

Eye on Evaluation



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IMPROVING TEACHER QUALITY: PROGRESS IN MEETING NCLB (TITLE II-A) REQUIREMENTS, 2003-04

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Abstract

Overall, WCPSS is on track in meeting NCLB's Title II, Part A requirements for teacher quality and quality of professional development (PD). In 2003-04, 100% of WCPSS teachers met the "highly qualified" standard. All lateral-entry teachers, as well as 89% of Title I-funded paraprofessionals, met new mandates for those groups. Further, 85% of Title II, Part A-funded PD activities were more intensive than a single day, up from 20% in 2002-03. Districtwide, 75% of core area teachers completed at least one PD activity (registered in electronic system); 72% participated in "high quality" PD (a figure comparable to a similar-sized NC district). Recruiting and retaining highly qualified teachers, as well as documenting the provision of high quality training to increasing percentages of teachers, will continue to be challenging.

BACKGROUND

The No Child Left Behind (NCLB) Act of 2001 places a major emphasis on teacher quality and effectiveness as significant factors in improving student achievement. Further, *Title II, Part A, Improving Teacher Quality (ITQ)* provides funds to states and districts to conduct a variety of teacher-related reform activities, especially in schools with a high proportion of children in poverty. For the 2002-03 and 2003-04 school years, Wake County Public School System (WCPSS) reported teacher quality and quality-of-professional-development (ITQ) data to the North Carolina Department of Public Instruction (NC DPI) to establish baselines or beginning standards against which future progress will be measured (for both Title II, Part A-funded activities and the district as a whole). NCLB (and *Title I* and *Title II-A*) expectations are for annual improvements (or

maintenance of final goals) in specified areas. For many districts in 2002-03, including WCPSS, the requested data for these new requirements were incomplete or not readily available for reporting. As a result, districts reported as much data as possible for the first year, with the expectation of full baseline data to be reported for the second year, 2003-04. These data are separate from other NCLB reports, such as presented in NC Report Cards. The purpose of this brief is to provide a snapshot of the status of WCPSS in meeting the ITQ standards.

Goals for *Title II, Part A*, Improving Teacher Quality (ITQ) program: “To have a highly qualified teacher in every classroom and to improve the quality of classroom instruction through professional development.”

DATA SOURCES

Data for this brief came from the:

- WCPSS Human Resources database, and
- Office of Continuous Improvement and Professional Development electronic database for professional development.

Because of its large size, WCPSS was actually at a disadvantage in terms of data collection for *Title II, Part A*. Smaller districts in NC could use a professional development (PD) tracking program recommended by NC DPI, but the program did not have the capacity for handling numerous PD activities among more than 120 schools, as in WCPSS. Instead, for the 2002-03 school year, WCPSS sources of PD data were limited to existing electronic course registration data, plus scanned paper evaluations of *Title II, Part A*-funded activities. Beginning in early 2003, representatives from WCPSS’ Office of Continuous Improvement and Professional Development (OCIPD), Human Resources, and Evaluation & Research departments collaborated with the contractor who was at that time providing district on-line course registration services (Electronic Registrar Online). The purposes of the collaboration were to develop a comprehensive PD database to meet local school improvement planning needs and new *Title II, Part A* reporting requirements, improve quality of PD services, and track district progress over time. The database was improved, and it now records and tracks electronically all PD registrations, transcripts of earned credits, post-course evaluations (to monitor content and duration of activities and teacher self-reports of quality), and three-to-six-month follow-up evaluations to gauge PD participants’ application of new knowledge or skills in the classroom. The intent is to provide linkages between PD support and its level of alignment with state curriculum standards and impact on teachers’ knowledge and skills, classroom instruction, and student achievement.

EVALUATION QUESTIONS AND BASELINE DATA

Below are some of the *Title II, Part A* questions from the NC DPI to which the district responded with baseline data in June 2004:

1. Was there an increase in your district in percentage of “highly qualified” teachers from 2002-03 to 2003-04? NCLB Section 1119(a)(2) requires that all teachers, not just *Title I*-funded teachers in the core academic subjects, be highly qualified by the end of the 2005-06 school year.

Aside from lateral entry teachers (that are reported separately), 100% of WCPSS continuing and new-hire teachers met the NCLB criteria for the designation “highly qualified” in both 2002-03 and 2003-04.

The challenge for WCPSS is to maintain the standard achieved in the two baseline years, especially in difficult-to-recruit, high-need academic subjects. Criteria for earning the designation of “highly qualified teacher” at the elementary, middle and high school levels are presented in NCLB Section 9101(23)(B and C). Guidance notes from 2004 are shown in Attachment 1. Essentially, the criteria are: have a bachelor’s degree, state certification (license), and demonstrated subject area knowledge in the area(s) taught. Specifics may vary depending on grade level, subject area, and years of experience.

The most difficult part of the standards is that middle and high school teachers must demonstrate a high level of competence “in each of the academic subjects in which the teacher teaches” [Section 9101(23)(B)(ii) and (C)(ii)]. One way this standard can be met is by being certified to teach in each area. However, North Carolina certification has not required this at the middle school level, and many middle school teachers teach courses in more than one subject area. Similarly, at the high school level, in the area of science for example, a highly qualified biology teacher may be teaching biology courses but, in an emergency, might teach a physics course, not meeting all criteria for “highly qualified teacher” of physics. The US Department of Education (DOE) guidelines assert that competency must be proved in the following ways:

Demonstration of Competency: New elementary school teachers have to pass a state test on subject knowledge and teaching skills. Teachers in middle and high school must prove that they know the subjects they teach by passing a state test in their subjects, completing an academic major or coursework equivalent to a major in their subjects, or by receiving an advanced degree or advanced certification/credential. Experienced teachers may also prove competency through HOUSSE (see below).

High, Objective, Uniform State Standard of Evaluation (HOUSSE): NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly-qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession (from US DOE’s *A Guide to Education and No Child Left Behind*, 2004).

At the time of this publication, data regarding licensure for 6,370 teachers were stored in one database, while school and grade assignments, daily schedules, team teaching arrangements, etc. are maintained in other locations and are often in flux. We anticipate that enhancements under way in NCWISE will provide the needed data for linkage with district licensure data to make timely comparisons on a class-by-class basis. Without technical enhancements, however, the district could face an even more difficult

challenge: the data must be available for reporting in order to maintain ITQ funding and to avoid repercussions for the district's Title I "targeted-assistance" schools.

2. (a) Was there an increase from 2002-03 to 2003-04 in the number of district lateral-entry teachers, grades K-12? (b) Was there an increase in the percentage of lateral-entry teachers being provided two weeks of "high-quality" professional development by the district prior to entering the classroom (a new requirement for 2003-04)?

(a) In spring 2004, there were 421 (up from 383 in spring 2003) lateral-entry teachers in WCPSS. (b) 100% of lateral-entry teachers (up from 50 of 383 or 13% of lateral-entry teachers the previous year) had participated in two full weeks of high-quality professional development provided by the district before each teacher entered the classroom.

NCLB encourages the recruitment and training of lateral-entry teachers, especially in high-need core academic subjects. Lateral-entry teachers are those who:

hold at least a bachelor's degree and pursue a route to teacher certification by enrollment in a state-approved alternative certification program under which they: "(1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction before and while teaching; (2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers, or a teacher mentoring program; (3) assume functions as a teacher only for a specified period of time not to exceed three years; and (4) demonstrate satisfactory progress toward full certification as prescribed by the State. [Section 200.56 of the Title I regulations, December 2, 2002].

Also, during the school year, these teachers were enrolled in ongoing PD courses developed specifically for the Lateral-Entry Teacher Program and were mentored throughout the school year. In 2002-03, the district created a position of teacher trainer exclusively to give year-long support for lateral-entry teachers. For earlier years, the district had provided lateral-entry teachers with an orientation session at the beginning of the school year, PD geared towards state certification, and supervision by a lead teacher and principal at the school site. These services continue.

3. What percentage of paraprofessionals (teacher assistants) in positions funded by Title I meet the new "highly qualified" standards?

Under the new NCLB standards, eight of the district's nine paraprofessionals (89%) in positions funded by Title I (in targeted-assistance schools) were considered "highly qualified" in 2003-04, and the one remaining paraprofessional was working towards complete qualification in 2004-05.

WCPSS had to report qualifications for only those paraprofessionals whose positions are actually funded by Title I because the district has only "targeted assistance" schools. These are schools in which Title I funds are used to provide services only to students who qualify for assistance. Currently, there are no "schoolwide Title I schools" (serving an

entire school population) in the district, but a shift to schoolwide services in a few elementary schools is under consideration. All paraprofessionals in such schools would have to be “highly qualified” by the 2005-06 school year.

Paraprofessionals (teacher assistants) are individuals with instructional duties who work under the direct supervision of a highly qualified teacher. Requirements for highly qualified paraprofessionals are: completion of at least two years of study at an institution of higher education (associate’s degree or equivalent) and demonstrated competence in a field or academic subject. See NCLB Section 1119 (b-g). Individuals who work solely in non-instructional roles, such as food service, playground supervision, personal care services, translations, and non-instructional computer assistance are not considered paraprofessionals for *Title I* and *Title II-A* reporting purposes.

The district has electronic data showing that all new-hire paraprofessionals of recent years do meet the “highly qualified” standards in all schools, but credentials data for district paraprofessionals hired years ago are in paper files. The paper files could pose a greater challenge if schoolwide Title I programs are created.

4. Was there an increase, from 2002-03 to 2003-04, in the percentage of WCPSS teachers of core academic subjects completing “High-Quality Professional Development”?

From 2002-03 to 2003-04, the overall percentage of all WCPSS core-subject teachers completing high-quality PD activities, as defined by NCLB, increased from 68% to 72%. (Based on DPI summary data, this was a higher rate than half of other NC districts, and ranked with similar-sized Charlotte-Mecklenburg at 73%.)

The NCLB goal is to attain annual increases in the percentage of highly qualified core-subject teachers completing high-quality professional development. The NCLB definition (shown on next page) is challenging for several reasons. See Attachment 2 for more details.

First, the NCLB definition is new. WCPSS has always provided a great deal of PD for staff members, and has had generally positive feedback from participants. Nonetheless, not all PD activities meet the NCLB definition of “high quality.” Because all WCPSS schools and many departments provide staff development, it has been a challenge to make sure that everyone is aware of the criteria for high-quality PD and understands the terminology. Although this information has been shared with the designated PD contacts from schools and central office departments, it is still possible that some trainers or PD leaders do not fully understand the requirements.

Another challenge of this definition for WCPSS is being able to document the relationship between sessions in the software used for registration and evaluation of sessions. E&R utilized records in the Electronic Registrar On-Line (e-Schools) to assess this objective. The eSchools system provides the most complete records of training received by teachers. This system was in place before the NCLB requirements, and it was not designed to monitor the interrelationship between sessions held on different

dates. Often, planned PD activities can be reorganized to meet the new standards, but entering sessions individually makes registration easier (which makes the interrelationship between sessions harder to document). It has been challenging to determine the best way to enter the sessions in e-Schools to show the interrelationships without making registration more difficult.

In addition, high-quality training for some teachers could have been missed for two primary reasons. First, some teachers may have completed PD activities at their school, a university, or through an external source which was not entered in the software system. Teachers generally have not sent such documentation to central district administrators until it is time to renew their certification. Also, some teachers may have completed training but have not been credited for it because they have not yet completed their follow-up evaluation of the activity, which is required in our system.

Finally, another district challenge is to identify/categorize “social studies” teachers, as well as PD activities, by core-subject areas specified in NCLB. NCLB identifies 10 core subject areas (English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) and includes technology as another area for Title II, Part A reports. For reporting purposes in the baseline years, WCPSS was permitted (temporarily) to group civics and government, economics, history, and geography into a “history/social studies” category because state licensing subject areas, particularly at the middle and high school levels, did not parallel the NCLB categories of core courses. Accordingly, 2003-04 district PD activities had not been categorized separately within the “history/social studies” grouping.

NCLB identifies several factors necessary for PD activities to be considered “High Quality”:

- High-quality PD improves the knowledge of teachers in subject area content and classroom instructional practices.
- Activities must be grounded in scientifically based research.
- Duration of PD is another important factor. For example, “one-shot,” half-day or one-day workshops fail to meet the criteria for quality PD in the core academic subjects.
- Activities should be cohesive and include follow-up, one of the reasons that conferences alone are not considered high quality PD.

Definitions of terms frequently used in describing high-quality professional development include the following:

- A professional development activity is defined as a distinct event or integrated set of events. If different courses are provided to different sets of participants, each of these courses would be considered a distinct activity (unconnected workshops or courses for different sets of participants). On the other hand, a series of connected meetings/courses for the same set of participants over extended time is considered a single activity. Thus, a *single activity* could include:
 - A series of related meetings with the same set of participants.
 - A course or series of meetings for a set of participants that includes follow-up, and cohesive and ongoing in-service for a set of participants.
- Participation figures denote the number of teachers involved in an *activity* (defined above). Participation numbers are not total teacher counts for the district since a teacher may attend several activities and be counted for each.
- Duration of activities refers to both the number of credit hours (1-80 or more) and the period of time over which the activity took place (one day to several months).

Given these challenges, E&R could document that seventy-two percent of all district core-subject teachers completed one or more high-quality PD activities (sustained and intensive, in appropriate areas) in the 2003-04 school year. Overall, seventy-five percent of all district core-subject teachers had PD credits listed in the OCIPD electronic database for this time period.

5. Was there an increase in the period of time over which PD activities took place?

The time period over which Title II, Part A-funded PD activities took place increased significantly in 2003-04. In 2002-03, the duration for 80% of Title II, Part A-funded PD participations was limited to one day or less. In contrast, 85% of participations in 2003-04 were greater than a single day. See Figure 1.

Figure 1
Participations Funded by Title II-A
by Time Period over which Activities Took Place, 2003-04

Time Period	2002-03		2003-04	
	#	%	#	%
1 day or less, with follow-up	2,892	80%	240	15%
> 1 day, but within a week	23	0.6%	113	7%
> 1 week, but within a month	506	14%	157	10%
> 1 month, but < 3 months	16	0.4%	350	23%
> 3 months	171	5%	689	45%
Total	3,608	100%	1,549	100%

Note 1: Categories of time period are those specified by NC DPI.

Note 2: Fewer PD activities in 2003-04 are another indication of lengthier activities (fewer “one-shot” activities).

Data for *time period over which PD participations took place* were available only for *Title II, Part A*, not for the district as a whole. However, as a result of the collaborative committee meetings described in the “Data Sources” section above, those data are now being captured in the OCIPD database for the 2004-05 school year. Meanwhile, data regarding *number of contact hours* for core-area teacher participations for the district were captured in 2003-04 and are presented below under questions 6 and 7.

6. Another measure of sustained and intensive PD is the number of contact hours for each PD activity. What was the percentage of teacher participations of seven or more contact hours per core-subject PD activity in 2003-04? Of other contact-hours categories?

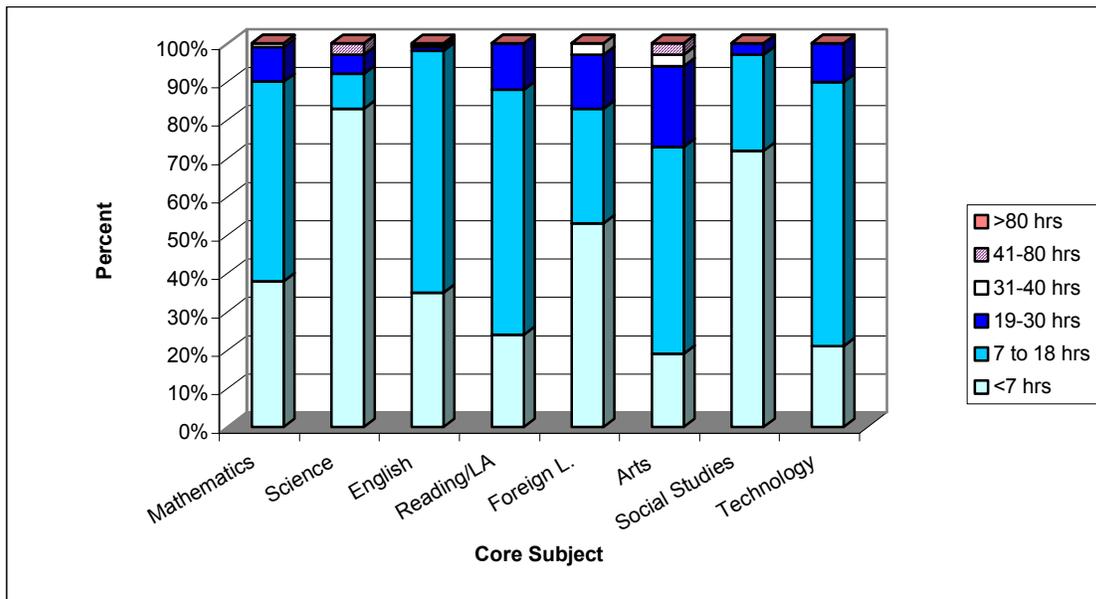
Analyses of overall district baseline data for PD contact hours in 2003-04 reveal two Groupings (see Figure 2):

- *The core subjects with the majority of participations being greater than seven contact hours (plus follow-up) were arts (81%), technology (79%), reading/language arts (76%), English (65%), and mathematics (61%).*

- *The core subjects with a majority of participations being less than seven contact hours were science (83%), social studies (72%), and foreign languages (53%).*

Training in the arts was the core subject with the highest percentage of lengthy participations. It is important to note that the amount and length of training provided by subject varies by year based on new initiatives, training priorities, and time available for training.

Figure 2
Participations in Each Core Academic Subject
by Number of Contact Hours (Including Follow-Up), WCPSS, 2003-04



Note: Contact-hours categories were specified by NC DPI.

The exact number and percentages of teacher participations for each contact-hour category are presented in Attachment 3.

7. What percentage of participations in PD activities funded by *Title II, Part A* were by teachers in low-, medium-, and high-poverty schools? (This is a measure of whether funds were targeted to help meet the needs of economically disadvantaged students.)

More than half (60%) of PD participations in 2003-04 were by teachers in schools with FRL rates greater than 35%, as recommended by Title II-A. Only 29% of district schools had FRL rates of 35% or higher.

Figure 3 presents the proportions of teacher participations in *Title II, Part A*-funded PD activities based on the poverty level (low, medium, or high) of schools in which teachers were based. Poverty levels are determined by the percentage of students eligible for free or reduced-price lunches (FRL). WCPSS has few high-poverty schools.

Figure 3
Title II, Part A-Funded Teacher Participations
By School Poverty (FRL) Classification, 2003-04

School Classification	Number of Participations Funded by Title II-A	Percent of Participations Funded by Title II-A	Overall # and % of WCPSS Schools in Each FRL* Category
<35% FRL (Low)	621	40%	89 (71%)
35-49% FRL (Medium)	882	57%	29 (23%)
50-75% FRL (High)	46	3%	8 (6%)
Total	1,549	100%	126 (100%)* *

* FRL= Students eligible for free or reduced-price lunches.

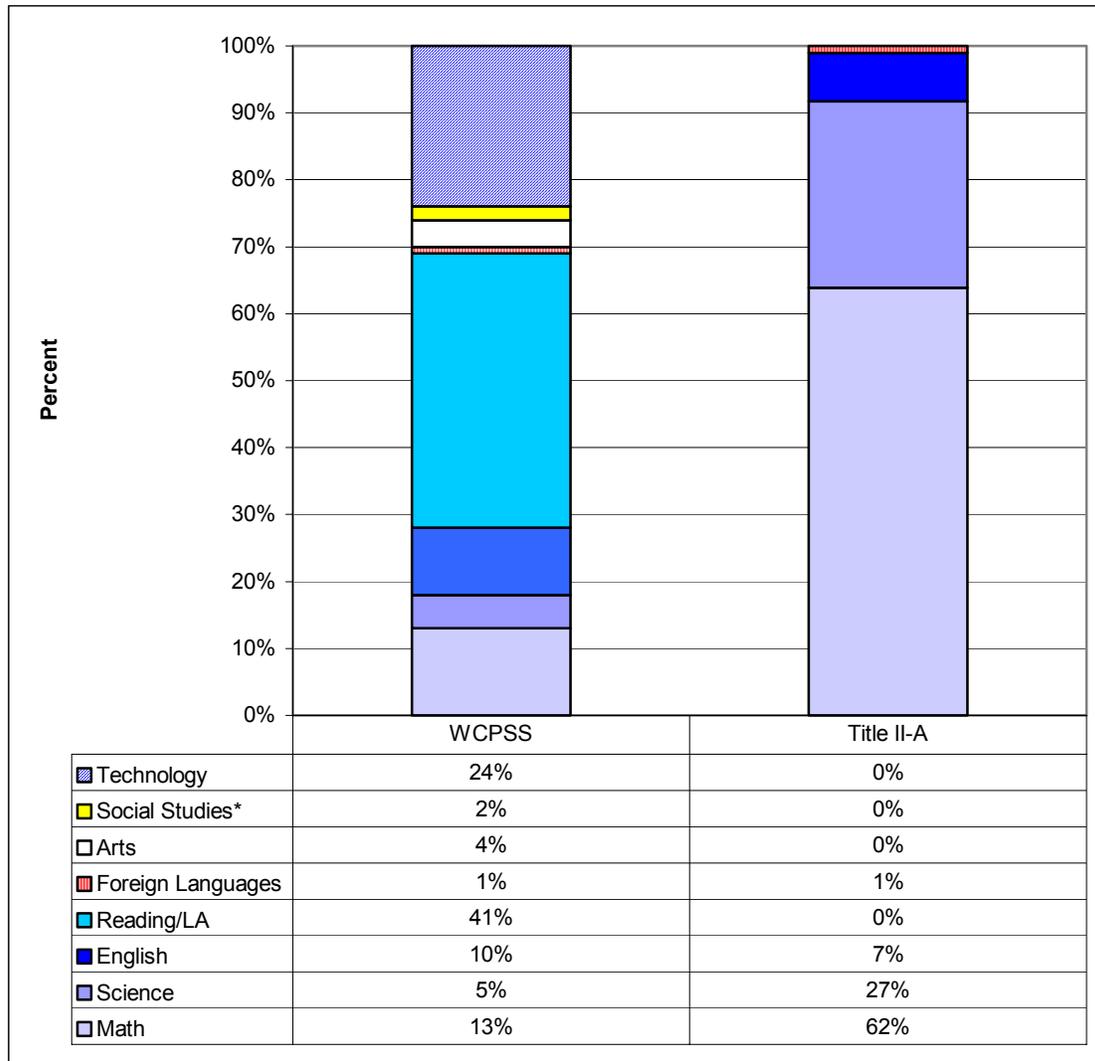
** Includes alternative schools.

8. Both for the district and for Title II, Part A-funded PD activities, what was the distribution of participations in core academic subjects in 2003-04? Participations by school level (elementary, middle, and high)? The expectation is for the district to provide evidence of how it has chosen to address local teacher PD needs. Results may vary from year to year (and among districts), depending upon outcomes of local needs assessments.

The largest portions of PD participations in WCPSS as a whole were in reading/language arts (41%) and technology (24%), while the majority of Title II, Part A-funded participations were in mathematics (62%).

Among other functions, Title II, Part A subsumed the former Eisenhower grant program that funded PD activities in mathematics and science, and the district chose to continue funding primarily those activities under Title II, Part A in 2002-03 and 2003-04. See Figure 4.

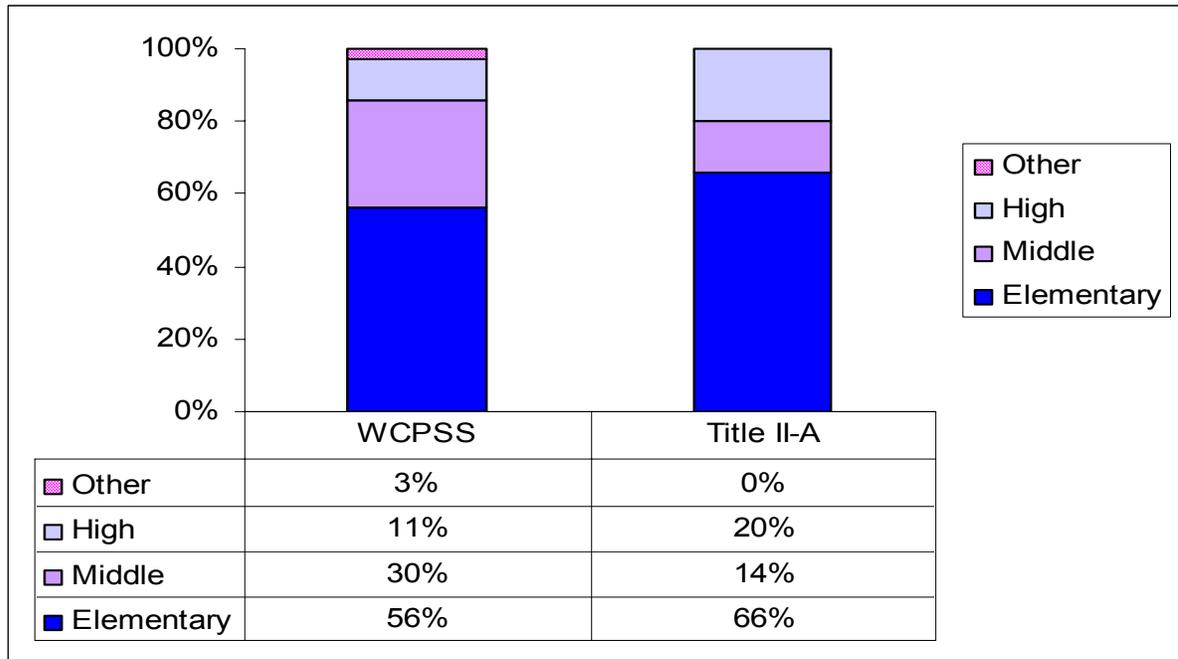
Figure 4
2003-04 Distribution of Participations in the Core Academic Areas:
WCPSS Overall and Title II, Part A



*For initial years, the district was allowed to group the core subject areas history, civics and government, economics, and geography into a “social studies” category. Separating these is another state/district challenge.

In Figure 5, it is clear that the majority of teacher participations in PD activities for the district overall, as well as for those funded by *Title II-A*, were by grades K-5 teachers.

Figure 5
Percentage of Participations at Elementary, Middle, and High Schools:
WCPSS Overall and *Title II, Part A*-Funded Professional Development Activities, 2003-04



Summary

Baseline data/standards regarding NCLB *Title II, Part A* requirements for determining both teacher quality and quality of teacher professional development within WCPSS were established at the end of the 2003-04 school year. Beginning status against which future progress will be measured include the following:

- Teacher qualification standards: Aside from lateral-entry teachers (encouraged by NCLB), 100% of WCPSS teachers were “Highly Qualified.”
- *Title I*-funded paraprofessionals in “targeted assistance” schools: Eight of nine paraprofessionals met the “Highly Qualified” standard, and the ninth is on track for meeting the standard in 2005.
- New mandate for lateral entry teachers: 100% of new lateral entry teachers participated in two weeks of quality PD prior to entering the classroom, in addition to other services already provided by the district.
- Amount and distribution of quality PD for core subject teachers: 72% of core area teachers completed one or more quality PD activities in 2003-04, up from 68% the previous year. Sixty percent of *Title II, Part A*-funded activities were completed by teachers in medium- and high-poverty schools.

- Intensity/cohesion/duration of PD activities: The percentage of participations lasting only 7 hours or less (which is undesirable) decreased from 80% in 2002-03 to 15% in 2003-04. Regarding number of contact hours for PD activities in the core academic subjects, participations in technology, reading/language arts, English, and mathematics were generally longer than seven contact hours, whereas the opposite occurred in the subject areas of science, social studies, and foreign languages.

Challenges

NCLB (and *Title I* and *Title II-A*) expectations are for annual improvements (or maintenance of final goals) in specified areas. Additionally, these expectations mesh with the WCPSS Goal 2008. Based on analyses of teacher quality and quality of professional development data of 2002-03 and 2003-04, the most immediate challenges are in the following areas:

1. ***Recruiting and Retaining Highly Qualified Teachers.*** A key element of any successful instructional program is the recruitment and retention of highly qualified teachers and other instructional staff. However, dealing with the loss of more new teachers each year (some within a few months), as well as the loss of more career teachers through retirement, while competing for teacher candidates – both undergraduates in teacher preparation programs and graduates facing attractive employment alternatives in a highly competitive market – is a daunting task, even for a district that employed 100% highly qualified teachers for the NCLB baseline years. Further, in summer 2004, the district submitted to NC DPI a request under Ed Flex for waiving NCLB requirements for highly qualified teachers in *Title I* targeted-assistance schools in the 2004-05 school year (without being in violation of NCLB). In areas of shortage, WCPSS attempts to fill all core subject vacancies with highly qualified personnel, but in those cases where it cannot be done, the rationale is that it is better, in terms of student performance, to hire a licensed/licensable teacher who does not meet “highly qualified” standards than to place a substitute teacher into the classroom for a lengthy period.
2. ***Attaining “Highly Qualified” Status in Each Subject by Teachers who Teach More Than One Core Subject.*** It is important that the district identify and provide support for any teachers not meeting the above mandate, chiefly middle and high school teachers who formerly were not required by NC DPI to be certified (or to hold the equivalent of certification) in each individual course or sub-area related to their overall major core subject (science, for example, or social studies). Both more guidance from NC DPI and enhancements to district information systems are needed.
3. ***Ensuring that All Trainers/PD Leaders Understand the Requirements for Quality Professional Development.*** Sharing of ITQ requirements within the district is crucial. OCIPD staff is spreading the news, baseline data are now available, “sit and get” PD activities are taboo (except for a few short, targeted

- topics), and the expectation is for annual increases in quality (basis in scientific research, coherence, intensity/duration, and evidence of improving classroom instruction) of PD activities. Nonetheless, given the number of sites and of staff who provide PD, in addition to annual staff turnover, this a continuing challenge.
4. ***Improving Feedback to Decision Makers Through Technical Enhancements.*** With improvements in databases, new Web-based interactions, collaboration among departments, etc., the district is removing some of the obstacles to gathering and analyzing ITQ data for local use and for NCLB reporting. Initially the district is reporting descriptive data, and it is easy to become distracted by the data-gathering process itself, but the focus must remain on outcomes. Overall goals are to examine linkages between PD activities and classroom instruction, and between teacher quality and classroom instruction.
 5. ***Delivering Needed Training in Fewer Days under the Newly Legislated Calendar for Schools.*** The new school calendar eliminates five training days for teachers. Determining how to increase the percentage of training provided that is high quality under these conditions is extremely challenging.

Some supports available to help meet the challenges are:

- *Wake Task Force on Teaching Excellence (WTFTE).* This group, convened by Wake Education Partnership, was formed to develop a collaborative team among WCPSS and local university, business, and parent partners to ensure teaching excellence in the district. The group first met in fall 1999, and task force recommendations were published in January 2001. Resulting initiatives were successful. However, it is time to again examine these issues, and a newly convened task force, another WTFTE collaboration, has begun to review local data, level of teacher satisfaction, and other issues affecting local recruitment and retention of highly qualified teachers.
- *Alignment of school improvement plans and teacher professional development.* With more attention to, and more teacher involvement in, the development of school improvement plans than ever before, teacher-identified student needs and school improvement areas can be more closely aligned with PD activities. In this way, individual teacher growth and organizational change can each be used to support the other.
- *School-based, teacher-led model of professional development.* In response to results of a 2001-02 needs assessment, WCPSS is gradually moving away from a central-delivery PD model to school-based management of PD activities, with more emphasis on teacher leadership, collective participation of teachers from the same school or grade or department within the school, active learning opportunities, site-based research, peer coaching, etc.

Attachment 1
Criteria for Highly Qualified Teachers
From NCLB Section 9101(23).

1. When the term “highly qualified teacher” is used with respect to any public elementary schools or secondary school teacher teaching in a State, it means that:
 - a. The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State...; and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

2. When the term “highly qualified teacher” is used with respect to:
 - a. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of [above], and:
 - i) Holds at least a bachelor’s degree; and
 - ii) Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary schools curriculum); **or**
 - b. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (a) above, holds at least a bachelor’s degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
 - i) Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); **or**
 - ii) Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

3. When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (a) above, holds at least a bachelor’s degree, and;
 - a. Has met the applicable standard requirements, which includes an option for a test; **or**
 - b. Demonstrates competency in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that -
 - i) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - ii) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - iii) Provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - iv) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - v) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - vi) Is made available to the public upon request; and
 - vii) May involve multiple, objective measures of teacher competency [Section 9101(23)].

Attachment 2 Guidance: What Is High Quality PD?

D-1 What is meant by “high-quality professional development”?

[Section D-1 Guidance, January 2004] The term “high quality professional development” means PD that meets the criteria contained in the definition of PD in *Title IX*, Section 9101(34) of ESEA. PD includes, but is not limited to, activities that:

- Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad schoolwide and districtwide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators.

Professional Development (PD) Activities for Which a District May Use *Title II, Part A* Funds:

[Section H1 Guidance] *Title II-A* provides professional development activities that improve the knowledge of teachers in:

- Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach, and
- Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods and skills, and (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments.

Title II, Part A also provides PD activities that improve the knowledge of teachers regarding effective instructional strategies that:

- Involve collaborative groups of teachers and administrators;
- Address the needs of students with special needs (including students who are gifted and talented), and students with limited English proficiency;
- Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;
- Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited-English-proficient and immigrant children; and
- Provide training on how to use data and assessments to improve classroom practice and student learning.

**Attachment 3
Number and Percent of Contact Hours for Participations in Each Core Subject,
WCPSS, 2003-04**

Mathematics		
	Number	Percent
<7 hrs	467	39%
7-18 hrs	625	52%
19-30 hrs	110	9%
31-40 hrs	7	0.6%
41-80 hrs	0	0%
>80 hrs	0	0%
Total	1,209	100.6%

Science		
	Number	Percent
<7 hrs	395	83%
7-18 hrs	43	9%
19-30 hrs	23	5%
31-40 hrs	0	0%
41-80 hrs	14	3%
>80 hrs	0	0%
Total	475	100%

English		
	Number	Percent
<7 hrs	340	35%
7-18 hrs	620	63%
19-30 hrs	10	1%
31-40 hrs	5	0.5%
41-80 hrs	4	0.5%
>80 hrs	0	0%
Total	979	100%

Reading/Language Arts		
	Number	Percent
<7 hrs	922	24%
7-18 hrs	2,449	64%
19-30 hrs	474	12%
31-40 hrs	0	0%
41-80 hrs	0	0%
>80 hrs	0	0%
Total	3,845	100%

Foreign Languages		
	Number	Percent
<7 hrs	35	53%
7 to 18 hrs	20	30%
19-30 hrs	9	14%
31-40 hrs	2	3%
41-80 hrs	0	0%
>80 hrs	0	0%
Total	66	100%

Arts		
	Number	Percent
<7 hrs	83	19%
7-18 hrs	230	54%
19-30 hrs	92	21%
31-40 hrs	13	3%
41-80 hrs	14	3%
>80 hrs	0	0%
Total	432	100%

Social Studies		
	Number	Percent
<7 hrs	155	72%
7-18 hrs	55	25%
19-30 hrs	7	3%
31-40 hrs	0	0%
41-80 hrs	0	0%
>80 hrs	0	0%
Total	217	100%

Technology		
	Number	Percent
<7 hrs	475	21%
7-18 hrs	1,550	69%
19-30 hrs	217	10%
31-40 hrs	12	0.04%
41-80 hrs	0	0%
>80 hrs	0	0%
Total	2,254	100%