

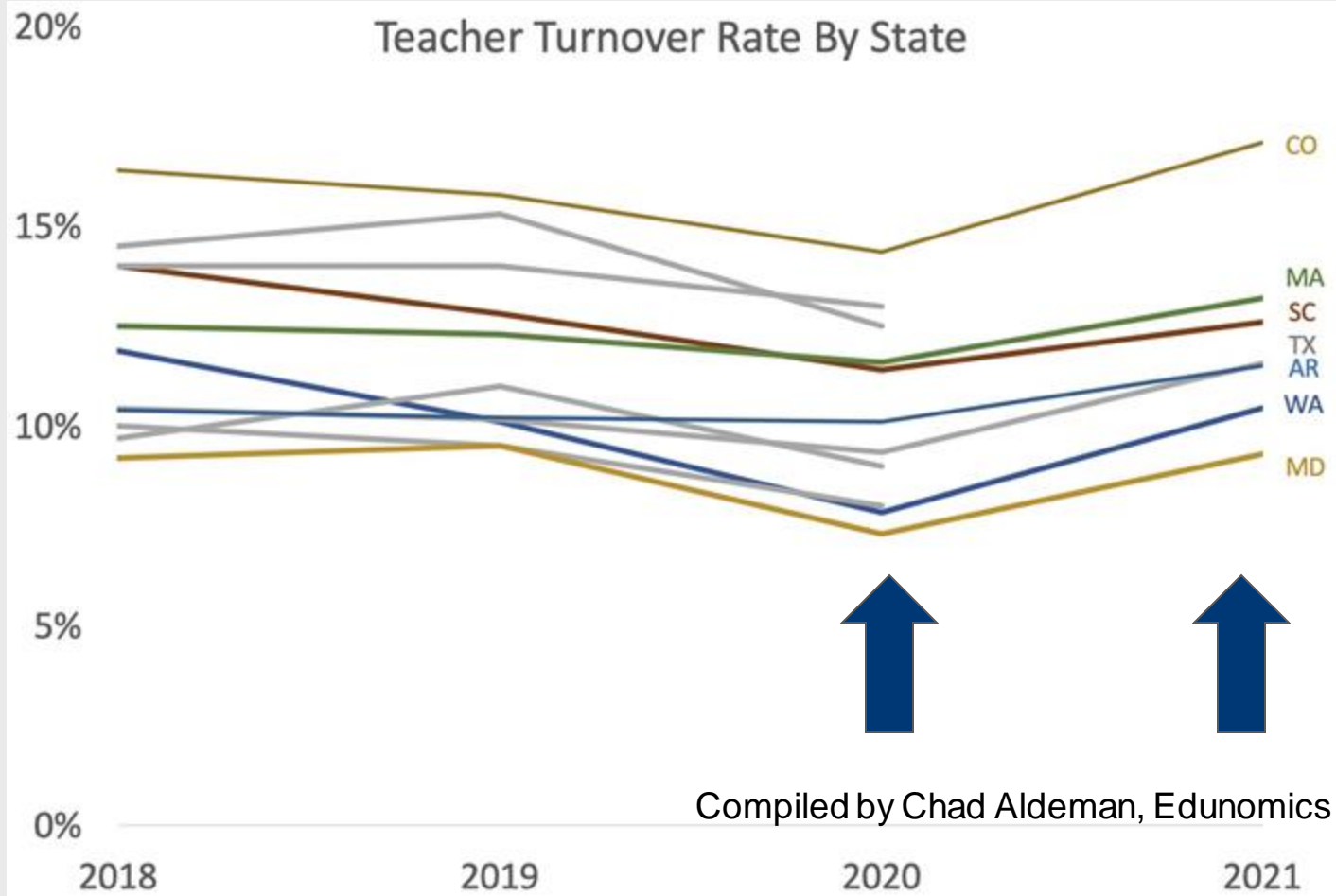


# Rethinking Teacher Licensure Examinations

*Using data to build a strong, diverse  
teacher workforce*

Hannah Putman  
National Council on Teacher Quality

# Teacher Turnover Rate By State



Compiled by Chad Aldeman, Edunomics

Source: Author's compilations from various state reports and research papers.  
Definitions vary by state, but they typically reflect teachers exiting the profession.



# Why do licensure tests matter?

## Licensure tests assess an important job requirement.

Teachers cannot teach what they do not know, according to:

**83%**  
of prep program leaders

**98%**  
of K-12 teachers

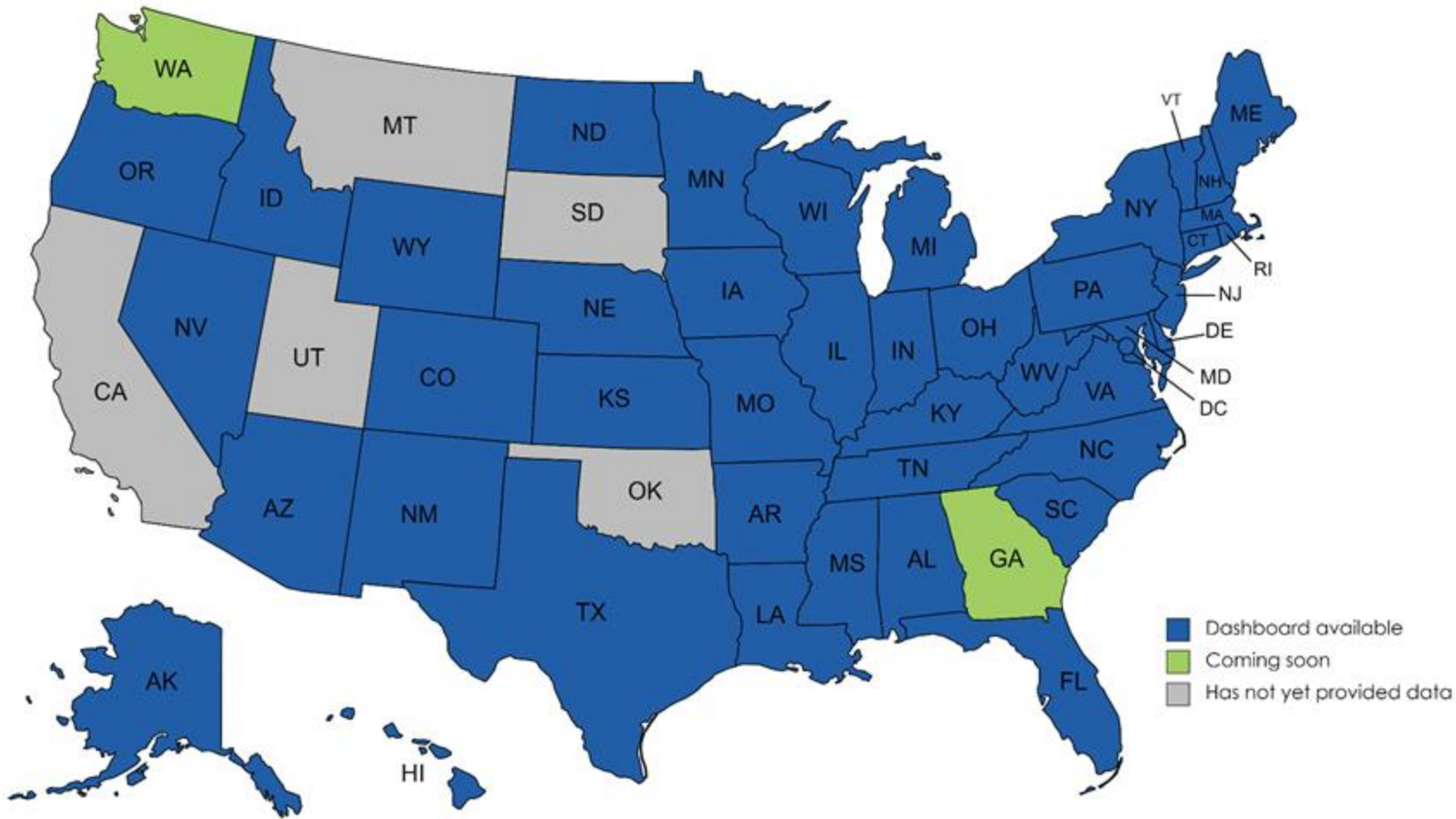
**86%**  
of state education agency leaders

## Licensure tests offer unique advantages:

scalability, efficiency, comparability, reliability, and the capacity to assess for broad knowledge.

## Licensure tests are generally predictive.

When studied, almost all licensure tests have been found to be predictive of future teacher effectiveness. Most recently, the tests used in Massachusetts were found to be strongly predictive of future teacher effectiveness for both white teachers and teachers of color.

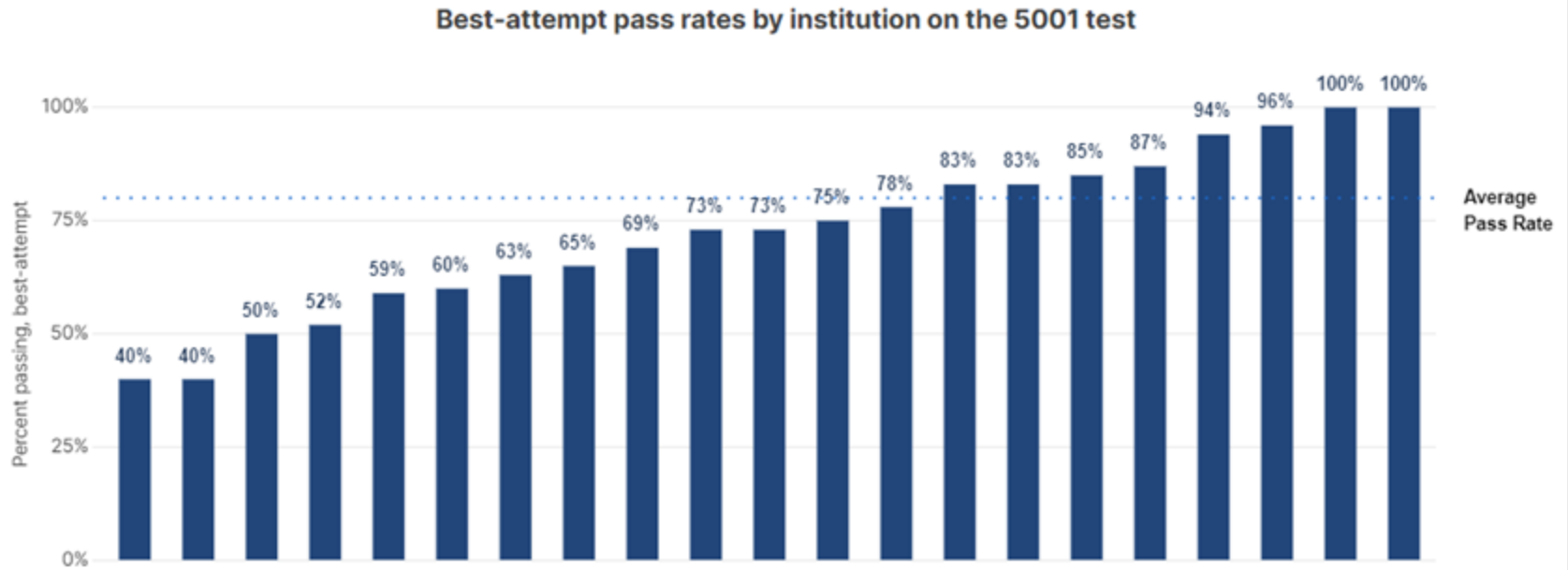


All dashboards available <https://passrates.nctq.org/>

How can data from licensure tests build a stronger, more diverse teacher workforce?

All dashboards available <https://passrates.nctq.org/>

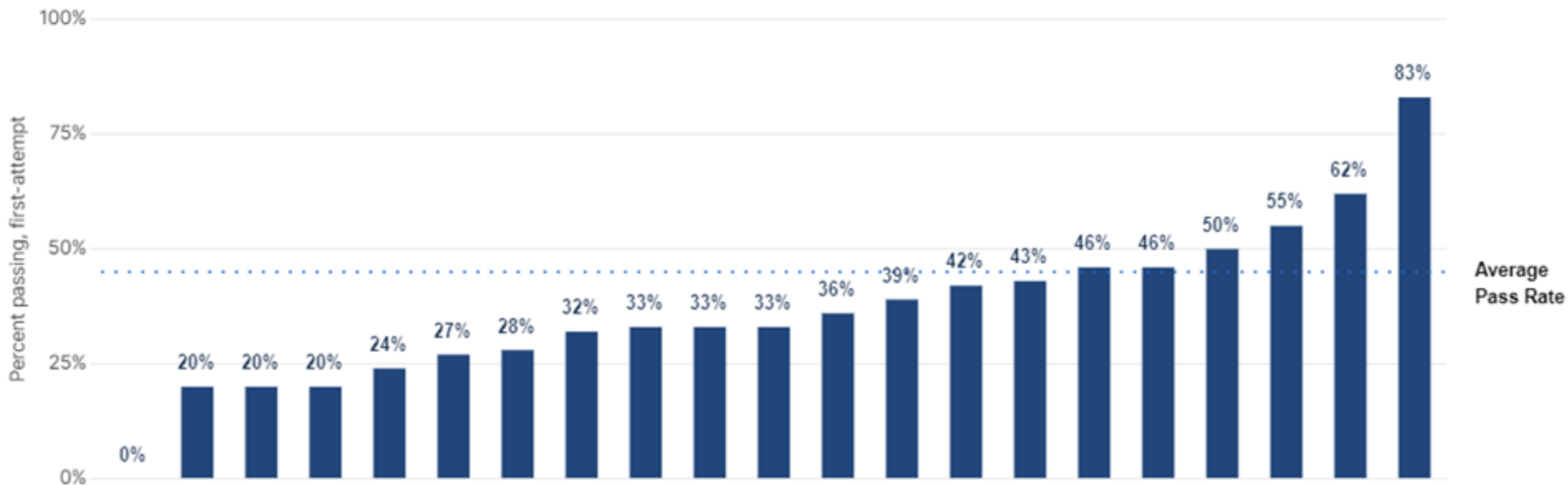
# Best-attempt pass rates identify where aspiring teachers are most successful in passing their licensure tests



To explore which institutions succeed in getting the most test takers to pass, regardless of the number of attempts, examine an institutions' **best attempt pass rates**.

# The first-attempt pass rate provides insight to an institution's alignment with state requirements for elementary teachers

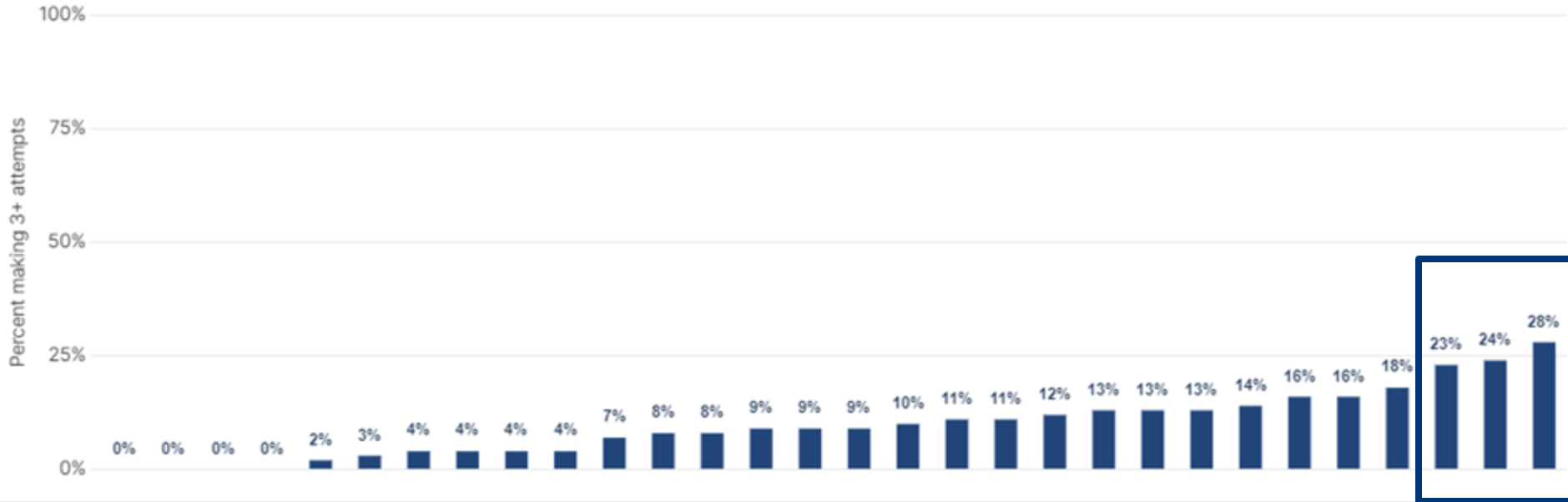
First-attempt pass rates on the 5001 test



While the best-attempt pass rate appears to avoid penalizing those institutions which have more ground to make up, there is a downside for their test takers: retake fees, potential delays in being able to get a teaching job, and adversely impacting confidence.

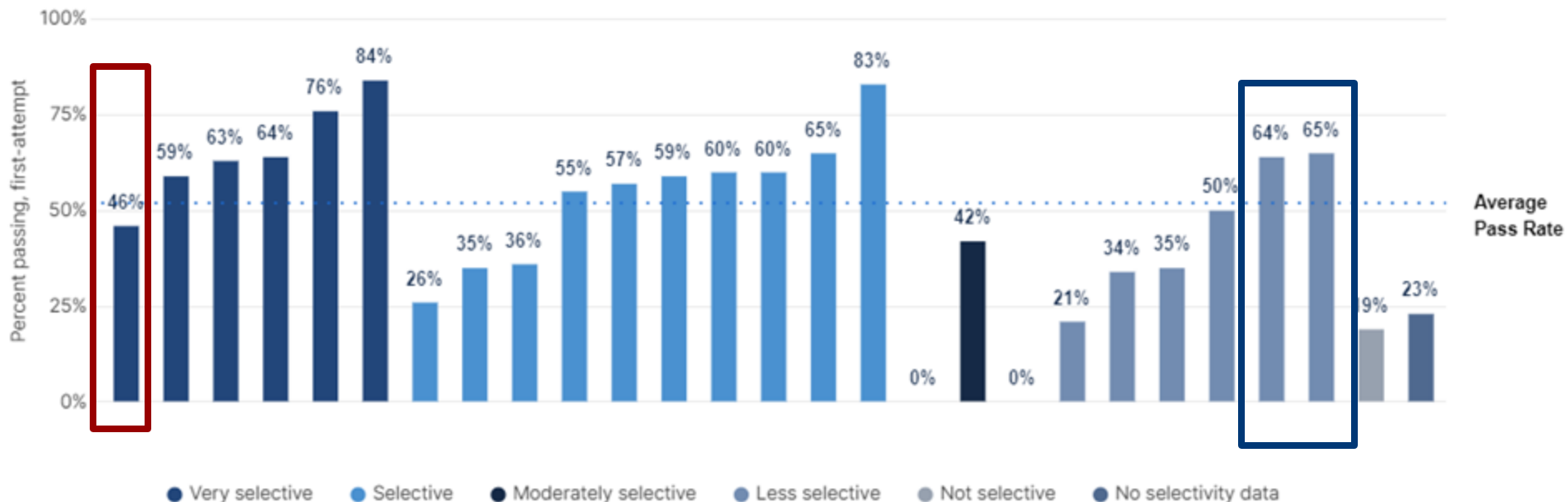
# Retake rates indicate where test takers succeed with the least amount of time and money spent on test-taking

Percent attempting the state's ELA test 3 or more times



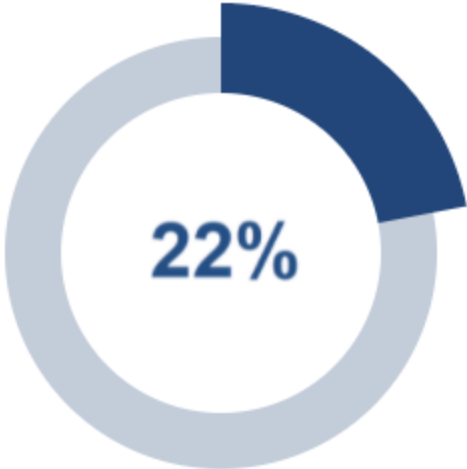
# Sorting by selectivity highlights the standout institutions that are less selective but earn above-average pass rates

Institutions' first-attempt pass rates on the 5001 test, by selectivity

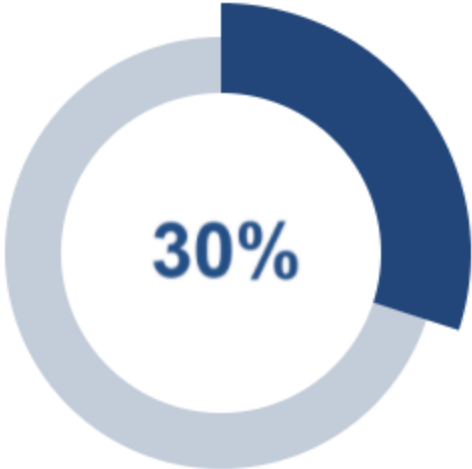


Walk-away rates identify a large pool of aspiring teachers of color who likely never reach the classroom

Test takers who fail the first time and do not retake the test

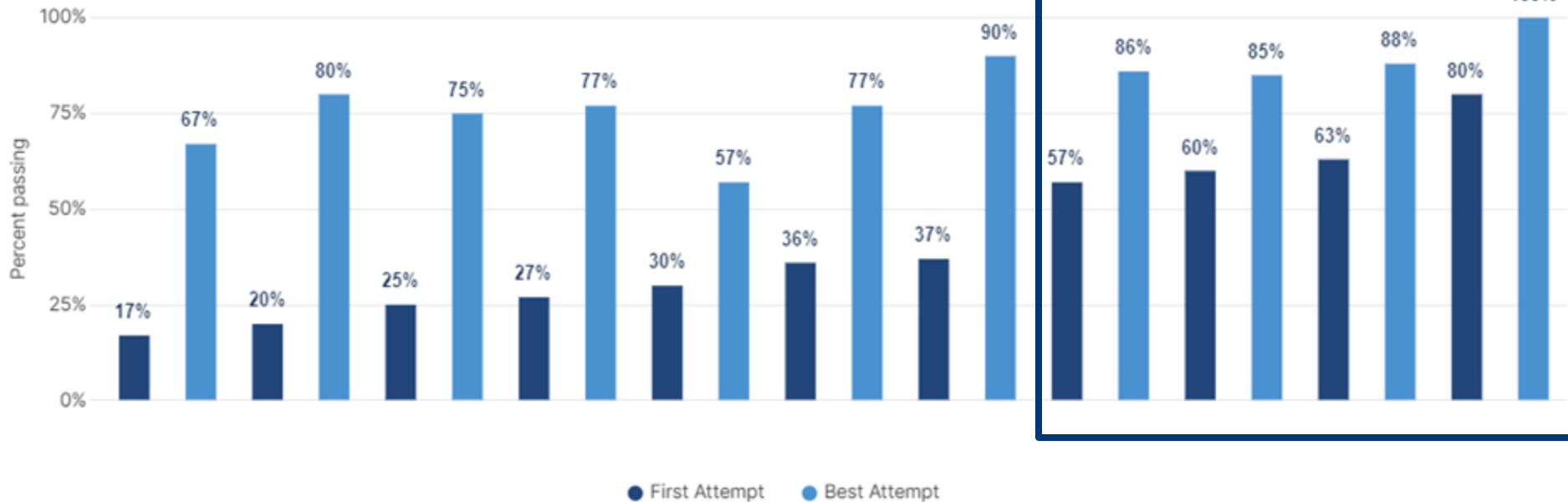


Test takers of color who fail the first time and do not retake the test



# Shine a light on institutions where aspiring teachers of color are most successful - on their first try and after multiple attempts

First-attempt and best-attempt pass rates on the 5001 test for test takers of color



This view shows tremendous variance among institutions in their success with **test-takers of color**.

# **This data can point to solutions to address pipeline concerns *without lowering standards***

**If many people fail on their first attempt...**

**Use diagnostic testing, aligned course requirements to support candidates**

**If testing fees pose a barrier...**

**Explore options to cover the cost of retake fees**

**If teacher diversity is a concern...**

**Identify and replicate promising practices from standout institutions**

**If rural schools are having trouble attracting teachers...**

**Focus recruitment, student teaching, financial incentives on rural districts**

## Opportunities to use this data to build a larger, stronger, more diverse teacher workforce

1. Work with SEA & prep programs to collect and publish this data
2. Examine data to identify challenges and institutions that may offer promising practices
3. Consider state-level efforts to cover testing fees
4. Explore data to target efforts to support more aspiring teachers of color, including:
  - a. Identifying institutions where test takers of color are more likely to be successful, so that their efforts can be replicated
  - b. Identifying institutions where test takers of color struggle, to encourage additional supports

All dashboards available at:  
**<https://passrates.nctq.org/>**

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