

Executive Summary

Welcome to the Utah edition of the National Council on Teacher Quality's 2009 *State Teacher Policy Yearbook*. This analysis is our third annual look at state policies impacting the teaching profession. We hope that this report will help focus attention on areas where state policymakers can make changes that will have a positive impact on teacher quality and student achievement.

The 2009 *Yearbook* presents a comprehensive analysis of state teacher policies. Our evaluation is organized in five areas encompassing 33 goals. Broadly, these goals examine the impact of state policy on 1) delivering well-prepared teachers, 2) expanding the teaching pool, 3) identifying effective teachers, 4) retaining those deemed effective and 5) exiting those deemed ineffective.






Utah at a Glance

Overall 2009 Yearbook Grade: D

AREA GRADES:

Area 1 <i>Delivering Well Prepared Teachers</i>	D-
Area 2 <i>Expanding the Teaching Pool</i>	D
Area 3 <i>Identifying Effective Teachers</i>	D
Area 4 <i>Retaining Effective Teachers</i>	C
Area 5 <i>Exiting Ineffective Teachers</i>	D-

GOAL BREAKDOWN:

 Fully meets	2
 Nearly meets	2
 Partially meets	10
 Only meets a small part	6
 Does not meet	13

MAJOR POLICY STRENGTHS:

- Places no restrictions on alternate route usage or providers
- Supports a performance pay initiative
- Requires induction for all new teachers

MAJOR POLICY WEAKNESSES:

- Awards tenure virtually automatically
- Fails to make evidence of student learning the preponderant criterion in teacher evaluations
- Lacks an efficient termination process for ineffective teachers
- Does not ensure that elementary teachers are well prepared to teach reading or mathematics