

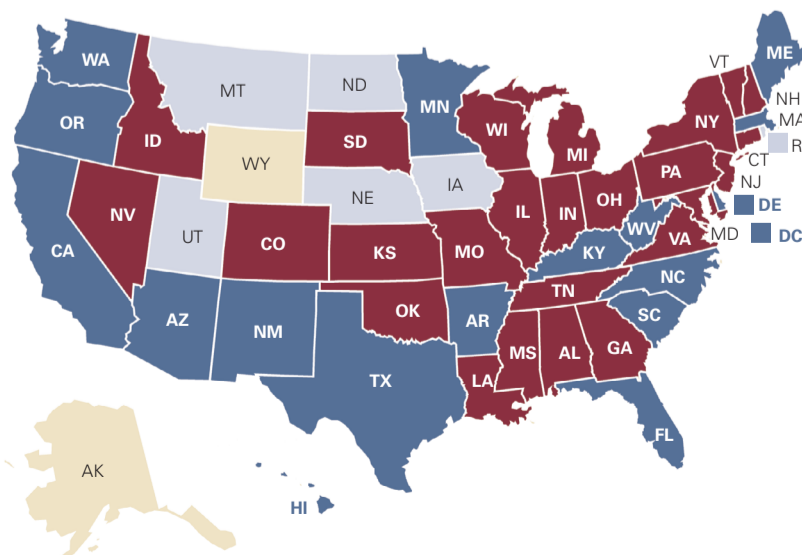
EFFORTS TO IMPROVE TEACHER QUALITY

Teacher Education and Qualifications [35% of grade]

	Overall grade for efforts to improve teacher quality		State requires minimum degree/coursework in the subject area taught for beginning-teacher license (2005-06)		Percent of secondary teachers who majored in the core academic subjects they teach (2000)	State requires clinical experiences during teacher training (2005-06)		State has established an alternative-route program to recruit individuals with at least a B.A. (2005-06)	State requires participants in <i>all</i> alternative routes to demonstrate subject-matter expertise before teaching (2005-06)	
			All high school teachers	All middle school teachers		Minimum weeks for student teaching	Minimum hours for other clinical experiences		Through coursework	Through a subject-knowledge test
Louisiana	A	94	major & minor	minor	48	9 ⁴	180	✓		✓
South Carolina	A	93			74	12	100	✓	✓	✓
Connecticut	A-	92	major	minor	64	10		✓	✓	✓
Arkansas	A-	90			64	12		✓		✓
Virginia	B+	88	major	minor	66	5 ⁴	150	✓	✓	✓
Kansas	B+	87	major ¹	major ¹	64	12		✓ ⁶	✓	✓
Oklahoma	B	86	major	minor	53	12	45	✓	✓	✓
Ohio	B	86	major ¹		61			✓	✓ ⁷	✓ ⁷
New Mexico	B	86	minor	minor	48	14		✓	✓	
New Jersey	B	86	major	minor	74	15 ⁴		✓	✓	✓
North Carolina	B	86	major ²	major ²	76	10		✓	✓ ⁷	✓ ⁷
Pennsylvania	B	85	major ¹		72	12		✓ ⁶	✓	✓
Kentucky	B	85			60	12		✓		
Alabama	B	83	major	major	65	15 ⁴	150	✓ ⁶	✓	
West Virginia	B	83	minor		59	12		✓	✓	✓
Missouri	B-	82	major	minor	61	8 semester hours	2 semester hours	✓		
California	B-	82	major ²		59	9		✓	✓ ⁷	✓ ⁷
Indiana	B-	81	major ³		73	9		✓		✓
New York	B-	80	major		74	8 ⁴	100	✓ ⁶	✓	✓
Iowa	C+	79	major ³		69	12	50	✓	✓	
Georgia	C+	79	major ¹		61			✓	✓ ⁷	✓ ⁷
Maryland	C+	78	major ¹		68	20 ⁴		✓	✓	✓
Tennessee	C+	78	major ¹		57	15		✓ ⁶		
Delaware	C+	78			55			✓	✓	✓
Wisconsin	C+	77	major ¹	minor	79	15 ⁴		pilot		
Nevada	C	76	major ³		57	8 semester hours		✓ ⁶		✓
Washington	C	75			53			✓		✓
Florida	C	75			67	10		✓	✓ ⁷	✓ ⁷
Illinois	C	75	major ¹		64			✓		✓
Colorado	C	75	major ¹		62	13 ⁵	400 ⁵	✓	✓	✓
Massachusetts	C	74			70	5 ⁴		✓		✓
Minnesota	C	74			86	10		✓		
Nebraska	C	73	major		71	14	100	✓ ⁶	✓	
Mississippi	C	73	major ³		58	12		✓		✓
Utah	C-	72	major & minor		61			✓	✓	
Hawaii	C-	72			62			✓		
Texas	C-	71			53	12		✓	✓ ⁷	✓ ⁷
New Hampshire	C-	71	major		72	15 ⁴		✓		
Rhode Island	C-	71	major		77			✓		
Vermont	C-	70	major	minor	65	12	60			
Wyoming	D+	69			64	8		✓	✓	
North Dakota	D+	69	major ³		65	10		✓		
South Dakota	D+	68	major ^{1,3}		57	10		✓	✓ ⁷	✓ ⁷
Montana	D+	67	major & minor		62			✓	✓	
Oregon	D	66			58	15		✓ ⁶		
Maine	D	66	minor		58	15				
District of Columbia	D	66			81			✓ ⁶		✓
Idaho	D	65	major & minor		56	6 semester hours		✓	✓	
Michigan	D	65	major & minor		54	6		✓ ⁶		
Arizona	D	63			52			pilot		pilot
Alaska	D	63			53			✓ ⁶		✓
U.S.	—	—	—	—	64	—	—	45	27	28

Knowing The Subject

According to the No Child Left Behind law, by the end of this school year, new teachers of core academic subjects must demonstrate knowledge of the subjects they teach by passing subject-knowledge tests or by completing subject-area majors. Almost every state now has one of those requirements in place.



- State requires high school teachers to pass subject-knowledge test (18)
- State requires high school teachers to major in the subject area taught (6)
- State requires both subject-knowledge test and major in subject (25)
- State requires neither subject-knowledge test nor major in subject (2)

Note: California and North Carolina require high school teachers to either take a subject-knowledge test or obtain a major. They receive credit in the map for requiring a test.

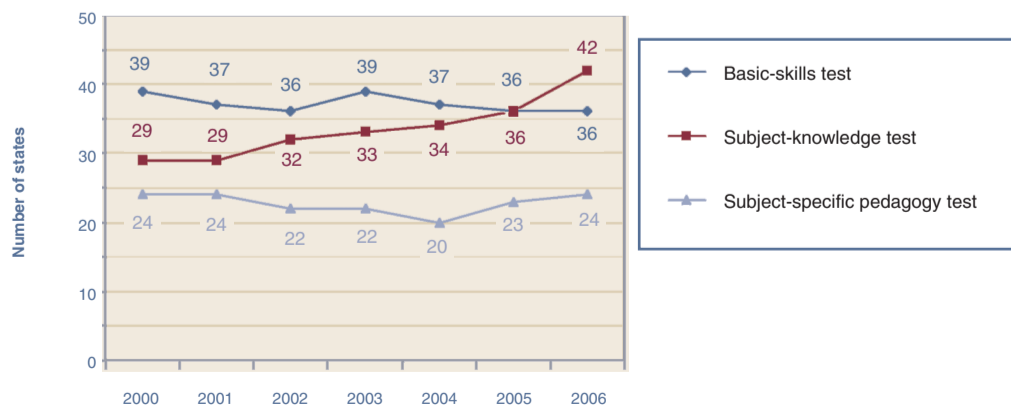
SOURCE: Editorial Projects in Education Research Center, 2006

Shaded columns indicate data that were used to grade the states.

	Teacher Assessment [30% of grade]												
	State finances and/or regulates <i>one or more</i> alternative-route programs that include (2005-06):				State requires teachers to pass written tests for beginning-teacher license (2005-06)				State requires performance assessment for second stage of certification (2005-06)			State requires evaluations to be tied to student achievement (2005-06)	
	Preservice training			Mentoring	Basic skills	Subject knowledge		Subject-specific pedagogy	Local team evaluation	State performance assessment			
	Minimum duration of preservice ⁸	Practice teaching/fieldwork	Mentoring			All high school teachers	All middle school teachers			Classroom observation	Videotaped lesson		Portfolio
Louisiana				✓	9 credit hours	✓	✓	✓	✓				
South Carolina	✓	2 weeks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Connecticut	✓	8 weeks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Arkansas	✓	2 weeks	✓	✓	✓	✓	✓ ¹¹	✓	✓	✓	✓	✓	✓
Virginia	✓	180 hours	✓	✓	✓	✓	✓ ¹²	✓	✓	✓	✓	✓	✓
Kansas	✓	2 credit hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oklahoma	✓		✓	✓	✓	✓	✓ ¹²	✓	✓	✓	✓	✓	✓
Ohio	✓	6 credit hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
New Mexico	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
New Jersey	✓	4 weeks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
North Carolina	✓	2 weeks	✓	✓	✓	✓ ²	✓ ²	✓	✓	✓	✓	✓	✓
Pennsylvania	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Kentucky	✓	8 weeks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alabama	✓		✓	✓	✓	✓	✓ ¹¹	✓	✓	✓	✓	✓	✓
West Virginia	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Missouri	✓	2 weeks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
California	✓	120 hours	✓	✓	✓	✓ ²	✓ ²	✓	✓	✓	✓	✓	✓
Indiana	✓	18 credit hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
New York	✓	200 hours	✓	✓	✓	✓	✓ ¹¹	✓	✓	✓	✓	✓	✓
Iowa	✓	12 credit hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Georgia	✓	4 weeks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maryland	✓	135 hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tennessee	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delaware	✓	120 hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wisconsin	pilot		pilot ⁹	pilot	✓	✓	✓ ¹¹	✓	✓	✓	✓	✓	pilot
Nevada	✓	3 weeks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Washington	✓		✓ ⁹	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Florida	✓		✓	✓	✓	✓	✓ ¹¹	✓	✓	✓	✓	✓	✓
Illinois	✓		✓	✓	✓	✓	✓ ¹¹	✓ ¹²	✓	✓	✓	✓	✓
Colorado	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Massachusetts	✓	7 weeks	✓	✓	✓	✓	✓ ¹²	✓	✓	✓	✓	✓	✓
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nebraska	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mississippi	✓	90 hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Utah	✓		✓	✓	✓	— ¹⁰	✓	✓	✓	✓	✓	✓	✓
Hawaii	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Texas	✓		✓	✓	✓	✓	✓ ¹¹	✓	✓	✓	✓	✓	✓
New Hampshire	✓	1 week	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhode Island	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vermont	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wyoming	✓	9 credit hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
North Dakota	✓		✓	✓	✓	2006-07	2006-07	2006-07	✓	✓	✓	✓	✓
South Dakota	✓	9 credit hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Montana	✓	6 credit hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oregon	✓		✓	✓	✓	✓	✓ ¹¹	✓	✓	✓	✓	✓	✓
Maine	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
District of Columbia	✓	7 weeks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Idaho	✓	9 credits & 30 hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Michigan	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Arizona	pilot	4 weeks	✓	pilot	✓	✓	✓	✓	✓	2006-07	2006-07	✓	✓
Alaska	✓		✓	✓	✓	✓	✓	✓	✓	2006-07	2006-07	✓	✓
U.S.	37	—	16	44	37	43	26	25	6	10	2	13	7

Testing Over Time

Since the 1999-2000 school year, there has been a swell in the number of states requiring prospective high school teachers to pass subject-knowledge tests in the content areas they will teach. The growth could be attributed to the No Child Left Behind law's requirements. Forty-two states require high school teachers to pass subject-area tests for 2005-06.



Note: The District of Columbia is not included in the analysis. Total state count=50.

SOURCE: Editorial Projects in Education Research Center, 2006

FOOTNOTES:

- Note: A dash (—) indicates data were not available or, in U.S. row, that a total was not appropriate. States are ranked by number grade to the nearest decimal; ties are ranked alphabetically.
- 1 State does not stipulate the amount of coursework that constitutes a major.
- 2 State requires teacher-candidates to demonstrate subject-matter competency either by obtaining a major in the subject taught or by passing a content test. State does not receive credit for the coursework column, but does receive credit and count in the U.S. total for the subject-knowledge-test column.
- 3 State requires a major in the subject taught, but teachers can receive additional content-area endorsements by obtaining a minimum of a minor.
- 4 The EPE Research Center converted clock-hour, day, or semester requirements into weeks.
- 5 Colorado requires 800 hours of student-teaching and other kinds of clinical experience. The EPE Research Center converted 400 of those hours to estimate the minimum amount of weeks required for student-teaching.
- 6 At least one of the state's alternative routes requires participants to complete a traditional teacher-preparation program while teaching.
- 7 State requires all alternative-route participants to either pass a subject-matter exam or complete coursework.
- 8 Column reflects the minimum length of preservice that the state requires for one or more of its alternative routes. State may have other alternative routes that require a longer preservice component.
- 9 Participants in Washington state and Wisconsin's alternative routes are required to teach with their mentor teachers for at least a semester.
- 10 Utah requires teachers to pass a content test to move from a Level 1 to a Level 2 license, but prospective teachers need only take, not pass, content tests for initial licensure.
- 11 At least some of the states' middle school teachers may pass one test that covers all core academic-content areas, instead of tests specific to each subject area.
- 12 State requires only teachers of certain subjects, such as reading or technology, to pass subject-specific pedagogy tests.

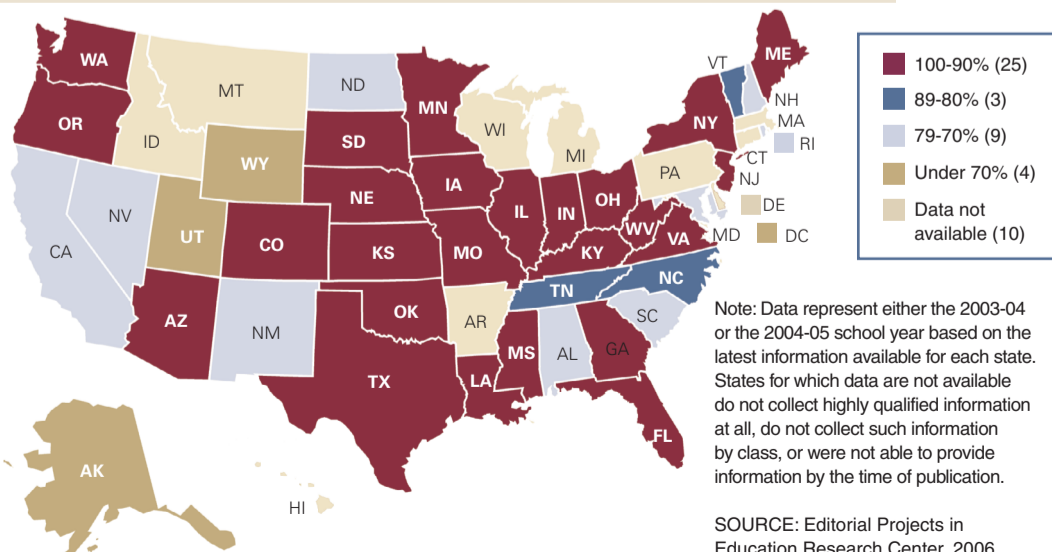
EFFORTS TO IMPROVE TEACHER QUALITY

Professional Support and Training [20% of grade]

	State requires and finances mentoring for all novice teachers (2005-06)	Minimum years of state-financed mentoring (2005-06)	State encourages or supports ongoing professional development for all teachers (2005-06)				State provides incentives to earn National Board certification (2005-06)		Number of National Board-certified teachers (2005)
			State has written professional-development standards	State requires districts/schools to set aside time for professional development	State finances professional development	State finances professional development for all districts	Licensure	Financial	
Louisiana	✓	2	✓		✓	✓	✓	✓	827
South Carolina	✓	1	✓	✓	✓	✓	✓	✓	4,445
Connecticut	✓	1	✓	✓	✓	✓	✓	✓	117
Arkansas	✓	1	✓	✓	✓	✓	✓	✓	374
Virginia	✓	1	✓		✓	✓	✓	✓	905
Kansas			✓		✓	✓	✓	✓	205
Oklahoma	✓	1	✓		✓	✓	✓	✓	1,289
Ohio	✓	1	✓		✓	✓	✓	✓	2,523
New Mexico	✓	1	under development		✓		✓	✓	178
New Jersey	✓	30 weeks	✓		✓	✓	✓	✓	110
North Carolina	✓	2	✓		✓	✓	✓	✓	9,815
Pennsylvania			✓		✓	✓	✓	✓	247
Kentucky	✓	1	✓	✓	✓	✓	✓	✓	899
Alabama			✓	✓	✓	✓	✓	✓	926
West Virginia	✓	1	✓	✓	✓	✓	✓	✓	244
Missouri			✓		✓	✓	✓	✓	287
California	✓	2	✓		✓	✓	✓	✓	3,377
Indiana			✓		✓	✓	✓	✓	126
New York			✓		✓	✓	✓	✓	588
Iowa	✓	2	✓	✓	✓	✓	✓	✓	489
Georgia			✓	✓	✓	✓	✓	✓	2,120
Maryland			✓		✓	✓	✓	✓	660
Tennessee			✓	✓	✓	✓	✓	✓	173
Delaware	✓	3	✓	✓	✓	✓	✓	✓	297
Wisconsin	2006-07		✓		✓	✓	✓	✓	328
Nevada					✓	✓	✓	✓	221
Washington			✓		✓	✓	✓	✓	898
Florida			✓		✓	✓	✓	✓	7,733
Illinois			✓		✓	✓	✓	✓	1,555
Colorado			✓		✓	✓	✓	✓	223
Massachusetts			✓		✓	✓	✓	✓	430
Minnesota			✓		✓	✓	✓	✓	276
Nebraska				✓	✓	✓	✓	✓	41
Mississippi			✓		✓	✓	✓	✓	2,377
Utah			✓		✓	✓	✓	✓	83
Hawaii			✓	✓	✓	✓	✓	✓	110
Texas			✓		✓	✓	✓	✓	231
New Hampshire			✓		✓	✓	✓	✓	15
Rhode Island			✓		✓	✓	✓	✓	206
Vermont			✓		✓	✓	✓	✓	83
Wyoming			✓		✓	✓	✓	✓	61
North Dakota			✓	✓	✓	✓	✓	✓	22
South Dakota			✓		✓	✓	✓	✓	41
Montana			✓	✓	✓	✓	✓	✓	54
Oregon			✓		✓	✓	✓	✓	190
Maine			✓		✓	✓	✓	✓	94
District of Columbia							✓		15
Idaho							✓	✓	317
Michigan			✓	✓			✓		189
Arizona							✓		277
Alaska					✓	✓	✓		65
U.S.	15	—	40	15	39	31	50	37	47,356

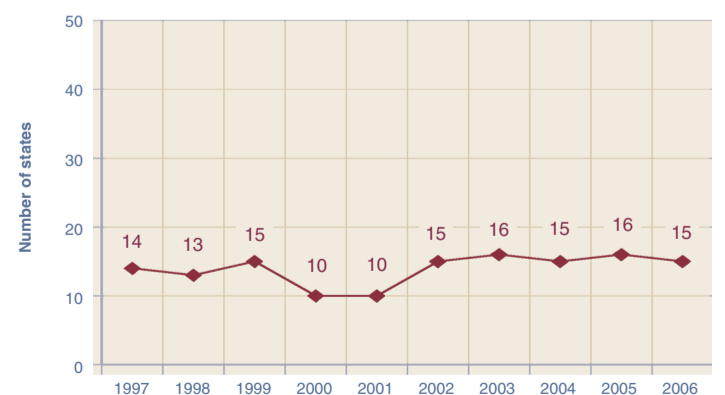
'Highly Qualified' Teachers

The No Child Left Behind law requires that all core academic classes be taught by "highly qualified" teachers by the end of this school year. Half the states report that 90 percent or more of their classes are taught by highly qualified teachers, but 12 states and the District of Columbia are further from that goal. Some states don't even collect such data by class.



Support for New Teachers

The number of states requiring and financing support for new teachers has not grown much over the years. During the 2005-06 school year, only one more state requires and pays for mentoring for new teachers compared with the 1996-97 school year.



Note: The District of Columbia is not included in the analysis. Total state count=50.

SOURCE: National Commission on Teaching and America's Future, "What Matters Most: Teaching for America's Future," 1996, and Editorial Projects in Education Research Center, 2006

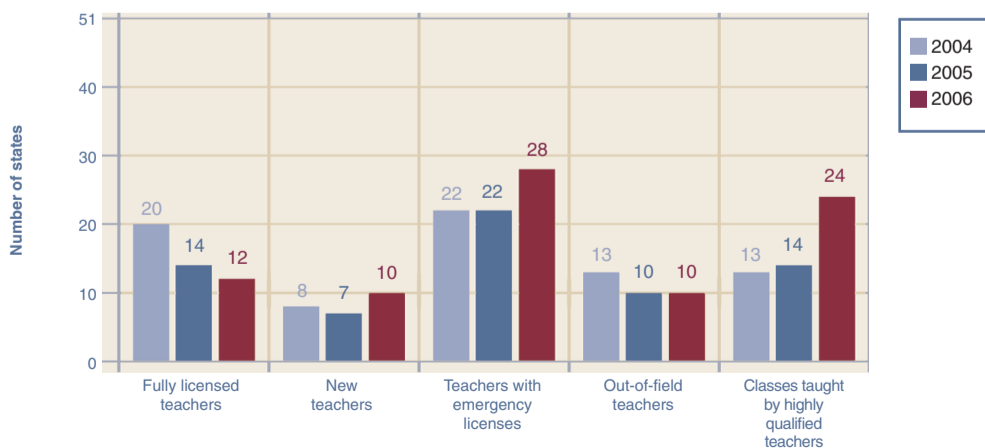
Shaded columns indicate data that were used to grade the states.

Accountability for Teacher Quality [15% of grade]

	State discourages out-of-field teaching (2005-06)			School report cards include information on the number and/or percent of (2005-06): ¹⁵					
	State has a ban or cap on the number of out-of-field teachers	State has a ban or cap on the number of teachers with emergency licenses	State requires parent notification of out-of-field or uncertified teachers in all schools	Fully licensed/certified teachers	New teachers	Teachers with emergency licenses	Out-of-field teachers	Highly qualified teachers	Classes taught by highly qualified teachers
Louisiana	✓			✓		✓			✓
South Carolina	✓	2006-07				✓		✓	
Connecticut				✓		✓		✓	
Arkansas			✓	✓		✓			
Virginia	✓					✓			✓
Kansas	✓			✓		✓			✓
Oklahoma	✓					✓			
Ohio				✓		✓			✓
New Mexico	✓ ¹³	✓ ¹³	✓						
New Jersey	✓	✓				✓		✓ ¹⁸	✓
North Carolina				✓	✓	✓			✓
Pennsylvania	✓					✓		✓	
Kentucky	✓			✓			✓		
Alabama	✓							✓	✓
West Virginia						✓			
Missouri	✓			✓		✓			✓
California	✓			✓	✓	✓	✓ ¹⁷		✓
Indiana								✓	✓
New York		✓				✓ ¹⁶	✓ ¹⁶		✓ ¹⁶
Iowa	✓								
Georgia	✓				✓			✓	
Maryland				✓		✓			✓
Tennessee									
Delaware					✓			✓	
Wisconsin				✓	✓	✓	✓	✓	
Nevada	✓	✓				✓	✓		✓
Washington						✓			✓
Florida			✓		✓		✓		
Illinois	✓					✓			✓
Colorado					✓		✓		
Massachusetts							✓	✓	
Minnesota					✓	✓			
Nebraska	✓ ¹⁴						✓		
Mississippi								✓	✓
Utah	✓	✓					✓		
Hawaii				✓		✓			✓
Texas					✓				
New Hampshire						✓			✓
Rhode Island						✓			✓
Vermont									
Wyoming						✓		✓	
North Dakota									
South Dakota						✓			✓
Montana	✓					✓		✓	✓
Oregon						✓			✓
Maine									
District of Columbia									
Idaho	✓								
Michigan	✓	✓							
Arizona					✓	✓		✓	✓
Alaska									✓
U.S.	21	6	3	12	10	28	10	14	24

Rigorous Reporting

States are increasingly including teacher-qualification data on school report cards. The No Child Left Behind law's influence is evident in the type of information states are including. About half the states now report the numbers or percentages of teachers with emergency licenses and classes taught by "highly qualified" teachers.



Note: The District of Columbia is included in the analysis. Total state count=51.
SOURCE: Editorial Projects in Education Research Center, 2006

FOOTNOTES:

- ¹³ State does not allow teachers with out-of-field permits or emergency licenses to be employed in failing schools or those that receive Title I aid.
- ¹⁴ While Nebraska sets a limit on out-of-field teaching, that limit is high.
- ¹⁵ The EPE Research Center used the most recently available report cards in each state as of Oct. 21, 2005. Please see the Sources and Notes on Page 101 for report card years by state.
- ¹⁶ Most school report cards in New York include this information. However, New York City schools have their own report cards with different teacher-qualification data.
- ¹⁷ California requires its School Accountability Report Cards to report on out-of-field teachers, but not all of the school report cards include the information.
- ¹⁸ State does not publish school-level data on its school report cards, but does make data available on the Web.

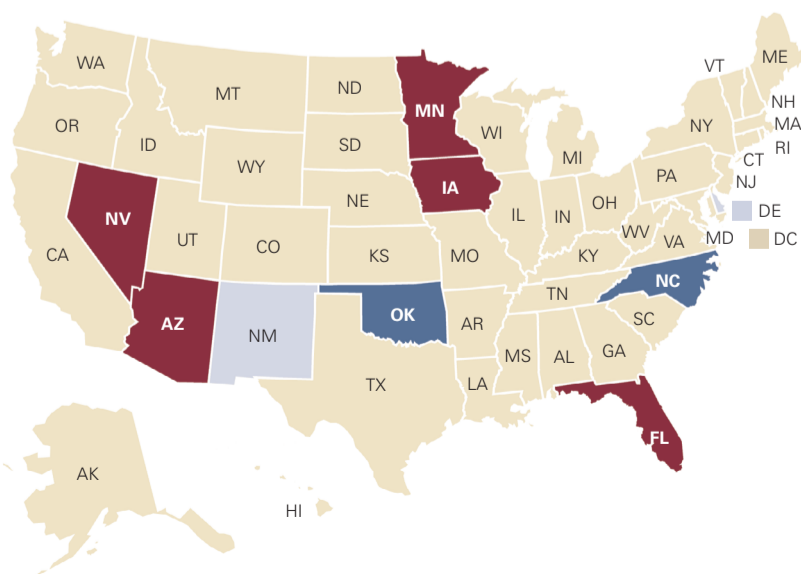
EFFORTS TO IMPROVE TEACHER QUALITY

Shaded columns indicate data that were used to grade the states.

	Accountability for Teacher Quality [15% of grade]					Additional Information		
	State holds teacher education programs accountable (2005-06)				Number of programs identified as at-risk or low-performing (2004-05)	Average teacher salaries (2004)		State has policies encouraging pay-for-performance programs (2005-06)
	By publishing pass rates/rankings of institutions	By publishing report cards for institutions	For graduates' performance in classroom setting	By identifying low-performing programs		All teachers	Beginning teachers	
Louisiana	✓	✓	pilot	✓	1	\$37,123	\$29,655	✓ ²⁰
South Carolina	✓	✓	✓	✓	2	\$41,162	\$27,883	✓ ²⁰
Connecticut	✓		✓	✓	0	\$56,516	\$34,462	
Arkansas	✓			✓	0	\$39,226	\$26,129	✓ ²⁰
Virginia	✓			✓	0	\$43,936	\$32,437	
Kansas	✓	✓		✓	3	\$38,622	\$28,530	
Oklahoma	✓		✓	✓	0	\$35,061	\$29,473	✓
Ohio	✓	✓	✓	✓	0	\$47,791	\$28,692	✓ ²⁰
New Mexico	✓			✓	0	\$38,469	\$31,920	✓
New Jersey			✓	✓	0	\$53,663	\$37,061	
North Carolina	✓	✓	✓	✓	1	\$43,211	\$27,572	✓
Pennsylvania	✓			✓	0	\$52,640	\$34,140	
Kentucky	✓	✓	✓	✓	2	\$39,831	\$28,416	
Alabama	✓	✓	✓	✓	1 ¹⁹	\$38,282	\$30,973	
West Virginia	✓	✓		✓	0	\$38,496	\$26,692	
Missouri			✓	✓	0	\$38,247	\$28,938	
California	✓			✓	0	\$56,444	\$35,135	
Indiana	✓		✓	✓	0	\$45,791	\$29,784	
New York	✓			✓	0	\$55,181	\$36,400	
Iowa				✓	0	\$38,381	\$26,967	✓
Georgia	✓	✓		✓	1	\$45,848	\$35,116	
Maryland	✓			✓	0	\$50,303	\$33,760	
Tennessee	✓	✓		✓	0	\$40,318	\$30,449	
Delaware				✓		\$51,122	\$34,566	✓
Wisconsin				✓	0	\$41,687	\$23,952	
Nevada			✓	✓	0	\$43,211	\$27,942	✓ ²¹
Washington	✓		✓	✓	1	\$45,437	\$30,159	
Florida			✓	✓	1 ¹⁹	\$40,598	\$30,969	✓
Illinois	✓	✓		✓	4	\$53,820	\$35,114	
Colorado				✓	0	\$43,318	\$31,296	
Massachusetts	✓			✓	0	\$53,274	\$34,041	
Minnesota	✓			✓	0	\$45,010	\$30,772	✓
Nebraska				✓	0	\$39,635	\$28,527	
Mississippi			✓	✓	0	\$36,217	\$28,106	
Utah				✓		\$38,976	\$26,130	
Hawaii				✓	0	\$45,456	\$37,615	
Texas	✓			✓	—	\$40,476	\$32,741	
New Hampshire	✓			✓	3 ¹⁹	\$42,689	\$27,367	
Rhode Island	✓			✓	0	\$54,809	\$32,902	
Vermont				✓	0	\$43,009	\$25,819	
Wyoming				✓	0	\$39,537	\$28,900	
North Dakota	✓			✓	0	\$35,411	\$24,108	
South Dakota				✓	0	\$33,236	\$25,504	
Montana				✓	0	\$37,184	\$24,032	
Oregon				✓	0	\$47,829	\$33,396	
Maine				✓	1	\$39,864	\$25,901	
District of Columbia				✓	0	\$62,909	\$38,566	
Idaho				✓	0	\$40,111	\$25,908	
Michigan	✓			pilot		\$54,474	\$34,377	
Arizona				✓	0	\$42,324	\$28,236	✓
Alaska				✓	0	\$51,136	\$40,027	
U.S.	29	11	14	48	20	\$46,597	\$31,704	13

Paying for Performance

Some states reward teachers for demonstrating specific knowledge and skills in the classroom or for boosting their students' test scores. But the vast majority of states pay teachers based on their education levels and years of experience.



- Rewarded for student test scores (2)
- Rewarded for teacher knowledge and skills (2)
- Rewarded for both student test scores and teacher knowledge and skills (5)
- State does not have its own pay-for-performance system (42)

SOURCE: Editorial Projects in Education Research Center, 2006

FOOTNOTES:

- ¹⁹ In Alabama, the number of programs identified is for 2003-04. The number does not count in the U.S. total. Florida and New Hampshire identify at-risk or low-performing areas by program (such as science education) instead of at-risk or low-performing teacher-preparation institutions overall. Florida's number represents the number of institutions in the state with at-risk or low-performing program areas. New Hampshire's number represents the number of institutions in the state with conditionally approved programs.
- ²⁰ State uses the Milken Family Foundation's Teacher Advancement Program (TAP). Arizona, Florida, and Minnesota use TAP, but also have their own pay-for-performance programs.
- ²¹ Nevada has allocated funds for districts to adopt a program of performance pay, teacher incentives, or mentoring.