechanisms acknowledge that for a person to become an effective teacher they need to possess a certain set of characteristics that can be identified before they enter teaching: a high overall level of literacy and numeracy, strong interpersonal and communication skills, a willingness to learn, and the motivation to teach. The selection procedures are therefore designed to test for these skills and attributes, and the applicants that possess them.⁵⁵

The teacher selection process in most school systems across the country and around the world screens candidates after they have completed their teacher training programs. Top-performing school systems, however, screen potential teachers before they start their training programs. Singapore and Finland, for example, have a nationwide screening process that assesses aptitude and skills of those who wish to enter teaching training programs. Only one in 10 applicants in Finland is accepted to teacher training programs; while only one in six applicants in Singapore is accepted.⁵⁶

In Nebraska, all undergraduate teacher preparation programs require teaching candidates to have a minimum basic skills test score. Program candidates must earn qualifying scores on the PPST basic skills test covering reading, mathematics, and writing.⁵⁷ According to the information reported by the state to the U.S. Department of Education, no teacher education program posted a pass rate lower than 94 percent of candidates, and the vast majority of programs reported that 100 percent of candidates passed the reading, writing, and mathematics portions of the basic skills test.⁵⁸

Yet the National Council on Teacher Quality cautions that many current basic skills tests assess only middle-school level skills, which often results in admitting students who require timely and costly remedial work.⁵⁹ Nebraska’s qualifying scores in these basic subjects are typically among the lowest nationwide, and by state statute, teacher education applicants may be accepted into programs as long as “no scores [are] lower than one point below the required score on any of the three basic skills tests that comprise the PPST.”⁶⁰

All Nebraska undergraduate teacher preparation programs require a minimum undergraduate grade point average (GPA), typically an overall GPA of 2.5 or higher. Yet not all programs require minimum GPAs in content-area work; and only one program requires content area testing (York College). Only two undergraduate teacher preparation programs in Nebraska require minimum standardized entrance test scores as measured on the ACT (College of St. Mary and University of Nebraska-Lincoln). It is also interesting to note that none of the 11 graduate teacher preparation programs in Nebraska requires a minimum score on the standardized GRE assessment.⁶¹ (See Appendix table 1)

Teacher Preparation Programs Not Held Accountable for Caliber of Graduates. Nebraska should establish minimum performance standards concerning satisfaction ratings by schools that employ graduates, teacher evaluation results, and the academic gains of graduates' students. Such standards would better inform regular program evaluations by the state. Publishing information the state collects on individual teacher preparation programs and identifying programs that do not meet state standards in these areas would also help prospective teachers and the public evaluate programs.⁶² As of 2010, District of Columbia Public Schools plan to connect student achievement to teacher preparation programs. In fact, 14 states already link teacher preparation program evaluations to teacher effectiveness: Colorado, Delaware, Florida, Georgia, Hawaii, Louisiana, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island, Tennessee, and Texas.⁶³ Moreover, the National Council for Accreditation of Teacher Education hailed Tennessee, Louisiana, and Florida for using student learning data to distinguish effective teacher preparation programs from ineffective ones.⁶⁴

Certification Does Not Guarantee Content-rich or Research-based Teaching. There were nine types of Nebraska teaching certificates as of 2010: Transitional, Provisional, Provisional Commitment, Temporary, Dual Credit, Career Education, Standard, Initial, and Professional.⁶⁵ (See Appendix table 2) The duration of these certificates ranges from one year (Transitional, Provisional, and Provisional Commitment) to 10 years (Professional). Temporary certificates are granted for two years, while the remaining certificates are for five years (Dual Credit, Career Education, Standard, and Initial). All but two types of Nebraska teaching certificates may be renewed up to 99 times. The Temporary Certificate is not renewable; and the Transitional Certificate may be renewed up to five times. A bachelor's degree is required for all certificates except Career Education; while a master's degree or higher is required for the Dual Credit and Professional Certificates.

Most Nebraska teaching certificates (except Dual Credit and Career Education) require a state-approved teacher education program. All but three certificates (Standard, Dual Credit, and Career Education) have a credit-hour requirement for pedagogy, professional knowledge and/or professional education coursework. Many certificates do not have a GPA requirement for this coursework; however, Initial, Transitional, Provisional, and Provisional Commitment certificates do have such requirements. (See Appendix Table 3). Many quality-assurance measures are absent from Nebraska's certification process, as explored in the following sections.

Low Bar, High Pass Rate Define Certification. According to information reported by Nebraska to the U.S. Department of Education, 1,617 new teachers were certified to teach in 2008-09. Of those teachers, none were certified through alternative routes outside of higher education institutions, and 276 were certified from out of state.⁶⁶ Nebraska does not require subject-area testing as part of certification, as discussed more fully in the following section. Certification candidates must simply pass the basic skills test, and undergraduates are required to pass the Praxis I Pre-Professional Skills Test (PPST) in reading, mathematics, and writing before they enter Nebraska teacher education programs.⁶⁷ As noted previously, the National Council on Teacher Quality cautions that such basic tests assess only middle-school level skills, and Nebraska's required passing scores are among the lowest

nationwide.⁶⁸ Additionally, among the 17 Nebraska teacher preparation programs, 13 reported passing rates of 100 on the PPST basic skills test. The remaining programs reported passing rates of 99 percent and 94 percent.⁶⁹ (See Appendix Table 4)

The rigor of teacher preparation and certification assessments is under intensifying scrutiny given the high passing rates of teacher candidates across the country.⁷⁰ Yet, it is instructive to compare the single basic skills assessment Nebraska requires for certification to the number and kind of assessments required for certification in other states. (See Appendix Table 5). As of 2010, according to the reports filed by the states to the U.S. Department of Education, 42 states and the District of Columbia required at least some testing for initial teacher certification. The reported assessments fall into four exam categories: basic skills, subject-matter, knowledge of teaching, and assessment of teaching performance. Nebraska is one of five states that require only one exam for teacher certification. There are 15 states that require two exams; while 12 states require three exams. Finally, 10 states require four exams for teacher certification.⁷¹ In terms of the kinds of assessments states require for teacher certification, 31 states, including Nebraska, require a basic skills exam. Subject-matter exams are required in 37 states, according to the U.S. Department of Education. Data from the National Council on Teacher Quality, however, indicate 39 states require such exams.⁷² Finally, knowledge of teaching exams are required in 22 states; and teaching performance assessments are required in 21 states.

While prospective Nebraska teachers are not required to pass a subject-matter test to be certified, all new elementary teachers must pass a Praxis II general subject-matter test, the Elementary Education: Curriculum, Instruction, and Assessment (EECIA), to be designated highly qualified.⁷³ The assessment covers seven content categories: reading, math, science, social studies, arts and physical education, and general teaching strategies.⁷⁴ It is possible for elementary teachers to fail some subject areas on this assessment but still pass because scores are not reported for each subject area. The state should instead require separate passing scores for each subject area, especially since "Nebraska has set its passing score for this test so far below the mean, the average score of all test takers, that it is questionable whether this assessment is indeed providing any assurance of content knowledge," according to the National Council on Teacher Quality.⁷⁵

Since states are already required to collect and report certification and pass-rate information to the U.S. Department of Education under Title II of the federal Higher Education Act, states should also require higher education institutions that receive Title II funds or state funding to report their teacher program graduates' aggregate certification summary and subject pass scores on their websites.⁷⁶ This information should also be available through the state education department website. Such transparency would be an important first step toward improving the rigor of teacher certification in Nebraska.

Certification Does Not Guarantee Subject Matter Knowledge. Nebraska does not have a policy that aligns certification standards with the basic skills assessment. Nor does the state have a policy that links the teacher certification basic skills assessment with content standards for K-12 students.⁷⁷ There are also alarming gaps in state teacher standards in many fields and grade levels. For example, teacher standards do not exist for civics, economics, geography, history, mathematics, science, or social studies in the primary grades. Further, there are no middle-school grade standards for civics, economics, geography, or history.⁷⁸ This means, teacher certification does not assess a candidate's aptitude in these fields for their grade levels. Absent subject-matter testing, certification does little to guarantee teachers know their subjects, which can compromise student learning in the classroom.⁷⁹

In particular, the National Council on Teacher Quality cautions that Nebraska certification does not assure adequate subject matter for middle school teachers or special education teachers.⁸⁰ Middle-school teachers are responsible for more advanced content than their elementary peers. Since the content middle-school

educators need is not interchangeable with elementary content, their certificates should not be either. Moreover, according to the National Council on Teacher Quality, “Nebraska... sets an exceedingly low bar for the content knowledge special education teachers must have.”⁸¹ Yet even when it comes to the basics such as math and reading, Nebraska certification falls short in quality assurance.

Mathematicians and mathematics educators note that elementary teachers are not well prepared by their education program math courses because they focus more on methods than content. Experts recommend aspiring teachers have foundational math courses as well as courses in algebra, geometry, and some statistics. Massachusetts, for example, has a distinct and rigorous mathematics assessment, which would be preferable to Nebraska’s current basic skills math assessment.⁸²

Delivering rigorous reading instruction is another critical concern. A common adage among educators says that up to third grade, students are learning to read; after third grade, they are reading to learn. This saying expresses why experts pay such close attention to fourth-grade reading achievement. If students are not reading at grade level by this time, then it is increasingly more difficult for them to learn in any subject.⁸³ In fact, researchers from the National Institutes for Health have found that the number of students identified as having learning disabilities could be reduced by up to 70 percent if they simply received proper reading instruction in the early grades.⁸⁴ Yet few teacher preparation programs teach the science of reading, even in states with science of reading requirements. A recent national survey of teacher education programs revealed a tendency to dismiss scientific reading research. The survey concluded that just 15 percent of teacher education schools provided even “minimal” exposure to the science of reading, which should cover phonemic awareness, phonics, fluency, vocabulary, and comprehension.⁸⁵

Some states are taking steps to correct this situation. As part of their certification process, Massachusetts, Connecticut, and Virginia require teaching candidates to take a stand-alone science of reading assessment.⁸⁶ Nebraska should do likewise. It should also follow Florida’s more comprehensive approach to ensuring rigorous reading instruction.

Working with the College Board, Florida implemented the One Florida program in 2000 to improve student achievement. The program included professional development for teachers. It also put powerful incentives in place for both teachers and schools to improve the quality of their reading instruction. Florida teachers receive an advanced placement (AP) teacher bonus of \$50 for every passing score, up to \$2,000. Individual schools-not school districts-receive a \$650 bonus for every student passing an AP exam. To better ensure that success at meeting high standards is rewarded, failing Florida schools, those graded D or F under the state’s accountability system, are eligible for an additional bonus of \$500 for every student passing an AP exam. This bonus is written into the Florida public school funding formula, so bonuses go directly to schools, not school districts.⁸⁷

In 2002 Florida adopted the *Just Read, Florida* program, which created reading instruction academies for teachers. Public schools statewide hired 2,000 reading coaches through the program, and kindergarten through third grade teachers took mandatory training courses over the next three years. Combined with the state’s longstanding policy of not promoting third graders unless they are proficient in reading, Florida’s rigorous reading instruction efforts are getting impressive results.⁸⁸ Between 1999 and 2008, the number of Florida students passing AP exams increased 154 percent. The number of Hispanic and African American students in Florida passing AP exams has more than tripled since 1999; and Florida leads the nation in the rate of Hispanics passing AP exams.⁸⁹ States that are following Florida’s more comprehensive lead in better ensuring rigorous reading instruction include Arizona and Indiana.⁹⁰

Certification Is Not Tied to Teacher Effectiveness. Teacher certification in Nebraska is not contingent upon student performance. This is not the case in a

growing number of states. In May 2010, Louisiana adopted Act 54 that requires teachers to meet state-defined effectiveness standards. Those standards are based on performance evaluations, which include student achievement growth. To qualify for initial certification or renewal, teachers must meet effectiveness standards for three years. Rhode Island teachers who earn five years of ineffective ratings are not eligible to have their certification renewed by the state. Florida is stricter still because it has effectively ended tenure. All new teachers there have annual contracts based on performance. New teachers’ annual contracts may not be renewed if they:

- 1.) Receive two consecutive annual performance evaluation ratings of unsatisfactory
- 2.) Two annual performance ratings of unsatisfactory within a three-year period
- 3.) Three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory⁹¹

Expanding the Teaching Pool in Nebraska: F

With reported teacher shortages abounding, policymakers should be opening the schoolhouse door to talented, capable individuals-not slamming it shut.⁹² As experts from the Brookings Institution explain:

The evidence suggests that there is no reason to limit initial entrance into teaching to those who have completed traditional certification programs or are willing to take such courses in their first years on the job. Many districts already face growing shortages of certified teachers, and removing unwise entry requirements into teaching would also help to address this problem.⁹³

Nationwide, the number of teachers entering the profession by alternative routes has nearly tripled over the past decade, from nearly 16,000 teachers in 1999-2000 to more than 45,000 in 2008-09.⁹⁴ Research also indicates that student achievement gains are higher in states with rigorous alternative certification programs, namely, those that do not simply copy traditional certification programs.⁹⁵ Experts caution that too often alternative certification programs become carbon copies of traditional programs. Most alternative certification programs are non-selective, accepting nearly all applicants, yet so rigid in their background requirements that they fail to attract the non-traditional candidates they were originally intended to draw to the teaching profession. Some alternative education programs are expensive, and many lack adequate training and support for teachers. In brief, researchers from the National Council on Teacher Quality and the Thomas B. Fordham Institute conclude:

Because schools of education have come to dominate the management of alternative certification programs... this “fox in the henhouse” could explain the disappointing results. Programs run by education schools are the least selective with admissions, require the most coursework, and cost more.⁹⁶

Such is the case in Nebraska, but there are several other models state policymakers can follow to expand the teaching pool rather than restrict it as the following sections detail.

Limited Paths to Teaching. Alternate routes to teaching should enable talented individuals with subject-area knowledge to focus on acquiring necessary teaching skills. The state education department explains, “In general, Nebraska does not recognize certificates or endorsements which have been granted by testing only and/or through alternative preparation programs.”⁹⁷ Such policies discourage qualified teaching candidates with related study or work experience.⁹⁸

Several examples serve as models for expanding the teaching pool and assuring highly qualified teachers. England, for example, has more than 30 paths to teaching, although candidates from each training path must meet the same rigorous skills and aptitude standards.⁹⁹ High-quality home-grown examples of alternative teacher training programs also abound.¹⁰⁰

Perhaps the most well-known is Teach for America. The program operates in 43 regions nationwide and had a record 46,000 applications in 2010 alone. Just 12 percent of applicants were accepted into the program, with an average GPA of 3.6.¹⁰¹ Research continues to show that Teach for America educators improve student achievement across grades and subjects.¹⁰² The New Teacher Project (TNTP) was founded by teachers in 1997, and since its inception it has trained or hired roughly 43,000 teachers. The New Teacher Project offers alternative certification through its Practitioner Teacher Program in California, the District of Columbia, Louisiana, Maryland, Rhode Island and Texas. To date, it has certified more than 2,100 teachers.¹⁰³ The New Teacher Project also oversees Teaching Fellows programs in major metropolitan areas across the country, including: Baltimore, Chicago, New Orleans, New York City, and Washington, DC. The New Teacher Project Teaching Fellows programs have an average acceptance rate of just 9.7 percent, and Fellows' GPAs average 3.4.¹⁰⁴

The American Board for Certification of Teacher Excellence (ABCTE) is another example of a high-quality alternative path to teaching. It was founded in 2001 and offers state-approved certification programs in 11 states: Florida, Idaho, Mississippi, Missouri, New Hampshire, Nevada, Oklahoma, Pennsylvania, South Carolina, Tennessee, and Utah.¹⁰⁵ A recent analysis by Mathematica Policy Research concluded that the ABCTE elementary content knowledge exam is harder to pass than the Praxis exam in every state. Moreover, teaching candidates had a harder time meeting required pass rates on ABCTE's mathematics and pedagogy exams than the pass rates set in several states for such exams.¹⁰⁶

Regional alternative teacher preparation programs are also showing strong successes, including the Boston Teaching Residency, the Chicago Teaching Fellows, and the New York City Teaching Fellows programs.¹⁰⁷ Out of more than 8,300 applicants to the New York City Teaching Fellows program in 2011, just nine percent were accepted with an average GPA of 3.3.¹⁰⁸ Likewise, just 9 percent of Chicago Teaching Fellows applicants were accepted that year.¹⁰⁹ The Boston Teaching Residency program accepted 75 applicants for 600 positions, which amounts to a 12.5 percent acceptance rate.¹¹⁰

As these successful alternative teacher training programs demonstrate, raising the bar on rigor does not stem the tide of talented teaching applicants. On the contrary, limiting teacher education providers does much to shrink the pool of talented teachers, as the next section illustrates.

Monopoly Over Alternative Providers. Nebraska also limits teacher preparation providers. According to official reports filed by the state to the U.S. Department of Education, no teachers were certified by alternative routes outside of higher education institutions from the 2006-07 school year through the 2008-09 school year.¹¹¹ Only two percent of teachers (103) certified in Nebraska over that period followed an alternative route within state higher education institutions.¹¹² Additionally, the state education department confirms that no teachers have been certified by alternative routes outside of higher education institutions since the 2008-09 school year.¹¹³

The National Council on Teacher Quality recommends a diversity of providers, including school districts and nonprofit organizations, in addition to institutions of higher education, to operate programs. Currently, Nebraska teachers certified through an alternate route can only teach high school when no other qualified teachers are available. Further, the state only allows institutions of higher education to provide alternative certification programs. "These limitations prevent Nebraska's alternate route from providing a true

alternative pathway into the teaching profession," according to the National Council on Teacher Quality.¹¹⁴ New York and Illinois, for example, now allow nonprofit organizations to provide alternative preparation for teachers, breaking the alternative-route monopoly once held by colleges and universities in partnership with local school districts. Washington State also recently began allowing non-higher education alternative-route providers.¹¹⁵

Identifying Effective Teachers in Nebraska: D

As mentioned previously, Nebraska will not formally adopt its proposed teacher performance framework until 2012. Thus the National Council on Teacher Quality's overall grade for this area reflects current policies only. Yet many of the recommended practices detailed in this section are absent from the proposed performance framework and should be added to improve teacher effectiveness in Nebraska.

Teacher Evaluations Do Not Consider Student Learning. Without adequate evaluations, there is no way to gauge whether teachers are prepared for the classroom. As of 2010, Nebraska reported that none of its school districts use student achievement outcomes or student growth as part of their teacher evaluations.¹¹⁶ There is also no statewide teacher evaluation instrument. In the state's largest school district, the Omaha Public Schools district (OPS), teachers are evaluated on classroom observations, their professional growth/development plans, their participation in professional development, their contributions outside the classroom, and their self-assessments.¹¹⁷ Non-tenured OPS teachers are evaluated once a year. Their evaluations are based in part on at least three observations lasting a minimum of 30 minutes. Tenured OPS teachers are evaluated once every three years based on two formal observations and an additional, informal "walk-through," if necessary.¹¹⁸ OPS teachers receive feedback from their evaluators and are classified as "distinguished," "proficient," "basic," or "unsatisfactory."¹¹⁹ While performance of their professional responsibilities is an OPS teacher evaluation factor, student performance cannot be used as part of teachers' evaluations, and OPS teachers do not have to show evidence of student achievement as a factor in their evaluations.¹²⁰

Nebraska's proposed teacher performance framework is remarkably similar to OPS's evaluation policies—most notably the failure to connect teacher effectiveness to students performance and achievement growth. The state's proposed teacher performance framework discussed previously is voluntary for school districts. Absent incentives to adopt the framework, and consequences for noncompliance, it seems unlikely that Nebraska school districts would willingly change their current teacher assessment policies. It also makes little sense that teachers should be evaluated, albeit in part, on professional performance that has nothing whatsoever to do with student performance or student academic growth over time. Additionally, teacher classifications should be more consistent statewide. Multiple classifications across school districts, or simple binary classifications such as satisfactory or unsatisfactory, give teachers, parents, and taxpayers little meaningful information about how well classroom teachers are actually performing.

Florida has a preferable system with four distinct effectiveness tiers: "highly effective" "effective," "needs improvement," and "unsatisfactory."¹²¹ Parents are also notified if their children are placed in a classroom with teachers deemed "needs improvement" or "unsatisfactory."¹²² Parents have every right to expect their child's teacher to be at least proficient. Telling parents their children's teachers are rated as "basic" means little. Florida has a preferable model because its teacher effectiveness ratings prioritize the needs of students, rather than the feelings of adults. Parents should have access to the ratings of their children's teachers through school districts' websites and school report cards. Importantly,

both tenured and non-tenured teachers should have annual evaluations based primarily on student performance—regardless of their past performance.¹²³

In addition to Florida, Colorado requires annual evaluations for all teachers. Probationary teachers must have at least two documented observations resulting in written annual evaluations; and beginning in the 2012-2013 school year, non-probationary teachers must have written evaluations each annually. Half of the teachers' evaluations will be based on students' academic growth, measured in part by test scores. Teachers will be rated "highly effective," "effective," or "ineffective" beginning in the fall of 2013.¹²⁴ Likewise, Louisiana requires annual evaluations of all teachers, 50 percent of which is based on students' academic growth. Additionally, teachers deemed ineffective three or more times during a certification cycle are not recertified.¹²⁵ Using standards approved by its Board of Regents, Rhode Island requires annual evaluations of teachers in which 51 percent is based on student academic growth and achievement. Teachers deemed ineffective within a two-year period are dismissed, while teachers deemed ineffective over a five-year period will no longer be certified by the state.¹²⁶

Retaining Effective Teachers in Nebraska: C-

Teacher Tenure Based on Time Served, Not Teacher Effectiveness. According to the National Council on Teacher Quality, "Nebraska should require a clear process, such as a hearing, for districts to use when considering whether a teacher advances from probationary to permanent status." Additionally:

Nebraska should also ensure that evidence of effectiveness is the preponderant criterion for making tenure decisions. In addition, the current policy of granting tenure after just three years does not allow for the accumulation of sufficient data on teacher performance to support meaningful decisions. Extending the probationary period—ideally to five years—would prevent effective teachers from being unfairly denied tenure based on too little data and ineffective teachers from being granted tenure prematurely.¹²⁷

As explained previously in the context of teacher certification, Florida has effectively ended tenure for all new teachers. Annual contracts based on performance have replaced tenure, and new teachers' annual contracts may not be renewed if they: 1) receive two consecutive annual performance evaluation ratings of unsatisfactory; 2) two annual performance ratings of unsatisfactory within a three-year period; or 3) three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.¹²⁸ Yet Florida is not alone.

To earn tenure, teachers in Colorado must earn three consecutive "effective" ratings. Veteran, tenured teachers who receive two consecutive "ineffective" ratings return to probationary or non-tenured status and have one year to improve or risk termination.¹²⁹ Delaware requires teachers to show two years of satisfactory student growth within a three-year period before they receive tenure.¹³⁰ In late 2009, Rhode Island ended the practice of assigning teachers based solely on seniority.¹³¹

Student Performance is an Unknown Quantity in Performance Pay. Nebraska has established a teacher performance pay structure beginning with the 2016-2017 school year. This plan, however, is contingent upon several factors. At least 75 percent of all school districts must have teacher performance pay provisions in their collective-bargaining agreements before funds will be allocated, and those funds are limited to \$10 million.¹³² Teacher performance indicators "may include, but are not limited to, improving professional skills and knowledge, classroom performance or instructional behavior, and instructional outcomes."¹³³

Exiting Ineffective Teachers in Nebraska: F

Teacher Ineffectiveness Not an Explicit Reason for Dismissal. Nebraska does not make teacher ineffectiveness an explicit ground for dismissal, which can make school districts believe they lack a legal basis for terminating sub-par teachers. The state's process for terminating teachers is the same regardless of the grounds, including "incompetency, neglect of duty, unprofessional conduct, insubordination, immorality, physical or mental incapacity, or other conduct which interferes substantially with the continued performance of duties." All teachers deserve fair and objective evaluations, the opportunity to improve, and due process if fired for poor performance. However, ensuring fairness does not require a cumbersome process, including multiple rounds of appeals that can go on for years. This is a time consuming and costly prospect for school districts, which makes keeping ineffective teachers in the classroom more palatable than firing them. The National Council for Teacher Quality recommends a single appeal opportunity involving "only adjudicators with educational expertise."¹³⁴ Any teacher who receives an unsatisfactory evaluation should be placed on a structured improvement plan, even if they have tenure. Those plans should note deficiencies relating to student performance, specific correction strategies, when improvements will be measured, and the consequences for continued unsatisfactory performance.¹³⁵

Conclusion and Recommendations: The Florida Formula for Teacher Effectiveness

The state of education in Florida in the late 1990's is reminiscent of the status quo in too many states today. According to former Governor Jeb Bush, "A decade ago, Florida schools were failing and ranked near the bottom in nearly every national survey." He added, "More than half of the state's public school students were not reading or performing math at grade level. Mediocrity was tolerated and excuses were more common than accountability. Back then, schools tracked library books better than students' progress and poor performance in schools produced a round-robin of blame."¹³⁶

A combination of reforms championed by Governor Bush beginning in 1998 make up what is commonly referred to as the "Florida Formula," namely, high academic standards, standardized assessment and measurement, data-based accountability, effective teaching, outcome-based funding, and school choice.¹³⁷ The transformation in achievement across student sub-groups in just one decade "ranks as perhaps the greatest public policy success story of the past decade," as the Foundation for Florida's Future explains: "Once near the bottom of the pack on national tests, Florida's students are racing to the top, proving that all children can learn when given the right opportunity. In 1998, Florida students scored at the bottom of the nation in student achievement. 47 percent of Florida's fourth-grade students were functionally illiterate."¹³⁸ By 2009, the fruits of the Florida Formula were evident. Florida's fourth grade Hispanic students were reading as well or better than the statewide average of all students in 31 states. Meanwhile, African-American fourth graders were reading as well or better than the statewide average in eight states.¹³⁹

This section explores Florida's teacher selection and evaluation reforms that are helping propel student success throughout the Sunshine State.

#1 Allow Multiple Teaching Paths to Attract Talented Professionals to the Classroom. About a decade ago, holding a certificate from one of Florida's schools of education was the only path open to teachers. That changed in 1999 when Florida opened multiple paths to teaching. Individuals with a bachelor's

degree or higher may opt to enroll in either an Educator Preparation Institute (EPI) or a District Alternative Certification Program (DACP). These programs were originally designed to focus on areas of critical shortages to provide candidates holding degrees in content areas with intense teacher training to move them immediately into the classroom. By design, Florida public school districts and postsecondary institutions that offer alternative certification programs have significant latitude in their program offerings to help attract the widest possible pool of college graduates to the teaching profession. Both traditional and alternative teaching candidates, however, must all pass the Florida Educator Accomplished Practices (FEAPs) assessment, which consist of 12 skills required of all Florida educators.¹⁴⁰ Importantly, Florida also accepts teaching certificates from any state through full reciprocity. According to the Foundation of Florida's Future, "Half of Florida's new teachers now enter the workforce through these pathways, which are helping to bring highly talented professionals into the classroom where they can begin a fulfilling career making a difference in children's lives."¹⁴¹

#2 Incentivize Student Success through a Professional Pay Structure. Florida made sure to reward teachers based on their effectiveness, measured by student achievement. In 2000, the state enacted a merit-pay system that pays bonuses to teachers whose students earn passing scores on Advanced Placement (AP) or International Baccalaureate (IB) exams. This system is funded by existing revenue and modified a system previously enacted in the early 1990's that made awards to schools worth \$700 for every student who passed either of those exams. From those funds, schools now pay teachers \$50 for every student who passed either of those exams, up to \$2,000. Recognizing the important role of incentives, teachers in failing Florida schools (those earning a grade of D or F) can earn an additional bonus of \$500 for the first student who passes an AP test.¹⁴² As a result, the number of Florida students taking AP exams has increased by 366 percent since 2000. The number of students passing such exams has increased 249 percent. Significantly, the number of African-American and Hispanic students passing AP exams has tripled.¹⁴³

In 2011, Florida adopted additional reforms that pay teachers according to free-market principles. These include requiring higher salaries for teachers who are proven effective, teach high-demand subjects, and teachers who work in high-poverty or low-performing schools. This market-based compensation reform replaced the previous pay structure, which based teachers' salaries largely on time served. Under the new system, school districts may pay teachers more if they hold degrees in the subject matters they teach and for their experience as long as they are deemed effective or highly effective.¹⁴⁴ All teachers will also have the option, until the 2014-15 school year, to be paid under the current salary scale or opt for the new performance-based model.¹⁴⁵

#3 Define Teacher Effectiveness in Terms of Student Learning. U.S. Secretary of Education Arne Duncan recently highlighted the vital importance of identifying excellent teachers and their role in student learning. "The quality of our education system can only be as good as the quality of our teaching force." according to Secretary Duncan, who added:

Working together, we can transform teaching from the factory model designed over a century ago to one built for the information age. We can build an accountability system based on data we trust and a standard that is honest—one that recognizes and rewards great teaching, gives new or struggling teachers the support they need to succeed, and deals fairly, efficiently, and compassionately with teachers who are simply not up to the job.¹⁴⁶

Defining teacher effectiveness, however, is the first step toward ensuring high-quality teachers in every classroom. Under Florida's old system teachers were classified either "satisfactory" or "needs improvement." Florida's new system classifies teachers by four distinct standards: "highly effective," "effective," "needs improvement," and "unsatisfactory."¹⁴⁷ Parents are also notified if their

children are placed in a classroom with ineffective teachers, namely, those deemed "needs improvement" or "unsatisfactory."¹⁴⁸

#4 Make Student Learning a Core Measure of Teacher Evaluations. Under Florida's old system teachers were evaluated solely by principals and their peers, and those evaluations were not required to include student performance data on standardized assessments. As of 2009, virtually all Florida teachers (99.7 percent) were rated satisfactory under that system.¹⁴⁹ At least half of teachers' evaluations are now based on student learning gains measured by current standardized tests, including Florida's Comprehensive Assessment Test (FCAT) and end-of-year AP exams. School districts will adopt assessments to measure student learning gains in courses without existing tests. Student learning gains also must account for 30 percent of non-classroom staff evaluations.¹⁵⁰ Of course, such a system requires measuring what students know at the beginning of the school year, and what they have learned at the end of the school year. Florida has long been a data-driven state, and measuring students' academic progress against uniformly high standards for all has yielded results. In fact, Florida was one of only three states recognized by the U.S. Department of Education for significantly narrowing the achievement gap for minority and poor students.¹⁵¹

#5 Bring Teacher Contracting into the 21st Century. Florida adopted a three-pronged approach regarding modernizing its teacher contracting policies, beginning with tenure reform. Under the old system, Florida teachers were awarded virtually lifetime tenure after only three years of satisfactory evaluations, which were not required to include student achievement data. As of July 1, 2011, new teachers work on annual contracts, and three-year contracts replace life-time tenure, which are granted only to teachers with positive student performance. Current teachers will maintain their tenure. Next, school districts may offer veteran tenured teachers higher salaries if they voluntarily forgo tenure. If staff reductions must be made, school districts must prioritize their decisions on teacher performance, not seniority (often referred to as the "last-hired, first-fired" policy).¹⁵²

Strong teacher selection and evaluation policies are a cornerstone of Florida's success, and through them the Sunshine State works to fulfill the promise of an effective teacher for every student. To fulfill that promise for Nebraska students, policymakers should adopt similar reforms.

Appendix Table 1. Summary of Admissions Requirements for Teacher Education Programs in Nebraska Colleges and Universities

Admissions Elements	Undergraduate	Graduate
Application	17	8
Fee/payment	3	4
Transcript	12	7
Fingerprint check	0	0
Background check	8	4
Experience in a classroom or working with children	8	0
Minimum number of courses/credits/semester hours completed	17	7
Minimum high school GPA	4	1
Minimum undergraduate GPA	17	8
Minimum GPA in content area coursework	11	5
Minimum GPA in professional education coursework	12	6
Minimum ACT score	2	0
Minimum SAT score	0	0
Minimum GRE score	0	0
Minimum basic skills test score	17	8
Subject area/academic content test or other subject matter verification	1	0
Minimum Miller Analogies test score	0	0
Recommendation(s)	16	7
Essay or personal statement	11	5
Interview	10	5
Resume	1	2
Bachelor's degree or higher	1	8
Job offer from school/district	0	1
Personality test (e.g., Myers-Briggs Assessment)	1	0
Other (writing samples; notarized felony convictions/mental capacity form; technology proficiency)	6	3

Sources: Author's figure summarizes data reported to the U.S. Department of Education in Title II State Report 2010-Nebraska, October 2010. See "2008-2009 Teacher Education Programs in Nebraska Colleges and Universities" in Section I.a Traditional Program Admission Requirements; and the Supplemental Section Nebraska Cut Scores.

Note: There were 17 undergraduate programs, and 11 graduate programs reported during the 2008-09 school year; however, Dana College closed as of June 30, 2010.

Appendix Table 2. Nebraska Teaching Certificates

Teaching Certificate Name	Description
Career Education (New)	This certificate replaces the Trades Certificate and is available for individuals who are hired to teach a course in a career education area where no teacher education program exists, instructional content of the course exceeds teacher preparation coursework, or for which a school system submits documentation that it has not found a qualified teacher for a specific course in the career education field. This certificate is limited to instruction of students in grades 9-12. Applicants are required to obtain a written request for issuance from the Superintendent or governing body which identifies the career education course to be taught by the applicant. They must also qualify for one of 16 career education endorsements through completion of postsecondary coursework; an apprenticeship; demonstrated proficiency based on five years or more of practice in that career, or demonstrated proficiency by passing a competency test approved by the industry or career area.
Dual Credit (New)	This certificate requires that individuals teaching dual credit classes to high school students must have a valid Nebraska certificate, along with other requirements including employment by a Nebraska postsecondary educational entity; approval by a local school board to teach high school student courses earning college and high school credit; and holding a master's degree and have completed a minimum of six graduate hours in the subject area of the dual credit class.
Initial	The first certificate issued on the basis of completion of an approved teacher education program when all Nebraska academic and state requirements have been met. If requested by the applicant at the time of application, the certificate will be valid only in Nebraska nonpublic school systems. The Initial teaching certificate expires on the applicant's date of birth in the fifth year following the year of issuance or renewal.
Professional	An advanced certificate requiring a master's degree completed in the applicant's current endorsement area which was received at the baccalaureate level OR a master's degree in Curriculum and Instruction. This certificate is valid for teaching in all Nebraska school systems. The Professional teaching certificate expires on the applicant's date of birth in the tenth year following the year of issuance or renewal.
Provisional Commitment	A certificate issued to an applicant who has completed a baccalaureate degree but has not completed an approved teacher preparation program. The applicant must have completed at least 50 percent of the pre-student teaching requirements, including a course in teaching methods and at least 75 percent of the requirements for at least one subject or field endorsement. The certificate is valid for teaching in the Nebraska school system requesting the issuance of the certificate. This teaching certificate shall expire on August 31 of the year following the year of issuance or renewal.
Provisional	A certificate issued to an applicant who has not met all the recent college credit hours or employment experience requirements for a regular certificate. It is valid in all Nebraska school systems, except that if requested by the applicant at the time of application, this certificate is valid in Nebraska nonpublic school systems. This teaching certificate expires on August 31 of the year following the year of issuance or renewal.
Standard	A certificate issued based upon two consecutive years of teaching half time or more, in the same school system in the past five years while holding a valid regular teaching certificate. It is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. This teaching certificate expires on the applicant's date of birth in the fifth year following the year of issuance.
Temporary	This is a certificate that is valid in all Nebraska school systems. The temporary certificate expires on August 31 of the second year following the year in which it is issued.
Transitional	A certificate issued to an applicant who has completed a baccalaureate degree but has not completed an approved teacher preparation program. The applicant must have completed at least 75 percent of the requirements for at least one subject or field endorsement. This certificate requires a written request for the issuance of the certificate from the superintendent of schools or the governing body in which the applicant intends to teach. The written request must include documentation that the school system has not found a fully qualified teacher for the position.

Sources: Author's table based on descriptions from the Nebraska Department of Education, "Certification Terms A - Z," "Career Education Teaching Certificate," "Dual Credit Teaching Certificate," and "New Certificate Types."

Appendix Table 3. Nebraska Certification Requirements by Certification Type

Teaching Certificate name:	Profes- sional	Initial	Stan- dard	Career Ed.	Dual Credit	Tempo- rary	Provisional Commitment	Provisional	Transitional
Duration of certificate (in years):	10	5	5	5	5	2	1	1	1
How many times renewable?	99	99	99	99	99	0	99	99	5
Grade spans covered:	K-12	K-12	K-12	6-12	6-12	K-12	K-12	K-12	6-12
Is a bachelor's degree required?	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Is a master's degree or higher required?	Yes	No	No	No	Yes	No	No	No	No
Is a bachelor's degree in education required?	Yes	Yes	Yes	No	No	Yes	No	Yes	No
Is a bachelor's degree in a subject area/academic content area required?	No	No	No	No	No	No	No	No	No
Is a state-approved teacher education program required?	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes
Is there a grade point average (GPA) requirement for general and/or professional education coursework?	No	Yes	No	No	No	No	Yes	Yes	Yes
Are tests or assessments required?	No	Yes	No	No	No	No	No	No	No
Are performance assessments (such as portfolios) required?	No	No	No	No	No	No	No	No	No
Are passing state prescribed coursework and/or written assignments required?	No	No	No	No	No	No	No	No	No
Is professional employment as a teacher required?	No	No	Yes	Yes	Yes	No	Yes	No	Yes
Is passing National Board of Professional Teaching Standards required?	No	No	No	No	No	No	No	No	No
Is completion of a supervised clinical experience required?	No	Yes	No	No	No	Yes	No	Yes	Yes
Is professional development or continuing education experience required?	No	No	No	No	No	No	No	No	Yes
Is participation in a mentoring program required?	No	No	No	No	No	No	No	No	Yes
Is fingerprinting required?	No	No	No	No	No	No	No	No	No
Is a background check required?	No	No	No	No	No	No	No	No	No
Is a police record examination required?	No	No	No	No	No	No	No	No	No
Is United States citizenship required?	No	No	No	No	No	No	No	No	No

Source: Author's table based on data reported to the U.S. Department of Education in Title II State Report 2010-Nebraska, October 2010, Section III Certification Requirements.

Appendix Table 4. Summary Pass Rates by Institution, 2008-09

Program	Group	Number taking tests	Number passing tests	Pass rate (%)
Chadron State College	All program completers, 2008-09	86	86	100
College of St Mary	All program completers, 2008-09	32	30	94
Concordia University	All program completers, 2008-09	91	91	100
Creighton University	All program completers, 2008-09	32	32	100
Dana College	All program completers, 2008-09	31	31	100
Doane College	All program completers, 2008-09	57	57	100
Grace University*	All program completers, 2008-09	6		
Hastings College	All program completers, 2008-09	62	62	100
Midland Lutheran College	All program completers, 2008-09	25	25	100
Peru State College	All program completers, 2008-09	96	96	100
Union College	All program completers, 2008-09	21	21	100
University of Nebraska - Lincoln	All program completers, 2008-09	242	242	100
University of Nebraska at Kearney	All program completers, 2008-09	143	142	99
University of Nebraska at Omaha	All program completers, 2008-09	194	194	100
Wayne State College	All program completers, 2008-09	113	113	100
York College	All program completers, 2008-09	19	19	100

Source: Author's table based on data reported to the U.S. Department of Education in Title II State Report 2010-Nebraska, October 2010, Section V Summary Pass Rates.

- Notes: 1. With six students, Grace University's pass rates would not be reported for privacy purposes.
 2. There were 17 undergraduate programs, and 11 graduate programs reported during the 2008-09 school year; however, Dana College closed as of June 30, 2010.
 3. No data were reported for Nebraska Wesleyan University.
 4. Table includes pass rates of traditional programs only.

Appendix Table 5. States Requiring Testing for Initial Teacher Certification, 2010

State	Assessment for certification, 2010			
	Basic skills exam	Subject-matter exam	Knowledge of teaching exam	Assessment of teaching performance
Alabama	■	■	■	■
Alaska	■	□	□	□
Arizona	□	■	■	□
Arkansas	■	■	■	■
California	■	NA	□	■
Colorado	□	■	□	□
Connecticut	■	■	■	■
Delaware	■	■	□	□
District of Columbia	■	■	NA	NA
Florida	■	□	□	■
Georgia	■	■	□	□
Hawaii	■	■	■	NA
Idaho	□	■	■	■
Illinois	■	■	■	□
Indiana	■	■	□	■
Iowa	NA	□	NA	NA
Kansas	□	■	■	□
Kentucky	■	■	■	■
Louisiana	■	■	■	■
Maine	NA	NA	NA	NA
Maryland	■	■	■	■
Massachusetts	■	■	□	■
Michigan	■	■	□	■
Minnesota	■	■	■	□
Mississippi [4]	NA	NA	NA	NA
Missouri	■	■	□	■

State	Assessment for certification, 2010			
	Basic skills exam	Subject-matter exam	Knowledge of teaching exam	Assessment of teaching performance
Montana	□	□	□	□
Nebraska	■	□	□	□
Nevada	NA	■	NA	NA
New Hampshire	■	■	□	□
New Jersey [4]	NA	NA	NA	NA
New Mexico	■	■	■	■
New York	□	■	■	□
North Carolina	NA	NA	NA	NA
North Dakota	NA	■	NA	NA
Ohio	□	■	■	■
Oklahoma	NA	NA	NA	NA
Oregon	■	■	NA	NA
Pennsylvania	■	■	■	■
Rhode Island	□	□	■	■
South Carolina	□	■	■	□
South Dakota	■	■	■	■
Tennessee	■	■	■	□
Texas	NA	NA	NA	NA
Utah	□	■	□	■
Vermont	■	■	□	□
Virginia	■	■	■	□
Washington	■	■	□	■
West Virginia	■	■	■	■
Wisconsin	■	■	□	□
Wyoming	NA	□	NA	NA

Source: Author's table adapted from table 179 in Thomas D. Snyder and Sally A. Dillow, Digest of Education Statistics 2010, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, April 2011.

- Notes:
1. NA stands for not available.
 2. ■ Denotes the state requires testing.
 3. □ Denotes the state does not require testing.
 4. The National Council on Teacher Quality reports that Mississippi and New Jersey do require all teachers to pass all subject-matter tests as a condition of their initial licensure. Their report was published several months later than the data file generated for U.S. Department of Education table used here. This likely explains the reporting differences. See the National Council on Teacher Quality, 2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary, January 2011, p. 17.

About the Author

Vicki E. Alger, Ph.D., is President and CEO of Vicki Murray & Associates, LLC. She is also Senior Fellow and Director of the Women for School Choice Project at the Independent Women's Forum in Washington, DC, and a Research Fellow at the Independent Institute in Oakland, California, where she is working on a book examining the history of the U.S. Department of Education.

Dr. Alger's research focuses on education reform measures to improve academic accountability at all levels, promote a competitive education climate, and increase parents' control over their children's education. She has advised the U.S. Department of Education on public school choice and higher education reform. She has also advised education policymakers in more than 30 states, provided expert testimony before state legislative education committees, served on two national accountability task forces, and her research was used as part of the successful legal defense of Arizona's flagship tax-credit scholarship program in the U.S. Supreme Court in 2011 (*Winn v. Garriott*).

Dr. Alger has held education directorships at the Pacific Research Institute in Sacramento, California, and the Goldwater Institute in Phoenix, Arizona. Her research helped inspire numerous pieces of K-12 parental choice legislation in those states, including programs for students from low-income families, attending failing schools, with special needs, and children in the foster-care system. Dr. Alger's research also informed a statewide higher education voucher program.

Dr. Alger's research and writings on market education policy have been widely published and cited in state and national media and research outlets, as well as outlets in Canada, Great Britain, Mexico, and New Zealand. Prior to her career in education policy, Dr. Alger taught college-level courses in American politics, English composition and rhetoric, and early British literature. She has lectured at universities nationwide, including the U.S. Military Academy, West Point. Dr. Alger received her Ph.D. in political philosophy from the Institute of Philosophic Studies at the University of Dallas, where she was an Earhart Foundation Fellow.

Endnotes:

1 Eric A. Hanushek, *The Economic Value of Higher Teacher Quality*, National Bureau of Economic Research, Working Paper 16606, December 2010, p. 1, <http://www.nber.org/tmp/83470-w16606.pdf>.

2 Eric A. Hanushek, *The Economic Value of Higher Teacher Quality*, National Bureau of Economic Research, Working Paper 16606, December 2010, p. 1, <http://www.nber.org/tmp/83470-w16606.pdf>.

3 Bryon Auguste, Bryan Hancock, and Martha Laboissiere, *The Economic Impact of the Achievement Gap in America's Schools*, McKinsey & Company, April 2009, p. 5, http://mckinseysociety.com/downloads/reports/Education/achievement_gap_report.pdf.

4 Bryon Auguste, Bryan Hancock, and Martha Laboissiere, *The Economic Impact of the Achievement Gap in America's Schools*, McKinsey & Company, April 2009, p. 5, http://mckinseysociety.com/downloads/reports/Education/achievement_gap_report.pdf.

5 Bryon Auguste, Bryan Hancock, and Martha Laboissiere, *The Economic Impact of the Achievement Gap in America's Schools*, McKinsey & Company, April 2009, p. 7, http://mckinseysociety.com/downloads/reports/Education/achievement_gap_report.pdf.

6 Foundation for Florida's Future, *Florida's Education Revolution*, p. 1-2, <http://afloridapromise.org/Docs/FFF%20A%20Summary%20of%20Florida's%20Education%20Revolution.pdf>.

7 Byron Auguste, Paul Kihn, and Matt Miller, *Closing the Talent Gap: Attracting and Retaining Top-third Graduates to Careers in Teaching*, McKinsey & Company, September 2010, p. 5, http://www.mckinseysociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf.

8 See Arne Duncan, "Working Toward 'Wow': A Vision for a New Teaching Profession," Remarks to the National Board of Professional Teaching Standards, July 29, 2011, <http://www.ed.gov/news/speeches/working-toward-wow-vision-new-teaching-profession>.

9 See Arne Duncan, "Working Toward 'Wow': A Vision for a New Teaching Profession," Remarks to the National Board of Professional Teaching Standards, July 29, 2011, <http://www.ed.gov/news/speeches/working-toward-wow-vision-new-teaching-profession>.

10 See Arne Duncan, "Working Toward 'Wow': A Vision for a New Teaching Profession," Remarks to the National Board of Professional Teaching Standards, July 29, 2011, <http://www.ed.gov/news/speeches/working-toward-wow-vision-new-teaching-profession>.

toward-wow-vision-new-teaching-profession. See also the National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*, September 1996, p. 10, <http://www.nctaf.org/documents/WhatMattersMost.pdf>.

11 Arne Duncan, "Working Toward 'Wow': A Vision for a New Teaching Profession," Remarks to the National Board of Professional Teaching Standards, July 29, 2011, <http://www.ed.gov/news/speeches/working-toward-wow-vision-new-teaching-profession>.

12 "Obama's Remarks on Education," *Wall Street Journal*, March 10, 2009, <http://blogs.wsj.com/washwire/2009/03/10/obamas-remarks-on-education-2/>.

13 For a summary of some of the leading research on this subject, see Michael Barbar and Mona Mourshed, *How the World's Best-performing Schools Come Out on Top*, McKinsey & Company, September 2007, p. 12, http://mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.

14 Eric A. Hanushek, *The Economic Value of Higher Teacher Quality*, National Bureau of Economic Research, Working Paper 16606, December 2010, p. 3.

15 Thomas J. Kane, Jonah E. Rockoff, and Douglas O. Staiger, *What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City*, National Bureau of Economic Research Working Paper No. 12155, March 2006, p. 42, <http://www.gse.harvard.edu/news/features/kane/nycfellowsmarch2006.pdf>.

16 Will Dobie, "Teacher Characteristics and Student Achievement: Evidence from Teach for America," Harvard University, July 2011, pp. 9-10, <http://blogs.edweek.org/edweek/teacherbeat/teachercharacteristicsjuly2011.pdf>.

17 Eric A. Hanushek, *The Economic Value of Higher Teacher Quality*, National Bureau of Economic Research, Working Paper 16606, December 2010, pp. 17 and table 2, p. 34.

18 Eric A. Hanushek and Ludger Woessmann, *The High Cost of Low Educational Performance: The Long-run Economic Impact of Improving PISA Outcomes*, Organisation for Economic Cooperation and Development, Programme for International Student Assessment, January 25, 2010, figure 1, p. 6, table 1, p. 23, pp. 24-25, <http://www.pisa.oecd.org/dataoecd/11/28/44417824.pdf>; and Erik W. Robelen, "Study Links Rise in Test Scores to Nations' Output," *Education Week*, January 25, 2010, <http://www.edweek.org/ew/articles/2010/01/27/19costs.h29.html?tkn=UOOFoehHTD5BwRho9LA GP0oIRbLRLxZPUB8e>.

19 Author's figures based on OECD GDP projections spanning 80 years. See Eric A. Hanushek and Ludger Woessmann, *The High Cost of Low Educational*

Performance: The Long-run Economic Impact of Improving PISA Outcomes, Organisation for Economic Cooperation and Development, Programme for International Student Assessment, January 25, 2010, p. 27, <http://www.pisa.oecd.org/dataoecd/11/28/44417824.pdf>; and Erik W. Robelen, "Study Links Rise in Test Scores to Nations' Output," *Education Week*, January 25, 2010, <http://www.edweek.org/ew/articles/2010/01/27/19costs.h29.html?tkn=UOOFoehHTDSBwRho9LAGP0olRbLRkZPUB8e>.

20 Hanushek in Erik W. Robelen, "Study Links Rise in Test Scores to Nations' Output," *Education Week*, January 25, 2010, <http://www.edweek.org/ew/articles/2010/01/27/19costs.h29.html?tkn=UOOFoehHTDSBwRho9LAGP0olRbLRkZPUB8e>. See also, Eric A. Hanushek with Steven G. Rivkin, "Generalizations about using value-added measures of teacher quality," paper presented at the annual meeting of the American Economic Association, Atlanta, GA, January 3-5, 2010, p. 7, <http://edpro.stanford.edu/hanushek/admin/pages/files/uploads/HanushekRivkin%20AEA2010.CALDER.pdf>. Subsequently published in *American Economic Review*, 100(2), May 2010; cf. Eric A. Hanushek, "Teacher Deselection," in *Creating a New Teaching Profession*, ed. D. Goldhaber and J. Hannaway (Urban Institute Press: Washington, DC, 2009), pp. 165-80; and Eric A. Hanushek, *The Economic Value of Higher Teacher Quality*, National Bureau of Economic Research, Working Paper 16606, December 2010.

21 The \$7,500 figure is the author's own based on the U.S. Census Bureau American population figure for 2010 of 308,745,538. See U.S. Census Bureau, USA Quick Facts, <http://quickfacts.census.gov/qfd/states/00000.html>. See also "The Economic Impact of the Achievement Gap in America's Schools," McKinsey & Company, April 23 2009, pp. 5, 6, 7, and 17, http://www.mckinsey.com/App_Media/Images/Page_Images/Offices/SocialSector/PDF/achievement_gap_report.pdf; cf. Vicki (Murray) Alger, "Florida Proves What Real Education Stimulus Is," *Orlando Sentinel*, June 1, 2009, <http://www.iwf.org/news/show/21544.html>; and Alyson Klein, "Achievement Gaps Drag Down Economy, Study Asserts," *Education Week*, April 22, 2009, <http://www.edweek.org/ew/articles/2009/04/22/30economy.h28.html?tkn=XZPFoPY1frESOEcl9qU10roAK3DiRuX5wIsm>.

22 National Council on Teacher Quality, *2009 State Teacher Policy Yearbook: 2010 Primary Findings* website, <http://www.nctq.org/stpy09/updates/primaryFindings.jsp>

23 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change*, January 2011, p. 5, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

24 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 25, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

25 Nebraska Department of Education, "Introduction to the Nebraska Teacher and Principal Performance Framework," revised Board draft, November 1, 2011, p. 1.

26 Nebraska Department of Education, "Introduction to the Nebraska Teacher and Principal Performance Framework," revised Board draft, November 1, 2011.

27 Nebraska Department of Education, "Introduction to the Nebraska Teacher and Principal Performance Framework," revised Board draft, November 1, 2011, p. 2, Effective Practice 1, Example Indicator 'g'.

28 See the Florida Senate, SB 736, <http://www.flsenate.gov/Session/Bill/2011/736>.

29 Foundation for Florida's Future, "Florida's Education Report Card 2011," p. 3, http://www.afloridapromise.org/docs/2011_fff_booklet.pdf. See also Foundation for Florida's Future, "Teaching: Teaching to the Top," http://afloridapromise.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx.

30 Daniel Weisberg, Susan Sexton, Jennifer Mulhern, and David Keeling, *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*, Second Edition, The New Teacher Project, 2009, pp. 6, 10-13, <http://widgeteffect.org/downloads/TheWidgetEffect.pdf>; cf. Thomas J. Kane, Amy L. Wooten, John H. Tyler, and Eric S. Taylor, "Evaluating Teacher Effectiveness," *Education Next*, Summer 2011 / Vol. 11, No. 3,

<http://educationnext.org/evaluating-teacher-effectiveness/>.

31 U.S. Department of Education, Title II Reports on the Quality of Teacher Preparation website, <http://www2.ed.gov/about/reports/annual/teachprep/index.html>. States are required to file annual reports relating to teacher quality with the U.S. Department of Education each October. This report uses the Nebraska report filed in October 2010, the most recent available at the time.

32 Arne Duncan, "Secretary Arne Duncan's Remarks to National Council for Accreditation of Teacher Education," November 16, 2010, <http://www.ed.gov/news/speeches/secretary-arne-duncans-remarks-national-council-accreditation-teacher-education>. See also Arne Duncan, "Teacher Preparation: Reforming the Uncertain Profession," Remarks of Secretary Arne Duncan at Teachers College, Columbia University, October 22, 2009, <http://www.ed.gov/news/speeches/teacher-preparation-reforming-uncertain-profession>; Stephen Sawchuk, "Duncan Cites Shortcomings of Teacher Preparation," *Education Week*, October 28, 2009, <http://www.edweek.org/ew/articles/2009/10/23/09teacher.h29.html>; and Stephen Sawchuk, "Momentum Builds to Restructure Teacher Education," *Education Week*, November 17, 2010, <http://www.edweek.org/ew/articles/2010/11/17/13teacherprep.h30.html?tkn=RSTFql3vjfhlvqlnG7%2B4LNhf7sH6%2BKVnzLil&cmp=clp-edweek>.

33 National Council on Teacher Quality, National Review of Teacher Preparation Programs, Building Better Teachers website, <http://www.nctq.org/p/edschools/home.jsp>.

34 As of December 15, 2011. See the National Council on Teacher Quality, National Review of Teacher Preparation Programs, Building Better Teachers, Nebraska Status website, <http://www.nctq.org/transparency.do?stateId=28>. See also National Council on Teacher Quality, National Review of Teacher Preparation Programs, Building Better Teachers website, <http://www.nctq.org/p/edschools/home.jsp>; and National list of teacher preparation programs website, <http://www.nctq.org/p/edschools/list.jsp>.

35 Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf. Sections 003, 004, and 005 of Chapter 20 provide the basis for assessment of teacher preparation programs. See also Nebraska Department of Education, "Guidelines Recommended for Use with Rule 20 (Approval of Teacher Education Programs)," Approved by the State Board of Education on August 9, 2007, <http://www.education.ne.gov/Legal/webrulespdf/CLEANRule20Guide2007.pdf>.

36 Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf. See section 005.01 and 005.02. Sections 005 through 007 of Chapter 20 detail the approval requirements of teacher education programs; cf. Chapter 23, Basic Skill Competency Testing of Teachers and Administrators, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-23.pdf.

37 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section IV Standards and Criteria, <https://title2.ed.gov/Title2STRC/Pages/StandardsAndCriteria.aspx>. See especially #17. Author's November 8, 2011, email correspondence with Sharon Katt, Senior Administrator, Adult Program Services, Nebraska Department of Education confirmed revisions are still underway; cf. Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf. Sections 003, 004, and 005 of Chapter 20 provide the basis for assessment of teacher preparation programs. See also Nebraska Department of Education, "Guidelines Recommended for Use with Rule 20 (Approval of Teacher Education Programs)," Approved by the State Board of Education on August 9, 2007, <http://www.education.ne.gov/Legal/webrulespdf/CLEANRule20Guide2007.pdf>.

38 As of June 30, 2010, Dana College closed. See *Title II State Report 2010-Nebraska*, October 2010, "2008-2009 Teacher Education Programs in Nebraska Colleges and Universities" in Supplemental Section Nebraska Cut

- Scores, <https://title2.ed.gov/Title2STRC/Pages/Supplemental.aspx>. Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf. Sections 003, 004, and 005 of Chapter 20 provide the basis for assessment of teacher preparation programs.
- 39 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Introduction, <https://title2.ed.gov/Title2STRC/Pages/Introduction.aspx>.
- 40 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Introduction, <https://title2.ed.gov/Title2STRC/Pages/Introduction.aspx>; and *Title II State Report 2009-Nebraska*, October 2009, Section V Low Performing Programs, <http://title2.ed.gov/Title2DR/LowPerforming.asp>. For related regulations, see Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf; Title 92, NAC, Chapter 21, Issuance of Certificates and Permits to Teach, Provide Special Services and Administer in Nebraska Schools, http://www.education.ne.gov/Legal/webrulespdf/CLEANRule%2021_2010.pdf; and Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, http://www.education.ne.gov/Legal/webrulespdf/CLEANRule24_2010.pdf.
- 41 The current process generally takes care of any identified issues within a few months according to Sharon Katt, Senior Administrator, Adult Program Services, Nebraska Department of Education. Author's November 8, 2011, email correspondence.
- 42 Pass rates reflect 2008-09 program completers. Grace University did not report summary pass rates. *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section V Summary Pass Rates <https://title2.ed.gov/Title2STRC/Pages/SummaryRates.aspx>.
- 43 National Conference of Bar Examiners, "2010 Statistics," November 1, 2011, p. 8, http://www.ncbex.org/assets/media_files/Statistics/2010Stats110111.pdf; National Conference of Bar Examiners, "2009 Statistics," November 1, 2011, p. 8, http://www.ncbex.org/assets/media_files/Statistics/2009Stats110111.pdf.
- 44 National Council of State Boards of Nursing, "2011 Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate," October 14, 2011, https://www.ncsbn.org/Table_of_Pass_Rates_2011.pdf.
- 45 National Council of Examiners for Engineering and Surveying, "FE exam," October 2011, http://www.ncees.org/Exams/FE_exam.php; American Institute of Certified Public Accountants, "Uniform CPA Examination Passing Rates 2011," <http://www.aicpa.org/BecomeACPA/CPAExam/PsychometricsandScoring/PassingRates/DownloadableDocuments/PassRates2011.pdf>.
- 46 Quoted in Daniel Nadler and Paul E. Peterson, "What Happens When States Have Genuine Alternative Certification?" *Education Next*, Winter 2009 / Vol. 9, No. 1, <http://educationnext.org/what-happens-when-states-have-genuine-alternative-certification/>.
- 47 Robert Gordon, Thomas J. Kane, Douglas O. Staiger, *Identifying Effective Teachers Using Performance on the Job*, Brookings Institution Discussion Paper 2006-01, April 2006, pp. 8-9, http://www.brookings.edu/papers/2006/~1/media/Files/rc/papers/2006/04education_gordon/200604hamilton_1.pdf.
- 48 Robert Gordon, Thomas J. Kane, Douglas O. Staiger, *Identifying Effective Teachers Using Performance on the Job*, Brookings Institution Discussion Paper 2006-01, April 2006, p. 5, http://www.brookings.edu/papers/2006/~1/media/Files/rc/papers/2006/04education_gordon/200604hamilton_1.pdf. See also Figure 1 on p. 8, and analysis by Matthew Ladner, "Does a certificate make the teacher-or results?" Goldwater Institute Daily Email, December 8, 2008, <https://goldwater.rhinonet.com/article/2639>.
- 49 National Council for Accreditation of Teacher Education, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*, November 2010, pp. iii and 18, <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>.
- 50 See, for example, Caroline M. Hoxby and Andrew Leigh, "Wage Distortion: Why America's top women college graduates aren't teaching," *Education Next*, Spring 2005 / Vol. 4, No. 2, <http://educationnext.org/wagedistortion/>.
- 51 Richard M. Ingersoll, "A Comparative Study of Teacher Preparation and Qualifications in Six Nations," Consortium for Policy Research in Education, CPRE Policy Brief No. RB-47, 2007, pp. 2-3, 7, and 13, http://www.cpre.org/images/stories/cpre_pdfs/RB47.pdf. For a more extensive treatment, see Richard M. Ingersoll, ed., *A Comparative Study of Teacher Preparation and Qualifications in Six Nations*, Consortium for Policy Research in Education, CPRE Research Report No. RR-57, 2007, http://www.cpre.org/images/stories/cpre_pdfs/sixnations_final.pdf.
- 52 The National Center on Education and the Economy, "Executive Summary: Tough Choices of Tough Times," The New Commission on the Skills of the American Workforce, 2007, pp. 12-13, http://www.skillscommission.org/wp-content/uploads/2010/05/ToughChoices_EXECESUM.pdf.
- 53 Michael Barbar and Mona Mourshed, *How the World's Best-performing Schools Come Out on Top*, McKinsey & Company, September 2007, p. 16, http://mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.
- 54 Marjorie Kostelnik, "Thank You, Nebraska Teachers and Schools!" Nebraska State Education Association News and Information, n.d., <http://www.nsea.org/news/all.htm?artid=1088>.
- 55 Michael Barbar and Mona Mourshed, *How the World's Best-performing Schools Come Out on Top*, McKinsey & Company, September 2007, p. 17, http://mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.
- 56 Michael Barbar and Mona Mourshed, *How the World's Best-performing Schools Come Out on Top*, McKinsey & Company, September 2007, pp. 17-19, http://mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.
- 57 Title 92, NAC, Chapter 23, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-23.pdf. See also ETS, The Praxis Series, "Overview of Nebraska Testing Requirements," <http://www.ets.org/praxis/ne>; "Nebraska Test Requirements," <http://www.ets.org/praxis/ne/requirements/>; and "The Praxis Series Passing Scores by Test and State," http://www.ets.org/Media/Tests/PRAXIS/pdf/09706_passing_scores.pdf.
- 58 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section V Assessment Pass Rates, <https://title2.ed.gov/Title2STRC/Pages/AssessmentRates.aspx>. It is likely pass rates for assessments of nine candidates or less is not posted to protect their privacy. See also Section V Summary Pass Rates, <https://title2.ed.gov/Title2STRC/Pages/SummaryRates.aspx>.
- 59 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 21, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.
- 60 Nebraska's minimum qualifying PPST Mathematics score, 171; Reading, 170; and Writing, 172. Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, Section 005.02, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf; and Section 003.02D of Chapter 23, Basic Skill Competency Testing of Teachers and Administrators, http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-23.pdf; cf. ETS, The Praxis Series, "The Praxis Series Passing Scores by Test and State," p. 1, <http://www.ets.org/Media/Tests/PRAXIS/pdf/09706passingscores.pdf>.
- 61 *Title II State Report 2010-Nebraska*, October 2010. See "2008-2009 Teacher Education Programs in Nebraska Colleges and Universities" in Section I.a

Traditional Program Admission Requirements, <https://title2.ed.gov/Title2STRC/Pages/TraditionalAdmission.aspx>. The typical GPA of 2.5 or higher is the author's figure and represents the median overall GPAs required by Nebraska teacher education programs as reported on institutions' websites or course catalogues. Dana College is excluded because it closed as of June 30, 2010.

62 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 8, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, pp. 15 and 22, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

63 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, pp. 15, 16 and 22, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

64 National Council for Accreditation of Teacher Education, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*, November 2010, p. 15, <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>; cf. Stephen Sawchuk, "Momentum Builds to Restructure Teacher Education," *Education Week*, November 10, 2010, <http://www.edweek.org/ew/articles/2010/11/17/13teacherprep.h30.html?tkn=RSTFql3vjflhvqlnG7%2B4LNhf7sH6%2BKVnzlil&cmp=clp-edweek>.

65 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section III Certification Requirements, <https://title2.ed.gov/Title2STRC/Pages/CertificationRequirements.aspx>. For descriptions see the Nebraska Department of Education, "Certification Terms A - Z," <http://www.education.ne.gov/TCERT/pdfs/TERMS.pdf>; "Career Education Teaching Certificate," <http://www.education.ne.gov/TCERT/pdfs/CareerEdInst.pdf>; and "Dual Credit Teaching Certificate," <http://www.education.ne.gov/TCERT/pdfs/DualCreditInst.pdf>; cf. "New Certificate Types" on the Teacher Certification website, <http://www.education.ne.gov/TCERT/>.

66 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section I.e Teachers Prepared, <https://title2.ed.gov/Title2STRC/Pages/TeachersPrepared.aspx>; and Section I.f Program Completers, <https://title2.ed.gov/Title2STRC/Pages/ProgramCompleters.aspx>.

67 Nebraska Department of Education, "Certification Terms A - Z," <http://www.education.ne.gov/TCERT/pdfs/TERMS.pdf>. This requirement is: "Waived for persons with three consecutive years K-12 teaching experience in any state, if certificate was based on completed approved teacher education program." See Nebraska Department of Education, "Nebraska Teacher Certification First-time Applicant Manual," pp. 2 and 6 <http://www.education.ne.gov/TCERT/pdfs/Manual.pdf>. Quotation from p. 2.

68 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 21, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

69 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section V Summary Pass Rates, <https://title2.ed.gov/Title2STRC/Pages/SummaryRates.aspx>.

70 To compare the various assessments states use, as well as the reported passing rates, see U.S. Department of Education, Title II, "Key Indicators: Pass Rates-2009," <http://title2.ed.gov/title2dr/PRStateYear.asp>. The latest available data, however, are typically four years old.

71 Author's figures based on table 179 in Thomas D. Snyder and Sally A. Dillow, *Digest of Education Statistics 2010*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, April 2011, http://nces.ed.gov/programs/digest/d10/tables/dt10_179.asp.

72 The National Council on Teacher Quality reports that Mississippi and New Jersey do require all teachers to pass all subject-matter tests as a condition of

their initial licensure. Their report was published several months later than the data file generated for U.S. Department of Education table cited in Appendix 4, so this likely explains the reporting differences. See the National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 17, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

73 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 10, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf. See also ETS, The Praxis Series, "Elementary Education: Curriculum, Instruction, and Assessment," <http://www.ets.org/Media/Tests/PRAXIS/pdf/0011.pdf> on the "Nebraska Test Requirements" web page, <http://www.ets.org/praxis/ne/requirements/>; "The Praxis Series Passing Scores by Test and State," p. 2, <http://www.ets.org/Media/Tests/PRAXIS/pdf/09706passingscores.pdf>; and Nebraska Department of Education, "NCLB Qualified Teacher Forms and Information Section," <http://www.education.ne.gov/federalprograms/Title%20II.html#NCLBTEacherForms>. See also Daniel Nadler and Paul E. Peterson, who say, "Our results are consistent with that research and other studies that have found little reason to equate certification with 'highly qualified'," in "What Happens When States Have Genuine Alternative Certification?" *Education Next*, Winter 2009 / Vol. 9, No. 1, <http://educationnext.org/what-happens-when-states-have-genuine-alternative-certification/>.

74 ETS, The Praxis Series, "Elementary Education: Curriculum, Instruction, and Assessment," <http://www.ets.org/Media/Tests/PRAXIS/pdf/0011.pdf> on the "Nebraska Test Requirements" web page, <http://www.ets.org/praxis/ne/requirements/>.

75 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 10, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, pp. 17-18, and 22, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. Quotation from p. 10 of "Blueprint."

76 "Title II of the Higher Education Act requires three annual reports on the quality of teacher preparation. Schools of education are to report to states the pass rates of their graduates on state certification assessments and other program data in April. States in turn are required to report to the U.S. Department of Education information on certification and licensure requirements, pass rates on state assessments disaggregated and ranked by institution, and other information in October." See U.S. Department of Education, Title II Reports on the Quality of Teacher Preparation website, <http://www2.ed.gov/about/reports/annual/teachprep/index.html>. See also U.S. Department of Education, Title II, HEA (Higher Education Act), State and Institutional Reporting Guide on Teacher Quality, Frequently Asked Questions website, <http://title2.ed.gov/faq.htm>.

77 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section IV Standards and Criteria, especially #12 and #15, <https://title2.ed.gov/Title2STRC/Pages/StandardsAndCriteria.aspx>.

78 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section IV Standards and Criteria, especially #9, <https://title2.ed.gov/Title2STRC/Pages/StandardsAndCriteria.aspx>.

79 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 10, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, pp. 17-18, and 22, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. Quotation from p. 10 of "Blueprint."

80 National Council on Teacher Quality, "Blueprint for Change in Nebraska," pp. 8 and 19, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 14, 22, and 28, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

81 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 19, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf.

- 82 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 7, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 13, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.
- 83 Matthew Ladner, "On the Road to Excellence: Next Steps to Match Florida's Success in Educating Children," Goldwater Institute Policy Brief No 10-05, June 15, 2010, p. 11, 13-14, <http://www.excelined.org/Docs/061510%20Reform%20is%20Never%20Finished%20FINAL.pdf>.
- 84 G. Reid Lyon, et al., "Rethinking Learning Disabilities," ch. 12 of *Rethinking Special Education for a New Century*, Chester E. Finn, Jr., Andrew J. Rotherham, and Charles R. Hokasson, Jr., eds., Thomas B. Fordham Foundation and the Progressive Policy Institute, May 2001, p. 260, http://www.edexcellencemedia.net/publications/2001/200105_rethinkingspecial_ed_final.pdf.
- 85 Kate Walsh, Deborah Glaser and Danielle Dunne Wilcox, *What Education Schools Aren't Teaching about Reading and What Elementary Teachers Aren't Learning*, National Council on Teacher Quality, May 2006, http://www.nctq.org/nctq/images/nctq_reading_study_app.pdf; "Blueprint for Change in Nebraska," p. 7, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 13, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.
- 86 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 7, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 13, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. See also Kate Walsh, Deborah Glaser and Danielle Dunne Wilcox, *What Education Schools Aren't Teaching about Reading and What Elementary Teachers Aren't Learning*, National Council on Teacher Quality, May 2006, http://www.nctq.org/nctq/images/nctq_reading_study_app.pdf.
- 87 Matthew Ladner, "On the Road to Excellence: Next Steps to Match Florida's Success in Educating Children," Goldwater Institute Policy Brief No 10-05, June 15, 2010, p. 13, <http://www.excelined.org/Docs/061510%20Reform%20is%20Never%20Finished%20FINAL.pdf>; and Matthew Ladner, "The One Florida Program," Jay P. Greene's Blog, October 2, 2008, <http://jaygreene.com/2008/10/02/the-one-florida-program/>.
- 88 Experts caution that it is important to combine policies that require both scientific reading instruction and an end to social promotion, a policy that passes children along to the next grade even if they have not demonstrated grade-level proficiency in core subjects such as reading. See Foundation for Excellence in Education, "Florida's Education Revolution: Reading for Learning, Frequently Asked Questions," p. 3, <http://www.excelined.org/Docs/Florida's%20Reading%20for%20Learning%20FAQ.pdf>.
- 89 Matthew Ladner, "On the Road to Excellence: Next Steps to Match Florida's Success in Educating Children," Goldwater Institute Policy Brief No 10-05, June 15, 2010, p. 11, 13-14, <http://www.excelined.org/Docs/061510%20Reform%20is%20Never%20Finished%20FINAL.pdf>; and Florida Department of Education, Just Read, Florida, <http://www.justreadflorida.com/>.
- 90 Foundation for Excellence in Education, "Arizona," http://www.excelined.org/Pages/Excellence_in_Action/State_Initiatives/Arizona.aspx; and "Indiana," http://www.excelined.org/Pages/Programs/Excellence_in_Action/State_Initiatives/Indiana.aspx.
- 91 National Council on Teacher Quality, *State of the States: Trends and Early Lessons on Teacher Evaluation and Effectiveness Policies*, October 2011, pp. 24 and 27, http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf. According to the Nebraska Department of Education, there is an additional Dual Credit/Career Endorsement teacher certificate for individuals teaching college courses in a career education field to high school students earning both high school and college credit. See the Nebraska Department of Education Teacher Certification website, <http://www.education.ne.gov/tcert/index.html>; and "Dual Credit/Career Endorsement," <http://www.education.ne.gov/tcert/pdfs/Career-Dual-Inst.pdf>.
- 92 See, for example, Daniel Nadler and Paul E. Peterson, "What Happens When States Have Genuine Alternative Certification?" *Education Next*, Winter 2009 / Vol. 9, No. 1, <http://educationnext.org/what-happens-when-states-have-genuine-alternative-certification/>.
- 93 Robert Gordon, Thomas J. Kane, Douglas O. Staiger, *Identifying Effective Teachers Using Performance on the Job*, Brookings Institution Discussion Paper 2006-01, April 2006, p. 6, [http://www.brookings.edu/papers/2006/~media/Files/rc/papers/2006/04education_gordon/200604hamilton_1.pdf](http://www.brookings.edu/papers/2006/~/media/Files/rc/papers/2006/04education_gordon/200604hamilton_1.pdf).
- 94 Author's figures based on National Center for Alternative Certification, "Table 1. Number of Certificates Issued to Persons Entering Teaching Through Alternative Routes, by State: 1985-2009," <http://www.teach-now.org/resource.cfm?restype=Education%20Statistics>.
- 95 Daniel Nadler and Paul E. Peterson, "What Happens When States Have Genuine Alternative Certification?" *Education Next*, Winter 2009 / Vol. 9, No. 1, <http://educationnext.org/what-happens-when-states-have-genuine-alternative-certification/>.
- 96 Kate Walsh and Sandi Jacobs, with a foreword by Chester E. Finn, Jr. and Michael J. Petrilli, "Alternative Certification Isn't Alternative," National Council on Teacher Quality and the Thomas B. Fordham Institute, September 2007, p. 14, http://www.nctq.org/p/tqb/docs/Alternative_Certification_Isnt_Alternative_20071113021230.pdf.
- 97 Nebraska Department of Education, "Reciprocity," Teacher Certification website, <http://www.education.ne.gov/tcert/index.html>; cf. <http://www.education.ne.gov/tcert/pdfs/Reciprocity.pdf>.
- 98 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 19, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf; and "Blueprint for Change in Nebraska," p. 12, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf.
- 99 Michael Barbar and Mona Mourshed, *How the World's Best-performing Schools Come Out on Top*, McKinsey & Company, September 2007, pp.19-20, http://mckinseyonsociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.
- 100 For specific programs by state, see the National Center for Alternative Certification, Search for Alternative Routes to Teaching database, <http://www.teach-now.org/index.cfm>.
- 101 "Teach for America Fields Largest Teacher Corps in its 20-year History," May 24, 2010, Teach for America Press Release, http://www.teachforamerica.org/newsroom/documents/20100524_Teach.For.America.Fields.Largest.Teacher.Corps.In.Its.20.Year.History.htm; and Teach for America, Where We Work, <http://www.teachforamerica.org/where-we-work>.
- 102 See, for example, Will Dobie, "Teacher Characteristics and Student Achievement: Evidence from Teach for America," Harvard University, July 2011, http://blogs.edweek.org/edweek/teacherbeat/teachercharacteristics_july2011.pdf; Zeyu Xu, Jane Hannaway, and Colin Taylor, *Making a difference? The effects of Teach for America in High School*, Urban Institute, March 27, 2008, <http://www.urban.org/publications/411642.html>; and Gary T. Henry and Charles L. Thompson, *Impacts of Teacher Preparation on Student Test Scores in North Carolina: Teacher Portals*, Carolina Institute for Public Policy, University of North Carolina at Chapel Hill, June 2010, http://publicpolicy.unc.edu/files/Teacher_Portals_Teacher_Preparation_and_Student_Test_Scores_in_North_Carolina_2.pdf.
- 103 The New Teacher Project, Training and Certification, <http://tntp.org/services/training-and-certification/>; and Overview, <http://tntp.org/about-us/>.
- 104 The New Teacher Project, Overview, <http://tntp.org/our-impact/>.
- 105 American Board for Certification of Teacher Excellence, "About ABCTE," <http://www.abcte.org/>; and How to Become a Teacher, <http://www.abcte.org/teach>.

106 Duncan Chaplin, Steven Glazerman, Gail Baxter, and Elizabeth Seif, “Teacher Licensure Exams: How Do They Compare?” Mathematica Policy Research, March 14, 2007, http://www.abcte.org/files/ABCTE_PraxisII_FullMPR_Report.pdf.

107 Michael Barbar and Mona Mourshed, *How the World’s Best-performing Schools Come Out on Top*, McKinsey & Company, September 2007, pp.19-20, http://mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.

108 New York City Teaching Fellows, “NYC Teaching Fellows About Us” Press Kit, http://www.nycteachingfellows.org/mypersonalinfo/downloads/PressKit_WE_2010.pdf.

109 Chicago Teaching Fellows, Who We Want website, <http://chicago-teachingfellows.ttrack.org/AboutUs/WhoWeWant.aspx>; cf. Program Overview, <http://chicagoteachingfellows.ttrack.org/AboutUs/ProgramOverview.aspx>. See also The New Teacher Project, “Highlight: Chicago,” <http://tntp.org/our-impact/highlights/chicago>.

110 Author’s percentage. See Boston Teaching Residency, FAQs website, <http://www.bostonteacherresidency.org/about-faq/>; cf. Boston Teaching Residency, Bottom of Form <http://www.bostonteacherresidency.org/program/>; and BTR Impact, <http://www.bostonteacherresidency.org/btr-impact/#third>.

111 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section I.f Program Completers, <https://title2.ed.gov/Title2STRC/Pages/ProgramCompleters.aspx>; cf. *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section I.b Alternative Program Admission Requirements, <https://title2.ed.gov/Title2STRC/Pages/AlternativeAdmission.aspx>.

112 *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section I.f Program Completers, <https://title2.ed.gov/Title2STRC/Pages/ProgramCompleters.aspx>; cf. *Title II State Report 2010-Nebraska*, October 2010, <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>. See Section I.b Alternative Program Admission Requirements, <https://title2.ed.gov/Title2STRC/Pages/AlternativeAdmission.aspx>.

113 Author’s November 8, 2011, email correspondence with Sharon Katt, Senior Administrator, Adult Program Services, Nebraska Department of Education.

114 National Council on Teacher Quality, “Blueprint for Change in Nebraska,” p. 12, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf.

115 National Council on Teacher Quality, “Blueprint for Change in Nebraska,” p. 12, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 20, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

116 U.S. Department of Education, United States Education Dashboard, “School districts using teacher evaluation systems that include student achievement outcomes or student growth data,” <http://dashboard.ed.gov/statecomparison.aspx?i=ad&id=31&wt=0>.

117 National Council on Teacher Quality, TR3 database, Omaha Public Schools, Nebraska, Teacher Rules, Roles and Rights (Full District Report), <http://www.nctq.org/tr3/districtHomepage.jsp?districtId=88>. See also Omaha Public Schools, Department of Human Resources, *Framework for Effective Teaching*, 2008-09 Revision, p. 15, <http://www.nctq.org/docs/88-08.pdf>.

118 National Council on Teacher Quality, TR3 database, Omaha Public Schools, Nebraska, Teacher Rules, Roles and Rights (Full District Report), <http://www.nctq.org/tr3/districtHomepage.jsp?districtId=88>. See also Omaha Public Schools, Department of Human Resources, *Framework for Effective Teaching*, 2008-09 Revision, pp. 5-6, 24, and 42, <http://www.nctq.org/docs/88-08.pdf>.

119 National Council on Teacher Quality, TR3 database, Omaha Public Schools, Nebraska, Teacher Rules, Roles and Rights (Full District Report), <http://www.nctq.org/tr3/districtHomepage.jsp?districtId=88>. See also Omaha Public Schools, Department of Human Resources, *Framework for Effective Teaching*, 2008-09 Revision, pp. 4-6, 24, and 42, <http://www.nctq.org/docs/88-08.pdf>.

<http://www.nctq.org/docs/88-08.pdf>.

120 National Council on Teacher Quality, TR3 database, Omaha Public Schools, Nebraska, Teacher Rules, Roles and Rights (Full District Report), <http://www.nctq.org/tr3/districtHomepage.jsp?districtId=88>. See also National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change*, January 2011, p. 6, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf; and Omaha Public Schools, Department of Human Resources, *Framework for Effective Teaching*, 2008-09 Revision, <http://www.nctq.org/docs/88-08.pdf>.

121 Foundation for Florida’s Future, Quality Teachers for All Sunshine State Students website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx.

122 Foundation for Florida’s Future, “Florida’s Education Report Card 2011,” p. 3, http://www.afloridapromise.org/docs/2011_fff_booklet.pdf. See also Foundation for Florida’s Future, “Teaching: Teaching to the Top,” http://afloridapromise.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx.

123 National Council on Teacher Quality, “Blueprint for Change in Nebraska,” p. 5, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change*, January 2011, pp. 6, 22-23, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

124 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 38, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. See also Colorado S.B. 10-191, http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191_enr.pdf.

125 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 53, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. See also Louisiana Act 54, <http://www.act54.org/>.

126 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, p. 77, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. See also Rhode Island Department of Elementary and Secondary Education, Office of Educator Quality and Certification, <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/default.aspx>.

127 National Council on Teacher Quality, “Blueprint for Change in Nebraska,” p. 5, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf.

128 National Council on Teacher Quality, *State of the States: Trends and Early Lessons on Teacher Evaluation and Effectiveness Policies*, October 2011, pp. 24 and 27, http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf. According to the Nebraska Department of Education, there is an additional Dual Credit/Career Endorsement teacher certificate for individuals teaching college courses in a career education field to high school students earning both high school and college credit. See the Nebraska Department of Education Teacher Certification website, <http://www.education.ne.gov/tcert/index.html>; and “Dual Credit/Career Endorsement,” <http://www.education.ne.gov/TCERT/pdfs/Career-Dual-Inst.pdf>.

129 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change*, January 2011, p. 38, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. See also National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, pp. 10-11, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf; and Colorado S.B. 10-191, http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191_enr.pdf.

130 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change*, January 2011, p. 40, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. See also Delaware S.B. 263, <http://legis.delaware.gov/>

LIS/lis145.nsf/vwlegislation/A99E1733032E81A98525771400539041.

131 National Council on Teacher Quality, *2010 State Teacher Policy Yearbook Blueprint for Change*, January 2011, p. 77, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf. See also Michael Barbar and Mona Mourshed, *How the World's Best-performing Schools Come Out on Top*, McKinsey & Company, September 2007, p. 20, http://mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.

132 "LB 1014 provides for the rental income from solar and wind leases on school lands to be used for teacher performance pay beginning in 2016-17. The Board of Educational Lands and Funds (BELF) is to provide a separate accounting of state apportionment which shows the income from solar or wind energy leases on school lands up to an amount of \$10 million, which is the maximum amount that may be allocated for teacher performance pay. Beginning in 2016, the funds shall be distributed to school districts on or before February 25 by the State Department of Education (NDE) if the Commissioner of Education has determined that at least 75% of the school districts have included teacher performance pay in collective-bargaining agreements." See L.B. 1014 Fiscal Note, <http://www.legislature.ne.gov/FloorDocs/101/PDF/FN/LB1014.pdf>. See also L.B. 1014, <http://www.legislature.ne.gov/FloorDocs/101/PDF/Final/LB1014.pdf>; and National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 4, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf.

133 "Committee Statement on L.B. 1014," February 8, 2010, p. 2, <http://www.legislature.ne.gov/FloorDocs/101/PDF/CS/LB1014.pdf>.

134 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 6, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf; and *2010 State Teacher Policy Yearbook Blueprint for Change: 2010 National Summary*, January 2011, pp. 10-11, and 22, http://www.nctq.org/stpy09/updates/docs/stpy_national.pdf.

135 National Council on Teacher Quality, "Blueprint for Change in Nebraska," p. 15, http://www.nctq.org/stpy09/updates/docs/stpy_nebraska.pdf.

136 Quoted in Vicki (Murray) Alger, "Demography Is Not Destiny: Florida Schools California," Pacific Research Institute, Capital Ideas, July 20, 2008, <http://www.pacificresearch.org/publications/demography-is-not-destiny-florida-schools-california>.

137 Foundation for Florida's Future, Florida Formula website, http://www.foundationforfloridasfuture.org/Pages/Florida_Formula.aspx.

138 Florida's Future, "Florida's Education Revolution," p. 1, <http://www.foundationforfloridasfuture.org/Docs/FFF%20A%20Summary%20of%20Florida's%20Education%20Revolution.pdf>.

139 Florida's Future, "Florida's Education Revolution," pp. 1-2, <http://www.foundationforfloridasfuture.org/Docs/FFF%20A%20Summary%20of%20Florida's%20Education%20Revolution.pdf>.

140 Sande Milton, Fely Curva, and Amelia L. Milton, *Teachers from Florida Teacher Preparation Programs: A Report on State Approved Teacher Preparation Programs with Results of Surveys of 2008-2009 Program Completers*, prepared by the Florida Center for Interactive Media, and the Department of Educational Leadership & Policy Studies, College of Education, Florida State University, January 1, 2011, p. 9, <http://www.altcertflorida.org/pdf/Teachers%20from%20Florida%20Teacher%20Preparation%20Programs%20January%202011.pdf>. See also Florida Department of Education, *Formative Evaluation and Research Overview website*, <http://www.altcertflorida.org/fer.htm>; and Foundation for Excellence in Education, "The Alternative Teacher Certification Act," http://www.excelined.org/Docs/Model%20Legislation_Alternative%20Teacher%20Certification.pdf.

141 Florida's Future, "Florida's Education Revolution," p. 6, <http://www.foundationforfloridasfuture.org/Docs/FFF%20A%20Summary%20of%20Florida's%20Education%20Revolution.pdf>.

142 Florida's Future, "Florida's Education Revolution," p. 4, <http://www.foundationforfloridasfuture.org/Docs/FFF%20A%20Summary%20of%20Florida's%20Education%20Revolution.pdf>.

143 Florida's Future, "Florida's Education Revolution," p. 4, <http://www.foundationforfloridasfuture.org/Docs/FFF%20A%20Summary%20of%20Florida's%20Education%20Revolution.pdf>.

144 Foundation for Florida's Future, "Florida's Education Report Card 2011," p. 3, http://www.afloridapromise.org/docs/2011_fff_booklet.pdf.

145 Foundation for Florida's Future, Quality Teachers for All Sunshine State Students website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx. See What You Need to Know About SB 736: Part 2: Teacher Pay, http://www.afloridapromise.org/PressReleases/2011/Part_2_Teacher_Compensation_What_Is_Really_in_SB_736_Race_to_Top_for_Student_Success.aspx.

146 Arne Duncan, "In Honor of Teacher Appreciation Week: An Open Letter from Arne Duncan to America's Teachers," May 2, 2011, <http://www.ed.gov/blog/2011/05/in-honor-of-teacher-appreciation-week-an-open-letter-from-arne-duncan-to-americas-teachers/>.

147 Foundation for Florida's Future, Quality Teachers for All Sunshine State Students website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx.

148 Foundation for Florida's Future, "Florida's Education Report Card 2011," p. 3, http://www.afloridapromise.org/docs/2011_fff_booklet.pdf. See also Foundation for Florida's Future, "Teaching: Teaching to the Top," http://afloridapromise.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx.

149 Foundation for Florida's Future, Quality Teachers for All Sunshine State Students website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx. See What You Need to Know About SB 736: Part 1: Teacher Evaluations, http://www.afloridapromise.org/PressReleases/2011/Part_1_Teacher_Evaluations_What_Is_Really_in_SB_736_Race_to_Top_for_Student_Success.aspx?page=Default.aspx&pagenum=0&year=2011.

150 Foundation for Florida's Future, Quality Teachers for All Sunshine State Students website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx. See What You Need to Know About SB 736: Part 1: Teacher Evaluations, http://www.afloridapromise.org/PressReleases/2011/Part_1_Teacher_Evaluations_What_Is_Really_in_SB_736_Race_to_Top_for_Student_Success.aspx?page=Default.aspx&pagenum=0&year=2011; and Foundation for Florida's Future, "Florida's Education Report Card 2011," p. 3, http://www.afloridapromise.org/docs/2011_fff_booklet.pdf.

151 Foundation for Florida's Future, Quality Teachers for All Sunshine State Students website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx. See What You Need to Know About SB 736: Part 3: Student Learning, http://www.afloridapromise.org/PressReleases/2011/Part_3_Student_Learning_What_Is_Really_in_SB_736_Race_to_Top_for_Student_Success.aspx.

152 Foundation for Florida's Future, "Florida's Education Report Card 2011," p. 3, http://www.afloridapromise.org/docs/2011_fff_booklet.pdf; Foundation for Florida's Future, Quality Teachers for All Sunshine State Students website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx; cf. Agenda 2011 website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011.aspx; and Foundation for Florida's Future, Quality Teachers for All Sunshine State Students website, http://www.foundationforfloridasfuture.org/Pages/Agenda_2011/Quality_Teachers_for_All_Sunshine_State_Students.aspx. See What You Need to Know About SB 736: Part 4: Teacher Contracts and Retention, http://www.afloridapromise.org/News/2011/Part_4_Teacher_Contracts_and_Retention_What_Is_Really_in_SB_736_Race_to_Top_for_Student_Success.aspx.

The Platte Institute for Economic Research: **Leading the Way**

Our Mission: Advance public policy alternatives that foster limited government, personal responsibility and free enterprise in Nebraska. By conducting vital research and publishing timely reports, briefings, and other material, the Platte Institute will assist policy makers, the media and the general public in gaining insight to time-proven free market ideas.

Platte Institute Board of Directors:



Pete Ricketts
Director and President of Platte Institute. He is the founder of Drakon, LLC, an asset management company in Omaha, Nebraska. He is also a member of the TD Ameritrade Board of Directors.



Gail Werner-Robertson
Director and prominent Omaha businesswoman and philanthropist.



Warren Arganbright
Director and noted north central Nebraska lawyer and water resources activist. He has practiced through-out Nebraska and South Dakota and has represented the Niobrara Council since its creation.



Michael Groene
Director and farm equipment sales representative. He is co-founder of the Western Nebraska Taxpayers Association.

Travis Hiner
Former president and chairman of Hiner Implement, Inc., and president/chairman of Hiner Lease Company. He has served as a board member of the Kosman Banking Family since 1990 (now Platte Valley Companies).

Executive Director:



John S. McCollister
He recently capped a 35 year career with McCollister & Co. and served five terms on the publically elected Metropolitan Utilities District Board of Directors.



900 South 74th Plaza
Suite 400
Omaha, NE 68114
402.452.3737

www.platteinstitute.org

A non-profit foundation, the Platte Institute relies on the resources and innovative thinking of individuals who share a commitment to liberty and the best possible quality of life for Nebraskans.



www.platteinstitute.org