"… a statewide tiered teacher licensure system that is premised on:"	Task Force Research Base	Task Force Recommendation
appropriate research-based professional competencies that include:		
content skills	Transforming Teaching and Leading: A Vision for High-Quality Educator Development System; InTASC Model Core Teaching Standards: A Resource for State Dialogue; Tiered Teacher Certification and Performance-Based Assessment	
adaptive expertise	InTASC Model Core Teaching Standards: A Resource for State Dialogue; Tiered Teacher Certification and Performance-Based Assessment	
college-readiness preparation		
multicultural skills		
use of student performance data	Transforming Teaching and Leading: A Vision for High-Quality Educator Development System; InTASC Model Core Teaching Standards: A Resource for State Dialogue; Requirements for Level 2 and 3 Teaching Certificates in 50 States and the District of Columbia; Tiered Teacher Certification and Performance-Based Assessment	
skills for fostering citizenship		
other competencies that improve all students' learning outcomes	InTASC Model Core Teaching Standards: A Resource for State Dialogue; Minnesota Educator Induction Guidelines	
ongoing teacher professional growth to enable teachers to develop multiple professional competencies	Teacher Induction: An Examination of Six States' Approaches to Supporting	

	High Quality Teaching Among New Teachers; Transforming Teaching and Leading: A Vision for High-Quality Educator Development System; InTASC Model Core Teaching Standards: A Resource for State Dialogue; Requirements for Level 2 and 3 Teaching Certificates in 50 States and the District of Columbia; Minnesota Educator Induction Guidelines; Colorado Renewal Applicant Information; Teacher Induction: An Examination of Six States' Approaches to Supporting High Quality Teaching Among New Teachers	
an assessment system for evaluating teachers' performance that is aligned with student expectations and value-added measures of student outcomes	Transforming Teaching and Leading: A Vision for High-Quality Educator Development System; Requirements for Level 2 and 3 Teaching Certificates in 50 States and the District of Columbia	
includes emphasis on developing students' reading and literacy skills	Tiered Teacher Certification and Performance-Based Assessment	
other measures and outcomes	Transforming Teaching and Leading: A Vision for High-Quality Educator Development System	
recognizes and rewards successful teachers;	Transforming Teaching and Leading: A Vision for High-Quality Educator Development System; Teacher Induction: An Examination of Six States' Approaches to Supporting High Quality Teaching Among New Teachers	

an expectation that teachers progress through various stages of teaching practice throughout their teaching careers	Requirements for Level 2 and 3 Teaching Certificates in 50 States and the District of Columbia; Review of Renewal Requirements for Other Professions; Tiered Teacher Certification and Performance-Based Assessment; Transforming Teaching and Leading: A Vision for High-Quality Educator Development System; Requirements for Level 2 and 3 Teaching Certificates in 50 States and the District of Columbia; Minnesota Educator Induction Guidelines; Tiered Teacher Certification and Performance-Based Assessment; Teacher Induction: An Examination of Six States' Approaches to Supporting High Quality Teaching Among New Teachers	
teachers receive opportunities for leadership roles commensurate with their practice and competency	Transforming Teaching and Leading: A Vision for High-Quality Educator Development System; InTASC Model Core Teaching Standards: A Resource for State Dialogue	
periodic evaluation of the licensing structure to determine its effectiveness in meeting students' learning needs	Implementation Considerations: From Design to Impact; Minnesota Educator Induction Guidelines; Teacher Induction: An Examination of Six States' Approaches to Supporting High Quality Teaching Among New Teachers	