

The Grades

A

Illinois

Very rigorous; teachers become highly qualified (HQ) primarily through a hefty 24 semester hours in content course work.

Oregon

Abundantly clear, simple, no loopholes. Only option is to take 16 semester hours of subject matter course work. High school teachers are not permitted to use the HOUSSE route, presumably because Oregon wants to be doubly certain that these teachers know their subject.

B+

B+

Alabama

High marks for prohibiting teachers with fewer than 18 credit hours in content area on their transcripts from using HOUSSE route. Marked down, however, for awarding only 1 point for each credit hour of course work. As a result, teachers have little incentive to choose course work over less demanding options. Overall, a relatively strong program.

Ohio

A very promising point system compromised by a risky professional development option. Point system includes an 18-credit-hour minimum in course work in subject area. Teachers, however, can also earn more than a quarter of their required points through pedagogical course work. Professional development option appears to be rigorous, with a 90-hour minimum, but districts have a poor track record on teaching rigorous content through the less demanding medium of professional development.

B

B-

Kentucky

Earns high marks for a user-friendly set of standards, offering an easy-to-use on-line calculator that allows teachers to gauge how many points their credentials are worth. Rigor of standards suffers from the absence of a minimum course work requirement, which makes it possible for a teacher with weak subject matter knowledge to bypass objective measures through a combination of years in the classroom, professional development (including attending a state convention), and awards.

New Mexico

Standards require teachers to present evidence of subject matter knowledge to an administrator and another panelist appointed by the teacher. While stressing collaboration and support, standards depend heavily on observations—a poor tool for identifying subject matter knowledge. Biggest positive is that teachers must submit evidence of student achievement.

C

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Breakdown of States' Grades by Principles and Indicators

	Principle 1			Principle 2			Principle 3			Principle 4			Principle 5			Bonus			Final Grade	
	A	B	C	A	B	Final	A	B	C	A	B	Final	A	B	Final	A	B	C		
	Final			Final			Final			Final			Final			Final				
Illinois	2	1	1	2	.5	4/4	2	1	1	4/4	1	.5	1.5/2	1	1/1	0	0	0	0/1.5	92.4% – A
Oregon	2	1	1	1	1	4/4	2	1	1	4/4	1	1	2/2	0	0/1	0	0	0	0/1.5	84.8% – B+
Alabama	2	1	0	2	.5	–	2	1	1	4/4	.5	1	1.5/2	1	1/1	0	0	0	0/1.5	83.6% – B+
Ohio	2	1	0	2	.5	–	2	1	1	4/4	0	1	1/2	1	1/1	.5	.5	.25	1.25/1.5	76.1% – B
Kentucky	1	0	1	1	.5	2/4	2	1	1	4/4	.5	1	1.5/2	1	1/1	0	0	.25	.25/1.5	72.8% – B-
New Mexico	1	.75	1	1	.5	2.75/4	2	1	.5	3.5/4	.5	.5	1/2	.5	.5/1	0	0	.25	.25/1.5	64.0% – C
Oklahoma	1	0	.5	1	1	1.5/4	2	1	1	4/4	0	1	1/2	1	1/1	0	0	0	0/1.5	62.8% – C
Maryland	1	1	1	1	.5	3/4	1	1	1	3/4	0	1	1/2	0	0/1	0	0	0	0/1.5	61.3% – C
Georgia	1	0	1	1	0	2/4	2	1	1	4/4	.5	1	1.5/2	1	1/1	0	0	.25	.25/1.5	60.2% – C
New Hampshire	1	0	.5	1	.5	1.5/4	2	1	1	4/4	.5	.5	1/2	1	1/1	.5	.5	.5	1.5/1.5	60.0% – C
North Carolina	1	0	1	1	.5	2/4	2	1	.5	3.5/4	0	0	0/2	1	1/1	0	0	.25	.25/1.5	55.2% – C-
Tennessee	1	0	.5	1	.5	1.5/4	2	.5	.5	3/4	0	1	1/2	1	1/1	0	0	.25	.25/1.5	53.3% – D+
West Virginia	1	0	.5	1	1	1.5/4	2	.5	.75	3.25/4	0	.5	.5/2	0	0/1	0	0	.25	.25/1.5	51.8% – D+
New York	0	0	0	1	.5	0/4	2	1	.5	3.5/4	0	.5	.5/2	1	1/1	0	0	.25	.25/1.5	49.0% – D
Louisiana	1	.5	1	1	.5	2.5/4	1	1	.5	2.5/4	.5	.5	1/2	.5	.5/1	.5	.5	.25	1.25/1.5	43.3% – D-
Michigan	0	.5	.5	0	.5	1/4	2	1	.5	3.5/4	0	1	1/2	1	1/1	.5	0	.25	.75/1.5	37.0% – F
California	0	0	1	0	0	1/4	2	1	0	3/4	0	.5	.5/2	1	1/1	.5	.25	.25	1/1.5	32.6% – F
Virginia	0	.5	0	0	.5	.5/4	1	1	1	3/4	0	1	1/2	.5	.5/1	0	0	0	0/1.5	31.9% – F
South Carolina	0	0	0	0	.5	0/4	2	1	0	3/4	.5	0	.5/2	1	1/1	0	0	.25	.25/1.5	27.6% – F
Idaho																				Incomplete

States

The following grading scale was used to convert percentages into letter grades: 95-100: A+; 90-95: A; 85-90: A-; 80-85: B+; 75-80: B; 70-75: B-; 65-70: C+; 60-65: C; 55-60: C-; 50-55: D+; 45-50: D; 40-45: D-; Below 40: F