
ADDENDUM # 1
Highly Qualified Teacher Revised State Plan
Date of Addendum: August 4, 2014

The Wyoming Department of Education (WDE) revised the required 2% set aside (noted on page 32) for the Title II-A grant application. Following review and analysis of the 2009-2010 Highly Qualified Teacher data, it was apparent that no district would need 2% of its Title II-A allocation to support its teachers with becoming highly qualified. WDE contacted the U.S. Department of Education (USDE) in February of 2010 requesting approval to reduce the required 2% set aside to 1%, and provided the previously described rationale. Subsequently, the request was granted by the USDE prior to the release of the 2010 grant application. The required set aside in the Highly Qualified Teacher Revised State Plan is now 1% and took effect on July 1, 2010.

END OF ADDENDUM

Wyoming Department of Education
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**HIGHLY QUALIFIED TEACHER
REVISED STATE PLAN**

**No Child Left Behind Act of 2001
Title II, Part A**

FEBRUARY 2007

**Dr. Jim McBride
Wyoming Superintendent of Public Instruction**

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

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Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

Wyoming's Highly Qualified Teacher State Plan Goal

To ensure that all academic core classes in Wyoming's K-12 public schools are taught by teachers who are highly qualified.

Wyoming's Highly Qualified Teacher Objectives

- Provide opportunities and support to teachers, schools and districts to ensure that all teachers are highly qualified
- Ensure that poor and minority children are taught at the same rates as other children, by highly qualified and experienced teachers
- Collaboratively work with schools and districts that have teachers who are not highly qualified, to identify and address the causes
- Monitor, provide data and address the highly qualified status of all teachers in all K-12 public schools

Introduction

For the past year and a half, the Wyoming Department of Education (WDE) has focused efforts on appropriately evaluating the highly qualified status of teachers of core academic classes. The state has developed and implemented an approved HOUSSE system applicable to all K-12 teachers not new to the profession, reviewed and adopted content and pedagogy tests, concurrently successfully developed a data system that facilitates review of all teachers' certification against teaching assignments and completed a review of the highly qualified status of all teachers working in Wyoming through June 30, 2006.

We are pleased that in the 2005-06 school year, **95.3% of our core academic classes were taught by teachers who were highly qualified**, up from 94.3% in the 2004-2005 school year. WDE is committed to increasing the number of highly qualified teachers to reach the goal of 100% highly qualified teachers in all core academic subjects.

A Little About Wyoming Schools

Wyoming is home to 84,611 students, 362 public schools, 48 districts (Local Education Agencies), and 6,769 teachers in the public K-12 system. Of these public schools, 66 are identified as Small Rural schools by USDE. Wyoming has one Bureau of Indian Affairs school. Additionally, Wyoming supports one public university (the University of Wyoming) and seven community colleges.

Teacher Certification in Wyoming

Wyoming has a rigorous certification and teacher licensure program. Certification rules and regulations are based on Wyoming Statute 21-7-303:

“No person shall teach or supervise in a public school in this state and receive compensation therefore out of any public fund who at the time of rendering such services is not a holder of or a candidate and qualified for a certificate issued or to be issued under the laws of this state and the rules and regulations of the Wyoming Professional Teaching Standards Board pursuant to W.S. 21-2-802.”

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

The Wyoming Professional Teaching Standards Board (PTSB) is the regulatory licensing board for educators in the State of Wyoming. The Board has statutory responsibility for the certification of teachers and supervisors in the public schools. The mission of the PTSB is to ensure that every student is served by competent, ethical educators who meet rigorous performance standards. The PTSB and WDE work in tandem – PTSB examines the academic preparation of each Wyoming K-12 teacher and, based on the federal definition of HQT, determines the core academic classes for which each teacher would be deemed HQ. WDE ensures that the classroom teacher’s assignment in core academic content areas matches the areas in which that teacher has been deemed by PTSB as HQ.

Wyoming educators developed Program Approval Standards during the late 1980s. The standards were based on the National Association of State Directors of Teacher Certification national standards and adapted to meet the specific needs of Wyoming. The State Board of Education adopted program approval standards in 1992 when they approved portfolio certification based upon verified skills and competencies. Program Approval Standards are the guidelines for evaluating teacher preparation programs at the University of Wyoming and Wyoming community colleges. Educators prepared in out-of-state programs and those who have not completed traditional teacher preparation programs are evaluated in terms of Wyoming’s program approval standards as part of the certification process. The standards are the criteria all individuals must meet to ensure that Wyoming students have qualified and prepared teachers.

Wyoming has a tightly administered one-year emergency certification process that allows for emergency hiring of teachers only under strict protocols and all teachers so certified are required to become fully certified within one year. Only 54 emergency certificates were issued in 2006/07. This One-year Exception Authorization is in place to address emergency hiring needs such as student population surges, rural locations, late hires, and mid-year hires. There are no extensions to the one year Exception Authorization – the certification is non-renewable. In order to be considered for a One-year Extension Authorization, applicants must:

- Have fulfilled all the application requirements for a standard certificate except submitting a passing score on the Praxis
- OR
- Meet the criteria for temporary employment as defined by:
 - Hold a bachelor’s degree from a regionally or nationally accredited institution of higher learning;
 - Have extensive training or experience related to the discipline he/she is to teach;
 - The district submits a statement, signed by the superintendent, verifying that the district has conducted a customary search and that no properly certified and endorsed teacher is available;
 - Submit a plan for obtaining full certification, attested to by the local superintendent, that includes training, monitoring and supervision by certified personnel of the applicant prior to issuing an Exception Authorization; and

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- Submission of a plan verifying enrollment in a program from an institution of higher learning that will meet the requirements for full certification OR submission of a Letter of Intent to submit a portfolio to obtain full certification or add an endorsement.

OR

- Those applicants who do not meet either of the above criteria must:
 - Submit a plan, attested to by the local superintendent, that includes the monitoring by certified personnel of the applicant for the purpose of assuring the completion of the required renewal credits; and
 - Submit a plan to receive full certification within a one year period of time.

OR

- For applicants who are assigned to teach outside of their endorsement area:
 - The applicant must hold a current Wyoming teaching certificate;
 - The district must submit a statement, signed by the superintendent, verifying that the district has conducted a customary search and that no properly certified and endorsed teacher is available; and
 - The district must submit a plan for obtaining full certification, attested to by the local superintendent, that includes training, monitoring and supervision by certified personnel of the applicant prior to issuing a one year Exception Authorization.

Wyoming's School Improvement Process

Every public school in Wyoming participates in a school improvement process as part of state accreditation (Wyoming Rules & Regulations, Chapter 6). Schools have the option to use the North Central Association (NCA) process or another state approved school improvement process. The process must include a review of data; development of goals and interventions addressing needs identified in the data review; and development of a School Improvement Plan to meet the goals.

A School Improvement Plan is also required of schools that have not made Adequate Yearly Progress (AYP) for two or more consecutive years in the same content area(s) (Schools designated as in "School Improvement Status" or as "High Priority Schools"). In an effort to eliminate duplication as much as possible, WDE has developed a School Improvement Plan template that incorporates the NCA process and meets the federal NCLB requirements. The school must develop a required two-year plan (submitted annually) that addresses the academic issues that caused it to be identified for School Improvement. This may be a new plan or a revision of the existing School Improvement Plan. It must be completed no later than three months after the school has been identified and must meet ALL federal requirements under NCLB. For the 2006-2007 school year, plans were submitted in November 2006.

A school that does not make AYP for two consecutive years in the same content area(s) according to the Wyoming State Accountability System must be identified for school improvement. These are "High Priority" schools for the state AYP technical assistance program and are designated as schools in "School Improvement Status."

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

The School Improvement Plan must address professional development needs and associated strategies. The professional development included in the plan must tie to the goals and objectives of the plan and support any strategies or interventions to be implemented. The professional development identified in the plan should directly address the academic achievement problems that caused the school to be identified. There must be professional development activities that support the strategies and interventions selected to meet the identified goals. These activities will focus on the teaching and learning process. Professional development may also include training teachers to analyze data to inform their instruction.

Wyoming Integrated Statewide Education Data System (WISE)

In February 2004, the Legislature authorized funding for the WISE project. WISE is a system that connects the several different software systems and databases within local school districts. Local schools have only to enter data once and it flows to all the other applications that require it. WISE is used to assist districts in meeting requirements for the collection, formatting and reporting of school and district data needed for the WDE mandated reports. The biggest benefit, however, is the ability to share educational data statewide, district to district, district to school and school to school. By utilizing WISE, the burden on the districts and schools associated with data collection and management is significantly reduced. Wyoming is the first state in the nation to work towards a standardized data management system via the School Interoperability Framework (SIF) standard. The WISE project using SIF is the K-12 infrastructure to establish vertical reporting; it is also the vehicle in which horizontal operability is facilitated. WISE encompasses a state investment of approximately \$5,000,000 over five years and with what began as a reporting data management structure has grown to include the issuance of a unique state identifier for each and every student. WISE is a system for sharing and reporting data that is stored at the local districts on their internal software packages. Using national data standards we have ensured compatibility, consistency, and comparability of the data statewide without mandating specific software applications for districts and schools. WISE accesses the data from these various systems for government reporting to the WDE and to Federal agencies much more efficiently through a concept known as vertical reporting. Additional benefits of WISE include:

- Streamlined data entry;
- Accurate school data;
- Less impact on teachers' time;
- Personalized student content;
- Improved data analysis, timeliness and efficiency;
- "Best of Breed" software selection;
- Real-time access to critical information;
- Reduced redundancy, errors, compatibility issues, and support costs;
- Reduced time needed to manage multiple data sources;
- Saves money using existing systems and infrastructures; and
- Reduced maintenance.

The WDE currently collects yearly staffing information via the district surveys and cross references this data with certification and other highly qualified teacher records collected

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

by PTSB. New Title II program requirements to analyze teacher experience and HQT status data by school level poverty and minority student population will be enabled via modification of WDE's annual staffing collection. Phase-two of the HQT data collection, incorporating teacher experience and student ethnicity components, will begin in the spring of 2007 with communications to districts. The Phase-two, 2007-08 academic year data collection will commence in the fall of 2007 with collaborative (WDE and districts) quality assurance processes. In December 2007, the data analysis will be provided to districts; in fall 2008, WDE will disseminate the data through the Every Student Counts Report; and in December 2008, the data will be included in the State Consolidated Report to USDE, meeting federal reporting requirements. (See Wyoming's Highly Qualified Workforce Equity Plan for details). That process will continue in subsequent years.

Wyoming's Response to the United States Department of Education (USDE)

WDE submitted its Revised Highly Qualified Teacher Plan to the USDE on July 7, 2006. Following a peer review process at USDE, Wyoming was advised that its plan as submitted did not provide sufficient evidence in some areas to ensure that Wyoming would reach the goal of having all classes in core academic subjects taught by highly qualified teachers, and that poor and minority children would be taught at the same rates as other children, by highly qualified, experienced, and in-field teachers. On September 29, 2006 a second revision was submitted to USDE. WDE was once again advised the second revision did not provide evidence deemed adequate to ensure that the goals would be met. A third revision was submitted on December 19, 2006. WDE was advised by USDE that this plan did not again adequately address the criteria. On February 5, 2007 a conference call was held between USDE officials, Westat Staff and WDE officials to obtain clarification from USDE regarding the specifics of its expectations. Following that call, work on this fourth revision commenced.

This report is Wyoming's response to the request for a coherent plan, addressing all requirements, and understandable to all WDE stakeholders.

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

1a) Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

On September 1, 2006, a preliminary analysis of the 2005-2006 highly qualified teacher data was completed. Based on that data, 92.3% of core academic subjects were deemed to be taught by highly qualified teachers (HQT). During the ensuing three months, WDE

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

and the PTSB worked to ensure quality control mechanisms were in place so that all applicable information, (test data, coursework, and HOUSSE rubrics) was accurately entered into the system. On November 22, 2006, an additional component of this system was completed for special education teachers which indicated that statewide, 93.9% of special education classes are taught by highly qualified teachers. The result of this final data collection and analysis was an increase to 95.3% of Wyoming’s core academic classes taught by highly qualified teachers.

The PTSB certification database includes the subject areas in which every certified teacher in the state meets the definition of HQ. In October of each year, the local districts report each teacher’s assignment data through the on-line “School District Staff Member Collection” survey via the WISE system administered by the WDE. This staffing information is then cross referenced with certification and other highly qualified teacher records collected by Wyoming’s Professional Teaching Standards Board to determine the highly qualified status of the state’s teachers.

2005-2006 Highly Qualified Teacher Data
(See Appendix A)

Core Academic Subject	Total Classes*	Number of classes taught by not HQ teachers*	Percent of classes taught by not HQ teachers*
Elementary	2411	106	4.4
Fine and Performing Arts	1860	79	4.2
Foreign Language	751	16	2.2
Language Arts	2910	45	1.6
Mathematics	2500	105	4.2
Science	2264	39	1.7
Economics	40	20	49.7
Geography	334	115	34.6
Government	132	29	21.6
History	1520	102	6.7
Special Education	2663	164	6.1
Total	17,385	820	4.7

*Rounded to the nearest tenth

Analysis

The data indicates that 17,385 core academic classes were taught by 5,396 teachers. Of these, 16,566 classes were taught by teachers who were highly qualified, while 820 classes were taught by 233 teachers (4.7%) who were not deemed highly qualified. The subject areas of economics, geography, government, and history were taught by the highest percentage of teachers who were not highly qualified. Special education has the highest number of classes taught by teachers who were not highly qualified. Also significant, are the areas of elementary and mathematics. These two areas have 106 and 105 classes, respectively, taught by teachers not yet highly qualified. Focusing on improving the percentage of special education, elementary, and mathematics classes

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

taught by highly qualified teachers will provide the greatest impact on the students of Wyoming and in turn, is likely to positively impact the state's AYP results.

There are 48 Local Education Agencies (LEAs) in Wyoming. The following chart provides an analysis of the classes taught by highly qualified teachers in those districts.

2005-06 Highly Qualified Teacher District Data
(See Appendix C)

Percent of Classes Taught by HQT	Number of Districts
100%	1
95.3% to 99.9%	23
90% to 95.2%	18
80% to 89.9%	4
Less than 80%	2

One hundred percent of classes were taught by highly qualified teachers in one district. The percentage of classes taught by highly qualified teachers exceeded the state rate of **95.3%** in 23 other LEAs. In an additional 18 districts, the percentage of classes taught by highly qualified teachers was 90% or greater. In four of these remaining six districts, the percentage of classes taught by HQT exceeded 80%. In the final two districts, the percentage of classes taught by HQT was 76.9% and 58.5% respectively. Of the six districts with the lowest percentage of classes taught by highly qualified teachers, two are rural by the federal definition and two are reservation districts.

1b) Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?

There are 362 schools in Wyoming, of these, 55 did not make AYP in 2005-06. The following chart provides an analysis of the classes taught by highly qualified teachers in those schools.

2005-06 Schools That Did Not Make AYP
(See Appendix B)

	Number of Schools	Percentage of Schools
100% of classes taught by HQT	17	31%
95.3% to 99.9% of classes taught by HQT	17	31%
Less than 95.3% of classes taught by HQT	21	38%

Note: 95.3% is the overall state rate of HQT

The comparison charted above indicates that:

- In 31% of the schools that did not make AYP, all core academic classes are taught by highly qualified teachers;

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- In 31% of the schools that did not make AYP, 95.3% (the state rate) to 99.9% of core academic classes were taught by highly qualified teachers; and
- In 38% of schools that did not make AYP, the percentage of core academic classes taught by highly qualified teachers is below the state rate.

WDE's targeted technical assistance for schools that did not make AYP is described in the chart below.

2006-07 Targeted Technical Assistance

Year in Title I Improvement	Technical Assistance (TA)
School: Warning	<ul style="list-style-type: none"> • Notification with offer to provide assistance
School: Year 1 Improvement	<ul style="list-style-type: none"> • Help develop and revise improvement plan with guidance toward best practices • Identification of high-quality professional development • Targeted, proactive assistance with guidance toward best practices • Verify 10% minimum of Title I school allocation for professional development in the area in which the school did not meet AYP
School: Year 2 Improvement	<ul style="list-style-type: none"> • Support and reinforcement of Year-1 TA • Revise School Improvement Plan specific to subgroups not meeting AYP
School: Year 3 Corrective Action	<ul style="list-style-type: none"> • Support and reinforcement of Year 2 TA • Guidance toward more district leadership and involvement • Increased guidance toward best practices and high-quality professional development • Assistance with selection of corrective action options such as selecting new curriculum and staffing
School: Year 4 Plan for Restructuring	<ul style="list-style-type: none"> • Support and reinforcement of Year 3 TA • Assistance and monthly contact during restructuring plan development and throughout the state board approval process
School: Year 5 Implementing Restructuring Plan	<ul style="list-style-type: none"> • Fulfill requested support of implementation of the selected restructuring plan, specifically best practices and high-quality professional development • Assistance with implementation of the selected restructuring option • Monthly contact throughout the year focusing on implementation of the restructuring plan • Three Technical Assistance Team monitoring visits during plan implementation, and state board oversight

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

Collaborative efforts between the School Improvement Unit and the Federal Programs Unit will result in attention to all schools that did not make AYP and those that do not have 100% of teachers who are HQ. Priority attention will be provided to those 21 schools whose percentage of highly qualified teachers is below the state rate. These schools will be assigned an HQT technical assistance provider through WDE who will personally contact the principal and work together to address the specific HQT needs of their staff. Each school will be required to oversee an Individual Professional Development Plan for each teacher who is not yet highly qualified, detailing a plan to move the teacher to HQ status. The chart below identifies the 21 schools that did not make AYP.

2006-07 Priority Attention Schools

	School	District	Percent of classes taught by HQ teachers
1	Laura Irwin Elementary	Big Horn #4	81.2
2	Sage Valley Junior High School	Campbell #1	85.9
3	Twin Spruce Junior High School	Campbell #1	95.2
4	Wyoming Indian Middle School	Fremont #14	84.9
5	Ft. Washakie Middle School	Fremont #21	30.8
6	Ft. Washakie Elementary	Fremont #21	88.4
7	Riverton Middle School	Fremont #25	89.2
8	Arapahoe Elementary	Fremont #38	90.0
9	Trail Elementary	Goshen #1	90.3
10	Carey Junior High School	Laramie #1	95.0
11	Poison Spider Elementary	Natrona #1	81.0
12	Midwest School	Natrona #1	87.4
13	Roosevelt High School	Natrona #1	89.5
14	Willard Elementary	Natrona #1	90.1
15	Cody Middle School	Park # 6	90.0
16	West Elementary	Platte #1	94.6
17	White Mountain Elementary	Sweetwater #1	94.3
18	Lincoln Middle School	Sweetwater #2	83.9
19	Washington Elementary	Sweetwater #2	94.1
20	Jackson Hole Middle School	Teton #1	89.0
21	Worland Middle School	Washakie #1	93.3

1c) Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

Wyoming educators at all levels share a commitment to ensuring that all teachers of core academic subjects in the state are highly qualified. As seen in 1a above, the data indicates that the subject areas of economics, geography, government, and history are

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

being taught by the highest *percentage* of teachers who are not highly qualified. Special education has the highest *number* (164) of classes taught by teachers who are not highly qualified followed by elementary (106) and mathematics (105). Focusing on improving the percentage of special education, elementary and mathematics classes taught by highly qualified teachers will provide the greatest amount of impact on the students of Wyoming, and in turn, positively impact the state's AYP results.

The WDE Title II Office is addressing Wyoming's highly qualified needs in collaboration with WDE Title I Office, WDE Special Education Unit, WDE School Improvement Office, WDE Data Services, WDE content specialists, PTSB, and the University of Wyoming.

1d) Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

The percentage of core academic classes taught by highly qualified teachers is below the state rate of 95.3 % in 118 schools, one-third of the schools in Wyoming. The following chart provides an analysis of the number of schools and the number of teachers (range of FTE) not yet highly qualified teachers in schools where the percent of classes taught by HQT is below state rate of 95.3%.

Schools Below State Rate of 95.3% HQT
(See Appendix D)

Percent of Classes Taught by HQT	Number of Schools	Number of teachers not yet HQ
90% to 95.2%	63	88
80% to 89.9 %	42	111
1% to 79.9%	11	29
0	2	2

There are 118 schools across the state in which the percentage of HQT is less than the state rate of 95.3%. Of these, in 63 schools the percentage of HQT ranges from 90% to 95.2%. In 42 of these schools, the rate of HQT ranges from 80% to 89.9%. In 11 schools the percentage of HQT ranges from 1% to 79.9 %. Of these 11, two are alternative high schools and one school is located on tribal land on the Wind River Indian Reservation. In two one-teacher rural elementary schools, no classes are taught by HQT. A total of 230 teachers in these schools are not highly qualified. The table above presents the numbers of teachers who are not HQT in each percentage band.

1e) Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

As described in 1a above, the following courses have the highest number of classes taught by non-HQ teachers in Wyoming:

1. Special Education at 164 classes taught by non-HQT in 2005-06

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

2. Elementary at 106 classes taught by non-HQT in 2005-06
3. Mathematics at 105 classes taught by non-HQT in 2005-06

In addition, the following courses have been identified as those courses in Wyoming with the highest percentage of non-HQ teachers:

1. Economics at 49.7% of classes taught by non-HQT in 2005-06
2. Geography at 34.6% of classes taught by non-HQT in 2005-06
3. Government at 21.6% of classes taught by non-HQT in 2005-06

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

2a) Does the plan identify LEAs that have not met annual measurable objectives for HQT?

The Annual Measurable Objective for all Wyoming LEAs was 100% HQT by the end of the 2005-06 school year. Forty-seven of the forty-eight districts in Wyoming have not met the June 2006 goal of 100% highly qualified teachers in every core academic class. Appendix C lists each LEA and the percentage of classes taught by highly qualified and not highly qualified teachers. Only Sheridan CSD #3 has met the 100% highly qualified goal.

2b) Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?

All LEAs were notified in writing of the teachers working in their districts who were highly qualified based on 2004-2005 highly qualified teacher data. On September 1, 2006, all LEAs were sent a letter advising them of the collective highly qualified status of their 2005-2006 teachers. Included in that communication was the assurance that WDE will be working with the LEAs to ensure accurate data collection and submission and will support LEA efforts to attain the 100% highly qualified goal.

In August, 2006, the SEA advised each LEA to develop and implement a plan to ensure that all teachers are highly qualified. This action plan must include attainable timelines and specific steps to assist teachers with becoming highly qualified and ensure equitable teacher distribution based on HQT status. Each LEA was required to submit their HQT plan to the SEA by October 1, the same timeline required for teacher assignment submission.

In late November, 2006, after nearly three months of work to ensure accurate data, a report was generated that provided an up-to-date account of core academic classes taught by highly qualified teachers in the 2005-2006 academic year. All LEAs were advised in writing of their percentage of highly qualified teachers teaching core academic classes on

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

January 19, 2007. A list of the teachers who were not highly qualified and the core academic classes to which they were assigned was included in that communication.

The LEAs in Wyoming are taking the requirement that all teachers teaching core academic classes be highly qualified very seriously. The steps being taken by LEAs to ensure highly qualified teachers varies based on their needs. Some are assisting their teachers by paying for the necessary coursework, some are advising their teachers who are not highly qualified to take the necessary coursework or lose their positions, some LEAs are collaborating with others to offer the appropriate professional development to teachers with common deficiencies, and others are hiring only candidates who are highly qualified in the subjects to which they will be assigned.

The following protocols have been developed by WDE to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ and meet the statewide objective of 100% highly qualified teachers in every core academic class by the end of the 2006/07 academic year. These guidelines will more clearly explain the role and responsibilities of the LEAs, schools, and teachers as we work together to ensure the HQT requirements are understood and implemented. These protocols will be communicated to LEAs upon approval of this plan by USDE.

District Responsibilities

- LEA NCLB Consolidated Plan application for Title I-A (if eligible) and Title II-A requires financial support for teachers who have not met the HQT requirements.
- LEA will annually complete and submit a Highly Qualified Teacher Plan to WDE providing specific strategies and support (funding) for non-HQ teachers for review by the assigned WDE HQT Specialist.
- LEA Highly Qualified Teacher Plan will align with the LEA Consolidated Plan.
- LEA Highly Qualified Teacher Plan will align, as appropriate, to the Wyoming School Improvement Plan/Schoolwide Plan to ensure support for non-HQ teachers to become HQ.
- LEA will provide evidence of HQT to WDE during on-site program monitoring as part of the regular program monitoring as required for each of the following divisions within WDE:
 - Special Education
 - Title I School/District Improvement
 - Title II
- LEAs will undergo additional monitoring by WDE when significant concerns arise over inaccurate HQT data or when percentages of non-HQT significantly increase.

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- LEAs will be required to comply with all HQT state and federal program regulations. Compliance will be monitored by WDE. Failure to meet program regulations and/or established deadlines may result in an interruption of federal funds.

School Responsibilities

- School Principals will submit to their District, a data profile of each teacher. The profile will include grade level and content area assignment(s), cumulated teaching experience and HQ status. The profile must be submitted within 30 days of hire and annually for all teachers 30 days after the start of each school year.
- School Principals will oversee the development and implementation of an Individual Professional Development plan for all non-HQ teachers. The plan must be in place within 30 days of hire or assignment to a content area for which the teacher is not HQ. The plan must include teaching assignment(s) for which the teacher is not HQ, timeline and plans to become HQ, review dates, and support provided by the school/district
- Schools will send a Parental Notification Letter, as required by NCLB, notifying parents or guardians that their child has been assigned or has been taught for four or more consecutive weeks by a teacher/substitute who is not highly qualified.
- School Principals will assist non-HQ teachers in completing Individual Professional Development Plans.
- School Principals will include HQT requirements in their Wyoming School Improvement Plan/Schoolwide Plan activities.

Teacher Responsibilities

- Each non-HQ teacher must complete and submit to the building principal an Individual Professional Development Plan that includes a timeline to become HQ.
- An Individual Highly Qualified Teacher Plan must be completed by each non-HQT and submitted to the building principal within three weeks of employment or new assignment for which the teacher is not HQ.

2c) Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

The WDE Consolidated Plan Manual describes the purposes of the Wyoming Title II-A program which are:

1. To increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

2. To hold local education agencies and schools accountable for improvements in student academic achievement.

The Consolidated Planning Process requires all LEAs to conduct an annual assessment of local needs for professional development and hiring in order to access Title II-A funds. The needs assessment must be conducted with the involvement of teachers, including teachers participating in programs under Title I and must take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, to ensure HQ status. WDE's Consolidated Plan Process is outlined below:

Step One: Needs Assessment

The following steps are required for each LEA in developing their needs assessment:

- Prioritize the use of Title II-A funds to schools that:
 - Have the lowest proportion of highly qualified teachers,
 - Have the largest average class size, or
 - Are identified for school improvement
- Include teachers, including Title I teachers and private/home schools
- Identify the other constituencies involved:
 - Administrators
 - Paraprofessionals
 - Community
 - Parents
- Identify the survey tool and date given
- Identify the data used in preparing the needs surveys from the following:
 - School Improvement Plans, including profile data
 - Student assessment data
 - Staff professional development profiles
 - NCLB credential needs (all teachers highly qualified, including middle school, ESL, alternative school, etc.)
 - Needs of paraprofessionals, in appropriate cases
 - Leadership needs
 - Student enrollment data
 - Disaggregated population needs for staffing (e.g., ESL)
 - District Professional Development Plan
 - Previously successful uses of Title II-A funds
 - Climate survey results

Step Two: Class Size Reduction

If the LEA has decided to use some Title II-A funds for class-size reduction, the District must examine the required needs assessment items (above) to ensure that the specific needs of the District are being met with class-size reduction. In addition, they must submit the following information:

- The District Board minutes that support that decision, in order to avoid the question of supplanting
- The number of class-size reduction teachers being funded

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- The grade levels those teachers will teach
- The student/teacher ratios before and after the class-size reduction

Step Three: Priority Funding

Based on the findings of the Needs Assessment, the LEA must describe the resulting decisions made, regarding the use of Title II-A funds. (First priority must be given to schools that 1) have the lowest proportion of highly qualified teachers, 2) have the largest average class size, or 3) are identified for school improvement.)

Step Four: Professional Development

The District must also describe their plans to provide professional development to staff. This professional development must be substantial and measurable, have positive impact on student achievement and assist in eliminating the achievement gap that separates low-income and minority students from other students.

Step Five: Activities and Funding

Each District must include the detailed plans and dollar amount for each activity funded using Title II-A funds. The district may select from the following list of allowable activities:

- Assist schools in recruiting & retaining highly-qualified teachers;
- Train and hire HQ teaching specialists in core academic subjects;
- Train and hire regular and special education teachers;
- Train and hire HQ teachers of special needs children;
- Promote retention of highly qualified teachers & principals, particularly in schools with a high percentage of low-achieving students;
- Testing of teachers in the academic subjects that the teachers teach for which they are not HQ;
- Provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession;
- Develop merit pay programs;
- Provide scholarships, signing bonuses, or other financial incentives, such as differential pay;
- Recruit qualified professionals from other fields and provide them with alternative routes to teacher certification;
- Provide professional development activities, including use of technology and distance learning;
- Teacher advancement initiatives that promote professional growth & emphasize multiple career paths and pay differentiation; and
- Programs and activities related to exemplary teachers.

In addition to the approval of the LEA Consolidated Grant Application, beginning in October of 2005-06 each LEA that had not met the requirement of 100% HQT was required to submit an annual HQT Plan to meet the statewide goal of 100% HQT by the end of the 2006-07 academic year.

The following criteria are used to review LEA HQT Plans:

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- 1) Is the district committed to ensuring that all core academic classes are taught by highly qualified teachers?
 - In the hiring/placement process?
 - _____checks for highly qualified prior to hiring
 - _____assigns teachers appropriately
 - _____provides incentives for hard to fill positions and/or high poverty schools
 - Assists teachers with becoming highly qualified?
 - _____pays for teachers' coursework
 - _____provides release time
 - _____pays for teachers to take the appropriate tests
- 2) Does the district and schools assist with and support individual professional development plans for teachers who need to become highly qualified?
- 3) Is the LEA analyzing and addressing equitable distribution of highly qualified, experienced teachers among low poverty and high poverty schools?

The first HQT Plan review has revealed a wide range in the level of understanding of the highly qualified teacher requirements among the LEAs. The response to the plan request along with interactions with various LEAs has prompted the SEA to provide more guidance and support as the state strives to meet the goal of 100% HQT.

The following protocols have been developed by WDE to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ and meet the statewide objective of 100% highly qualified teachers in every core academic class by the end of the 2006/07 academic year. These guidelines will more clearly explain the role and responsibilities of the SEA as we work together to ensure the HQT requirements are understood and implemented. This guidance will be communicated to LEAs upon approval of this plan by USDE.

SEA Responsibilities

- Monitor and approve NCLB Consolidated Plan applications. Ensure Title I-A and Title II-A includes evidence of financial support for teachers who have not met the HQT requirements.
- Monitor and approve LEA Highly Qualified Teacher Plans including alignment with NCLB Consolidated Plans and Wyoming School Improvement Plan/Schoolwide Plan.
- Monitor HQT criteria as a component of the on-site program monitoring as required for each of the following divisions within WDE:
 - Special Education Unit
 - Title I Office
 - Title II Office

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- Increased monitoring of LEAs when significant concerns arise over inaccurate HQT data or when percentages of non-HQT significantly increase
- Ensure LEA compliance with all HQT state and federal program regulations and administer sanctions if necessary

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

3a) Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

WDE technical assistance to LEAs includes the following activities:

- Guidance regarding use of Title II-A funds
- Assistance with recruiting, retaining, hiring HQ teachers
- Assisting non-HQ teachers in becoming HQ
- Review and adjustments to LEA and school HQT plans
- Identification of state level activities and coursework that meet the needs of groups of teachers (for example, special education teachers who teach multiple core content areas) who need to become highly qualified
- Guidance and support with recruiting techniques and options including assistance with participation in teacher career fairs at area community colleges, the University of Wyoming, and colleges and universities in neighboring states.

The WDE coordinates technical assistance through three primary avenues: (1) WDE Title II Office, (2) WDE School Improvement Consultants, and (3) LEA Instructional Facilitators.

1) The WDE Title II Office has primary responsibility for Title II-A program administration, including:

- HQT data collection and verification;
- Monitoring HQ status of all teachers through annual HQT plans;
- Creating district and school HQ reporting formats;
- Assisting LEAs in completing annual HQT plans;
- Coordinating WDE HQT technical assistance;
- Collaborating with PTSB; and
- Reporting to statewide stakeholders and USDE.

2) WDE School Improvement Consultants work with the Federal Programs Unit and the School Improvement Unit. Staff from these two divisions make up the WDE technical assistance teams. The teams provide coordinated assistance for LEAs, schools, and teachers. Members of the technical assistance team are assigned as contact persons in five regions of the state. The technical assistance program includes:

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- Review of HQT data in first round of school improvement planning;
- Completion of an updated School Improvement Plan on a WDE template that meets federal requirements;
- Selection of measurable objectives and research-based interventions for any subgroup not making AYP;
- Completion and review of the WDE Self Study;
- Monitoring of the School Improvement Plan assurances which verify HQT data accuracy and professional development plans/activities;
- At least two (2) site visits by the assigned WDE Technical Assistance Consultant; and
- Assistance with high quality professional development, evaluation of interventions and plans, research-based materials, and networking with model programs.

In order to ensure coordination and communication between divisions and to fully support the work of the technical assistance teams, the divisions have committed to:

- Monthly meetings of the Federal Programs Unit and the School Improvement Unit focusing on specific HQT technical assistance needs;
- Prioritizing technical assistance to schools that did not make AYP;
- Standardizing HQT assistance through:
 - Assisting with HQT planning;
 - Monitoring the progress on implementation of HQT plans;
 - Providing suggestions for meeting the LEA's HQT goals; and
- Assignment of technical assistance team members based on staff expertise and LEA needs.

3) In its 2006 session, the Wyoming Legislature funded \$16 million (2006-07) for Instructional Facilitators for every district in the state. The primary responsibility of the instructional facilitators is coaching and mentoring for improved instruction. The school improvement plan links the work of the instructional facilitators and the WDE school improvement consultants. The instructional facilitators meet throughout the year with SEA officials to learn about state level initiatives and federal programs such as Title II and Reading First. Additional collaborative efforts will occur at the March 2007 School Improvement Conference. Within the instructional facilitator strand, Title II staff will present a session entitled *Wyoming's Highly Qualified Teachers: How Instructional Facilitators can make a difference*. Key Components of this program are providing:

- High-quality professional development
 - Result of needs-based survey
 - Verified to be research-based
 - Tied to the building goals
 - Ongoing, rigorous
 - Embedded in teacher work
- Recognizes teachers as professional learners
- On-site coaching for all teachers
- Mentoring for beginning teachers

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- Incorporation of new practices
- Facilitation of collaborative work

In addition to administrative and on-site technical assistance, WDE is actively engaging in outreach to educators across the state in order to ensure districts, schools and teachers understand the HQT requirements. Communication strategies planned for the remainder of the school year and beyond include:

- A presentation at the biannual (March & Sept) School Improvement Conferences attended by approximately 1,000 educators. The Title II Office will offer a session addressing the priority issues relative to highly qualified teachers, including:
 - Who must be highly qualified;
 - The path(s) to becoming highly qualified;
 - The HQT roles and responsibilities for districts, schools, and teachers;
 - Resources and opportunities available to support becoming highly qualified; and
 - Recruiting and retaining highly qualified teachers.
- Specific, written guidance and consultation to LEAs for the development of their Highly Qualified Teacher Plans including:
 - HQT responsibilities for districts, schools, and teachers;
 - Requirement that every teacher who is not highly qualified develop, in consultation with his/her LEA, an Individual Professional Development Plan to become highly qualified;
 - The funding support the LEA must provide for teachers who need to become highly qualified;
 - Use of Title II-A funds for signing bonuses and incentives for hard-to-fill positions such as special education and mathematics;
 - The new teacher experience data collection component and how experience must be considered when assigning teachers in high poverty and high minority schools;
 - Opportunities for recruiting highly qualified teachers such as teachers-teachers.com; and
 - Successful strategies to promote retention of HQ teachers particularly in hard-to-staff schools.
- Design and development of a statewide Teacher and Administrator Human Resource System to guide and support continuous professional growth for all Wyoming educators. This new comprehensive system will bring a variety of components into synchronization to provide the highest quality human resources for the state's system of K-12 education. Plans are currently being developed to design a statewide system, supported by state and federal resources, to recruit, retain, select, maintain, and grow teachers, teacher leaders, and administrators. This system will ensure that a highly qualified teacher is in every classroom and a highly qualified administrator in every school, and that there is a support system in place for early career teachers and early career administrators, LEAs

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

will have tools to recruit, monitor, and evaluate teachers and administrators to ensure that professional development is of high quality and tied directly to the needs of students, and that there is a seamless, system of educator development.

3b) Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?

While all districts receive the aforementioned written communication on the same timeline, schools not making AYP have been prioritized based on percentage of classes taught by non-highly qualified teachers (See Appendix B). Collaborative efforts between the School Improvement Unit and the Federal Programs Unit have resulted in priority attention to those 21 schools whose percentage of highly qualified teachers is below the state rate. These schools will be assigned an HQT technical assistance provider through WDE who will personally contact the principal and work with him or her to address the specific HQT needs of their staff. Each school will collect and monitor an Individual Professional Development Plan for each teacher who is not yet highly qualified. The technical assistance will include assistance with school-wide and individual professional development planning for teachers not yet HQ.

In addition, as stated above, members of the School Improvement Team are assigned as contact persons in five regions of the state. Any school or district not making AYP is targeted for technical assistance. Schools and districts in Improvement (not making AYP for two or more consecutive years) must participate in the technical assistance program.

The technical assistance program includes:

- Review of HQT data in first round of school improvement planning;
- Completion of an updated School Improvement Plan on a WDE template that meets federal requirements;
- Selection of measurable objectives and research-based interventions for any subgroup not making AYP;
- Completion and review of the WDE Self Study;
- Monitor the School Improvement Plan assurances which verify HQT data accuracy and professional development plans/activities;
- Monitor Title I 10% professional development allocation expenditure;
- Monitor LEA spending of LEA HQ set-aside if applicable (LEAs may reserve up to 5% of their LEA Title I allocation to target toward assisting non-HQ teachers in becoming HQ);
- At least two (2) site visits by the assigned WDE Technical Assistance Consultant; and
- Assistance with high quality professional development, evaluation of interventions and plans, research-based materials, networking with model programs.

3c) Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

Middle Level Mathematics Program

Offered through Science and Mathematics Teaching Center (SMTC) at the University of Wyoming, the SMTC Master of Science in Natural Sciences – Middle Level Math Option was developed with National Science Foundation (NSF) funds, to expand math content knowledge and knowledge of appropriate pedagogy for instruction at the middle-level grades. The participant focus for this program is teachers contracted to teach mathematics at the middle-level who do not currently have a mathematics content certification/degree. Practicing teachers accepted into the program are part of a cohort of teachers from across the state. Eight graduate classes (24 core hours) have been developed by faculty in the Colleges of Education and Arts and Science (Mathematics & Statistics) and exemplary mathematics teachers in Wyoming. The Middle Level Math programs will result in completers obtaining HQT status in those respective areas.

Funding Source: NSF & LEA Title II
Targeted High-Need Group: High need content area - mathematics

Partnering to Improve Math and Science Teaching and Learning

This math and science partnership between Natrona County School District, UW Science and Math Teaching Center, and the University of Wyoming Casper College will occur during the summers of 2006 and 2007 for teachers grades 2-8. Professional development in the form of intensive workshops in content knowledge and integration in mathematics and science will result in increased teacher efficacy through increased math and science knowledge and pedagogy. The competencies to be acquired and shared by participants as a result of what is learned and shared in the project include the ability to create and collaborate in study groups, become reflective practitioners using data, learning and teaching that support collegiality in a continuous manner, examining student work with a goal of improving instructional strategies, creating capacity for ongoing professional learning, training all principals in the goals of the teacher coaching program and strategizing methods to support these teacher leaders, and improving instructional leadership skills in both the coaches and principals.

Funding Source: Title II, Part B – Math and Science Partnership
Targeted High-Need Group: High need content area – mathematics

Wind River Math Science Partnership

This successful partnership between FCSD #21, FCSD #14, FCSD #38, FCSD #6, Fremont County BOCES, CWC (Gear Up & Talent Search), RMC Research, and University of Wyoming's Science and Math Teaching Center will continue into Phase III during the 2006-07 school year. This includes the continued implementation of concrete SEM content, high quality professional development, and the development of sustainable partnerships with other education entities including business and industry. This project will create pedagogically sound curricula for Native Americans students and enhance teachers' knowledge about Native American students, their culture and their backgrounds. It will impact every teacher, student, and administrator on the Wind River Indian reservation. The project will 1) provide faculty development and curriculum development opportunities to strengthen existing SEM programs and newly implemented SEM programs

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

2) increase student preparedness in SEM courses by creating bridges between elementary, middle school, and high school SEM courses, and 3) broaden participation through existing SEM programs that offer high-quality content to SEM professionals.

Funding Source: Title II, Part B – Math and Science Partnership
Targeted High-Need Groups: High poverty schools and high need content area - mathematics

State Agency for Higher Education (SAHE)

Under Title II, Part A, Subpart 3, funds are made available to state agencies for higher education (SAHEs) to support partnerships intended to increase the academic achievement of students in core subjects by enhancing the content knowledge and teaching skills of classroom teachers. WDE administers the competitive grants process for this program. Through a request for proposal process, the WDE solicits partnership applications for funds. The funds are used to provide high quality professional development opportunities in core academic subjects to ensure that teachers and highly qualified paraprofessionals have subject matter knowledge in the academic subjects that they teach.

The Improving Student Achievement through Sustained Professional Development: Backward Designed Curriculum and Authentic Assessment Strategies using Technology Project is a partnership between Big Horn County School District #1, Johnson County School District #1, the University of Wyoming, and Northwest Community College. In this SAHE project, teachers will be trained in the effective use of backward design curriculum and assessment strategies to challenge and engage students in learning and increase student comprehension of subject matter, thereby raising achievement. Partner districts will work to accomplish the following goals: 1) improve students' achievement in foreign language and reading and writing and 2) provide research-based professional development to improve teaching and learning.

Funding Source: Title II-A
Targeted High-Need Groups: High poverty schools and high need content area - Elementary

Teacher Shortage Loan Repayment Program (TSLRP)

The TSLRP was adopted by the 2005 Wyoming Legislature. The goal of the program is to provide loans to students who will stay in Wyoming after graduation and work as teachers. The legislature provided funds to be used for students who are at least juniors in the teacher education program leading to certification in special education, mathematics, or science at the University of Wyoming. Twenty-four students are currently accessing this loan program. Upon graduation these new teachers will serve in a wide variety of locations throughout Wyoming.

Funding Source: State
Target High-Need Group: High need content areas

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

teachers-teachers.com

In a continuing effort to address the critical shortage of qualified special educators for Wyoming schools, the Wyoming Department of Education began a special education teacher recruitment initiative. This grant, awarded by the Office of Special Education Programs at the U. S. Department of Education, was in part, earmarked to support the Wyoming Department of Education's goal of Personnel Development. WDE undertook this strategic direction in order to promote and increase the supply of qualified special education and related service personnel who are qualified in the special education area assigned. Since that time, this effort has grown to include recruitment of highly qualified teachers in all academic areas, both special educators and general educators alike.

teachers-teachers.com provides Wyoming school members with access to the nation's largest and most diverse database of teaching candidates in the United States. Through extensive and unique in-state and out-of-state marketing campaigns, the number of highly qualified and certified teachers in the teachers-teachers.com database with interest in Wyoming education positions continues to grow. As of October 31, 2006, teachers-teachers.com had registered each of the forty-eight Wyoming public school districts, along with nine educational service cooperatives and special public schools.

Funding Source: State and IDEA
Targeted High-Need Groups: High poverty schools and high need content area

Response to Intervention Pilot (RtI)

The Wyoming Department of Education (WDE) selected five schools through an application process, to participate in a pilot study to provide early intervening services for children not yet identified as eligible for special education. During the three year project participating schools will:

- complete a self-assessment of existing RtI core elements,
- organize and implement an educational task force comprised of members that meet certain criteria,
- commit to participate in and complete intensive ongoing RtI training,
- collect and report student and school outcome measures,
- identify in-kind funding sources to implement the model, and
- present findings during a WY-MT joint meeting at the end of the pilot program.

The RtI pilot study will provide professional development training to selected schools to address specific learning disability criteria. The WDE will provide information and technical assistance to non-participating schools and districts regarding the implementation of RtI as requested.

Funding Source: IDEA, Titles I, II-A, and IV
Targeted High-Need Groups: High poverty schools and high need content area

Teton Institute

For the past six years, the Wyoming Department of Education, Special Programs Unit, has supported and hosted the "Teton Institute" in partnership with Sopris West™ Educational Services. This is a conference aimed at providing educators with the

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

instructional strategies necessary for closing the achievement gap between the average learner and those that are at-risk of academic failure. For the past two years, the focus of the Institute has been on:

- Implementation of the Response to Intervention Model;
- Provision of positive behavior support;
- Implementation of academic intervention strategies; and
- Advancement of reading and math fluency in all grades.

Teachers attending the “Teton Institute” learn research-based instructional practices taught by nationally recognized leaders in education. They also benefit from networking opportunities with colleagues and instructors. Continuing education credit or UW graduate credit is available to all participants.

Funding Source: Federal Special Education
Targeted High-Need Group: High need content area – Special Education

The Wyoming Teacher Policy Institute

The Wyoming Teacher Policy Institute (WTPI) is a collaborative professional development effort including the WDE, the University of Wyoming, and public school teachers (grouped in regional cohorts) located around the state of Wyoming. Each teacher participant receives a \$1000 stipend. WTPI activities involve collaborative, sustained professional development for teacher participants. Two facilitators provide research and organizational support. In addition to professional development for teachers, the WTPI serves as a resource to inform and positively influence educational policy making. The teachers conduct action research in their classrooms and schools by framing practical policy questions related to improving student learning. They participate in a professional community of K-12 teachers; develop policy recommendations based on research findings; engage policymakers and other stakeholders in conversations about research and policy; and publish and disseminate research findings and recommendations locally, statewide, and nationally.

Funding Source: State
Targeted High-Need Group: High need content area - Elementary

3d) Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

Special Education:

- Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSSE to demonstrate competence in additional subjects within two years of the date of hire.
- The University of Wyoming has recently revised both the master’s and certification programs in special education. The undergraduate special education program has been dropped. Instead, students are admitted only at the graduate level in a master’s program that leads to certification. The revised program began Fall, 2006. This teacher preparation program provides students with state-of-the-

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

art information about how to best serve students with varying disabilities in special education, and to produce teachers who are highly qualified in accordance with the requirements of NCLB.

- The WDE Title II and Special Education Unit are working together through IDEA federal monitoring activities and have agreed to require LEAs to address HQT plans in their annual IDEA self assessment and also to monitor implementation of HQT plans during on-site visits.
- The WDE Title II, Special Education Unit, and PTSB routinely collaborate to analyze the HQT data and address the needs of non-HQ special education teachers.
- PTSB has made PRAXIS exams available to Special Education teachers. Those teachers who are the teacher of record in a core content area may use the appropriate PRAXIS exam to become highly qualified in specific areas.

Elementary

- UW – Elementary and Early Childhood Education division offers a distance delivered elementary education program. This program recruits and targets students who traditionally are unable to complete an undergraduate degree due to limited access. Praxis II Elementary Curriculum and Instruction test (0011) is fully adopted and available to all elementary teachers not yet HQ.
- Many of the non-HQ elementary teachers are newly hired and have one year to meet certification requirements such as passing the Praxis II. The one year provision allows newly graduated out of state teachers time to pass the Praxis II if a content test was not part of their certification program. This also allows for late hires and mid-year hires in hard-to-staff schools. No extensions are allowed.

Mathematics

- Middle Level Mathematics program through the University of Wyoming. This program provides summer and on-line courses for middle school mathematics teachers.
- Master of Science in Teaching program through the University of Wyoming. This program is for secondary teachers of mathematics or science.
- Science and Mathematics Teaching Center partnership with the University of Wyoming College of Arts and Sciences offers extensive off-campus outreach programs that serve Wyoming teachers, students, and school districts.
- The Science and Mathematics Teaching Center at the University of Wyoming and PTSB are currently discussing providing endorsement options for mathematics secondary level.
- Bemidji State University and Adams State College offer programs for middle level mathematics teachers.
- Math and Science Partnership grants (described in 3c).
- PTSB has approved a new policy which will allow teachers to attain HQ status through a content area major. This policy will override the current Wyoming certification requirement that requires passing a subject matter test whether or not the teacher candidate held a content area major.

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- PTSB is in the adoption process of the Middle Level Mathematics test. The cut score will be approved by the PTSB in April and the test will be available spring 2007.

Social Studies (particularly economics, geography, and government):

- Prior to the 2005-2006 academic year, a social studies major allowed one to teach any of the social studies areas – geography, history, civics and government, and economics. In the summer of 2005, Wyoming adopted rules and regulations for certification that mirror the August 2005 U.S. Department of Education guidance.
- The Title II Office will work with the University of Wyoming to provide the necessary coursework and support those courses with state level funds.
- PTSB is in the adoption process of tests in economics, geography, and civics. Cut scores will be approved by the PTSB in April and the tests will be available spring 2007. In the meantime, non-HQ teachers are being advised to complete university course work equal to a major in the subject area(s) in which they are not HQ.

3e) Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?

The Title II-A program administration includes the following work to address the needs of teachers who are not highly qualified:

- HQT data collection and verification;
- Monitoring HQ status of all teachers through annual HQT plans;
- Assisting LEAs in completing annual HQT plans;
- Coordinating WDE HQT technical assistance;
- Presenting at statewide conferences for teachers and administrators

WDE will work with The University of Wyoming and/or other institutions of higher education to ensure a variety of opportunities and access to the coursework necessary for teachers to become highly qualified. LEA Title II, Part A and Title I funding may be used to fund coursework for any teacher not yet highly qualified.

WDE pays the subscription fees for all districts to participate in the teachers-teachers.com online recruiting resource. Guidance for that resource is provided through WDE as well as suggestions and support for participation in teacher career fairs at area colleges and the university.

WDE funds the Professional Learning Communities at Work Coaching Academies where teachers and administrators collectively examine the conditions and activities that have a positive impact on student learning, seek out effective practices, and work collaboratively to evaluate strategies and techniques. In the Fall of 2006, supported by Title II-A and Title V-A funds, 200 educators from across the state of Wyoming began a 6-day academy, three two-day sessions spread over the school year. Fifty educators who

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

participated in the first academy in 2004-2005 are participating in the Advanced Academy.

PTSB has adopted the Praxis Elementary Curriculum, Instruction and Assessment test and is in the process of adopting tests in Middle Level Science, Middle Level Language Arts, Middle Level Mathematics, Middle Level Social Sciences, and Early Childhood. The cut scores for these tests will be set in April and the tests will be available Spring 2007. In addition, the Fundamental Subjects test for special education teachers is being considered as a path to highly qualified for teachers who are certified to teach special education K-12, but do not have content area endorsements. LEAs may use Title I or Title II funds to pay for these assessments for teachers assigned to teach in an area in which they are not HQ.

WDE uses Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education and other Federal and State funds to support non-HQ teachers in attaining HQ status as well as to provide high quality professional development in high need content areas such as mathematics, elementary, and special education. Please see section 3c above for additional programs supporting HQT needs funded through WDE.

3f) Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

As described in 3b above, schools not making AYP have been prioritized based on percentage of classes taught by non-highly qualified teachers (See Appendix B).

Collaborative efforts between the School Improvement Unit and the Federal Programs Unit have resulted in priority attention to those 21 schools whose percentage of highly qualified teachers is below the state rate. Along with prioritized technical assistance WDE will reimburse the Praxis examination fee for teachers in these schools who take this test in any content area to which they have been assigned in the 2006-07 school year and for which they do not meet the HQT requirements. Reimbursement will be made upon receipt of evidence of a passing score. WDE will review this policy annually to determine need and feasibility for its continuation in subsequent years.

In addition, state administered professional development conferences target teachers in schools not making AYP. WDE frequently grants priority status to teachers and administrators in schools that did not make AYP in the form of early registration access and reduced fees. For example, the Wyoming NCA Spring and Fall School Improvement Conferences will offer a guaranteed registration window and a \$50 fee reduction to teams (which must include an administrator) from Title I schools not making AYP.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

4a) Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?

The comprehensive data system collaboratively developed by the WDE Data Unit and the PTSB will be used in tracking and monitoring the highly qualified status of teachers in LEAs and schools. The Title II Program Manager will monitor the data collection and dissemination. The Technical Assistance teams will monitor the LEA HQT plans and provide technical assistance as described above to ensure compliance with state and federal policies.

All LEAs will be held accountable by WDE for fulfilling their HQT Plans and meeting the statewide objective of 100% highly qualified teachers in every core academic class by the end of the 2006/07 academic year as described in 4c and 4d below. When it appears that the school or district is unable to meet its highly qualified goals with ongoing implementation of its plan, WDE will enact a series of progressive monitoring and sanctions as described in 4c and 4d below in accordance with ESEA section 2141.

4b) Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

Those schools who did not make AYP will receive prioritized technical assistance as described in 1b and 3b, but all schools who do not have 100% highly qualified teachers teaching core academic subjects will receive support from WDE in order to attain the 100% goal. Our communication strategies are three-pronged, targeting superintendents, school leaders, and teachers to ensure they understand and can effectively and efficiently implement and meet the HQT requirements.

WDE is currently focusing on the 2006-2007 data, its clarification, and communication with the LEAs regarding the percentage of current teachers who are highly qualified and the specific teachers who are not highly qualified. The ongoing analysis of HQT data will be used to prioritize technical assistance in determining specific professional development needs of non-HQ teachers in schools that have not made AYP and are high poverty.

4c) Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:

- *in the percentage of highly qualified teachers at each LEA and school;*
and
- *in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?*

High-quality professional development is collected and monitored using two mechanisms:

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- LEAs describe and define their professional development initiatives in their Title II, Part A Consolidated grant application, track teacher participation, and include that information in the monitoring response. The SEA approves only high quality, best practice professional development in the application and reviews the monitoring response for participation percentage and activities that supported movement toward highly qualified teachers and making AYP.
- Each year LEAs submit their professional development plans to PTSB. Those plans are reviewed for quality, revisions and adjustments made if necessary, and then presented to the Board for approval. Following PTSB approval, the LEAs track and submit teachers' participation in the approved high quality professional development.

WDE analyzes the percentage of teachers receiving high-quality professional development based on the information collected by PTSB and provides technical assistance to LEAs in support of their efforts to meet the goal of 100% highly qualified teachers in all core academic classes by the end of the 2006-2007 academic year.

4d) Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Each LEA received written communication that included:

- The highly qualified status of all teachers in the district;
- Information regarding the available state level activities and competitive grant opportunities to assist teachers in becoming highly qualified;
- The directive to make the appropriate adjustments to ensure that all Title I and Title II CSR teachers are highly qualified; and
- How to use Title I, Part A funds and/or Title II, Part A to assist teachers with becoming highly qualified.

The LEAs were informed of the avenues available for becoming highly qualified – Praxis II for elementary, HOUSSSE for special education teachers and teachers in rural schools, subject-specific coursework, and competitive grant opportunities through Title IIA SAHE or Math and Science project specific to their needs.

WDE is focused on building the capacity of the LEAs to meet the learning needs of all children in their schools. Highly qualified teachers are a component of that capacity.

Building capacity includes:

- Recognition of schools and districts that have 100% of their core academic classes taught by highly qualified teachers;
- Recognition and support of schools and districts who demonstrate a “good faith effort” to ensure that all teachers are highly qualified;
- Technical assistance (as described above and appropriate to specific needs) to support districts' efforts;
- Districts that do not have 100% HQT are required to write an Improvement Plan describing how they will attain that goal by the end of the 2006-07 academic year;

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

- Those districts will be required to apply at least 2% of their Title II-A grant funds to moving all of their teachers of core academic classes to highly qualified. (Approval of their applications will depend on submission of a plan that addresses their needs and setting aside the funds); and
- Developing and providing all state educators with a teacher/leader quality system for continuous professional growth.

Below is a chart which describes specific consequences and corrective action WDE provides to help schools and LEAs that are not making AYP based on the year in Title I School Improvement in accordance with Wyoming State Board of Education Rules on Accreditation, Chapter 6, Section 10 Rewards and Consequences (W.S. 21-2-304(a)(vi)(C)(D) and (E).

REWARDS. All public schools and districts eligible based on AYP determination are administered by the Wyoming Department of Education (WDE).

- Notification by WDE with option to request further public recognition
- Schools (through district) may seek awards through Wyoming's Innovative Trust Fund in support of innovative education initiatives
- Award to Title I schools through NCLB
- Consideration for increased local flexibility

CONSEQUENCES. The state shall have a system of consequences that applies to all public schools and public school districts that, consistent with state and federal law, are designed to provide options for appropriate interventions, escalating in nature over time, that can help improve student achievement and close achievement gaps. These consequences shall be based primarily on annual AYP determinations with the nature and degree of such consequences informed by subsequent analysis of AYP and additional data.

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

AYP RESULTS	SCHOOLS	DISTRICTS
<p style="text-align: center;">Do Not Meet AYP Year 1</p>	<ul style="list-style-type: none"> * examine AYP determination * identify reasons for under-performance (with the participation of the school district) * address identified issues as part of its annual review and School Improvement Plan development process <p>Note: at the option of the district, may receive targeted technical assistance to be provided by the Wyoming Department of Education</p>	<ul style="list-style-type: none"> * examine AYP determination * identify reasons for not Making AYP <p>Note: at the option of the district, may receive targeted technical assistance from the Wyoming Department of Education</p>
<p style="text-align: center;">Do Not Meet AYP Year 2 Same subject for two consecutive years (Improvement)</p>	<ul style="list-style-type: none"> * Title I school provide written notice to parents and * Title I and non-Title I schools review and revise School Improvement Plan and within three months obtain district approval of plan for a period of two years to be implemented * Targeted technical assistance provided by WDE and district * Title I schools shall target 10% of Title I funds to professional development. Non-Title I schools are encouraged to do the same. * Title I schools provide transfer option within the district. District may allow non-Title I schools same option. 	<ul style="list-style-type: none"> * Within three months the district shall develop or revise District Improvement Plan and obtain Plan approval from the Wyoming Department of Education. Plan shall cover two years and be implemented expeditiously and in no case later than the beginning of the school year following identification * Title I Districts shall use at least 10% of their District's Title I allocation for staff development in the area that caused the District to miss AYP. * District shall receive targeted assistance from the WDE.
<p style="text-align: center;">Do Not Meet AYP Year 3 Same subject for three consecutive years (Improvement)</p>	<ul style="list-style-type: none"> * Subject to all consequences of Year 2, and * Title I schools will provide supplemental educational services for students. * Title I and non-Title I schools, utilize funds for summer school and additional tutoring and support services for most at-risk students. 	<ul style="list-style-type: none"> * Subject to same as Year 2, and * District shall implement District Improvement Plan

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

<p>Do Not Meet AYP Year 4 Same subject for four consecutive years (Improvement)</p>	<ul style="list-style-type: none"> * Subject to the same as Year 3, and * Title I and non-Title I schools, one or more corrective actions taken by district to address academic, staffing, curriculum, or other high priority area. (See Chapter 6, Section 10) * District will communicate to the public corrective actions taken at each school. 	<ul style="list-style-type: none"> * Subject to same as Year 3, and * Title I districts - one or more corrective actions may be taken as per state/federal law.
<p>Do Not Meet AYP Year 5 Same subject for five consecutive years (Improvement)</p>	<ul style="list-style-type: none"> * Subject to same as Year 4, and * All schools: District shall review and make revisions of corrective actions and continue implementation of Plan. * For Title I schools: District will develop a restructuring plan for the school. Approval of such a plan shall come from the State Board of Education (SBE). 	<ul style="list-style-type: none"> * Continue above consequences.
<p>Do Not Meet AYP Year 6 Same subject for six consecutive years (Improvement)</p>	<ul style="list-style-type: none"> * Same as Year 5, and * For Title I schools: District shall implement the School Restructuring Plan developed and approved in Year 5. * For non-Title I schools: District shall review, revise, and expand, as appropriate, the corrective actions undertaken in previous years. 	<ul style="list-style-type: none"> * Continue above consequences.

WDE provides technical assistance and corrective action consistent with ESEA Section 2141 which describes what states and districts must do if an LEA fails to make AYP or meet its annual measurable objectives for teacher quality.

If the WDE determines, based on LEA reports submitted under Section 1119(b), that an LEA failed to make progress toward meeting its annual measurable objectives for two consecutive years, the LEA must develop an improvement plan that will enable it to meet such objectives and that directly addresses the issues that prevented it from meeting its objectives. During the development and throughout implementation of the plan, WDE provides technical assistance to the LEA and to schools served by the LEA that need assistance to enable them to meet the annual measurable objectives described in section 1119(a)(2).

If the WDE determines that an LEA has failed to make AYP for three consecutive years under Section 1111(b)(2)(B) of Title I, Part A, and has failed for three years to make progress toward meeting its annual measurable objectives established under Section 1119(b)(1), the WDE will enter into an agreement with the LEA on its use of Title II, Part A funds under which the WDE will:

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

1. Develop (in conjunction with the LEA, teachers, and principals) professional development strategies and activities based on scientifically based research that the SEA will use to meet the State's annual measurable objectives for improving teacher quality;
2. Require the LEA to use these professional development strategies and activities; and
3. Prohibit LEAs from using Title I, Part A funds to fund any new paraprofessionals, except under certain limited instances.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

5a) Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?

The HOUSSE process has been completed for all teachers. That process was completed by September 2006.

5b) Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-06 school year, except in the following situations:

- *Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or*
- *Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.*

With the exception of multi-subject secondary teachers in rural schools and multi-subject special education teachers who are new to the profession, use of the Wyoming HOUSSE has been discontinued.

All teachers new to the profession and teachers new to the state will need to meet certification requirements, subject area major, assignment, testing, and/or transfer criteria in order to be a highly qualified Wyoming teacher.

Wyoming Department of Education
Highly Qualified Teacher Revised State Plan

Requirement 6: The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

6a) Does the revised plan include a written equity plan?

For the response to this question, please see attached Equity Plan.

6b) Does the plan identify where inequities in teacher assignment exist?

For the response to this question, please see pages 7 to 9 in the attached Equity Plan.

6c) Does the plan delineate specific strategies for addressing inequities in teacher assignment?

For the response to this question, please see pages 10 to 14 in the attached Equity Plan.

6d) Does the plan provide evidence for the probable success of the strategies it includes?

For the response to this question, please see pages 16 to 19 in the attached Equity Plan.

6e) Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs and how this will be done?

For the response to this question, please see pages 14 to 16 in the attached Equity Plan.