

Title II-A Update

Federal Programs Summer Camp 2010
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Title II-A Update

WELCOME

Discussion Agenda:

- Grant Application
- Program Information
- Notes from Washington
- Effective Teachers and Leaders
- Highly Qualified Teachers
- Equitable Distribution

Grant Application:

- 2010-2011 Allocations
- Reduction in HQT set-aside from 2% to 1%
- Private/Home School Participation Equitable Share
- Revised HQT Plan
- Activity Description Definitions on Budget Page

Grant Application:

GMS Live:

Program Information - Private School Participation:

Equitable Participation (G-2 of Guidance):

1. Assess, address, and evaluate the needs of both public and private educator groups in the same manner,
2. Provide approximately the same amount of training and instruction to teachers with similar needs,
3. Spend an equal amount of funds per student, and
4. Provide private school educators with equivalent opportunities as those afforded public school educators

Program Information - Private School Participation:

Solicit participation –

- Form letter
- Newspaper Ad
- Specific information about district plans

Consultation –

- Needs assessment – public and private
- Design and development of professional development
- Implementation and evaluation

Program Information - Private School Participation:

District documentation (G-22 of Guidance) :

- Representatives of private schools were informed of the availability of Title II-A services
- Needs of both public and private school educators were identified as part of the district-wide needs assessment
- Private school officials were consulted and provided and opportunity to participate in the planning of the program activities
- The District designed a project that would permit private school educators' equitable participation.

Program Information - Private School Participation:

The district is responsible for administering II-A funds used for equitable participation of private schools:

- The district makes the final decision regarding what activities to fund
- No funding is to be paid directly to private schools

Program Information - Professional Development:

Title II-A Allowable Activities –

- Content knowledge
- Training to improve instructional strategies, methods, and skills
- Training in the use of challenging academic standards to improve student learning

Program Information - Professional Development:

Professional Learning Communities at Work Coaching Academy –

- Session I – October 28-29, 2010
- Session II – December 1-2, 2010
- Session III – February 16-17, 2011

Registration materials available

Notes from Washington:

June 23-24, 2010

- Addresses by two deputies
- Reports regarding HQT and Dept. of Ed monitoring
- Reauthorization

Notes from Washington:

Equitable distribution of effective teachers and leaders –

- Developing coherent and aligned State and district strategies to increase educator effectiveness and equitable distribution
- Use of data in defining, measuring, and tracking the effectiveness of strategies
- Using teacher and principal evaluation to strengthen human capital
- State strategies for increasing equitable distribution with attention to preparation pathways

Notes from Washington:

Developing aligned strategies - focused on the development of human capital:

- Standards
- Placement
- Induction
- Mentoring
- Evaluation
- Professional Development
- Conditions

Notes from Washington:

States share their work:

- Colorado – working definition of “teacher effectiveness”
- Delaware – statewide evaluation for teachers; working on defining student achievement measures
- Louisiana – significant work of tying student achievement to teacher preparation programs

Notes from Washington:

Leadership development:

➤ Southern Regional Education Board

- www.sreb.org

➤ New Leaders for New Schools

- www.nlms.org

➤ University of Wisconsin

- www.smhc-cpre.org/wp-content/uploads/2009/04/analyzing-human-resource-practices-alignment.pdf

Effective Teachers and Leaders:

- Chapter 29 – Rules for Certified Evaluation Systems - State Board required adjustments
- Teacher work groups and principal work groups examined evaluation models for recommendation to districts
- Teacher and principal evaluation systems must be developed, approved, and implemented by the fall of 2011

Effective Teachers and Leaders:

Important pieces to be determined in order to support districts' work on evaluation systems:

- Standards for both groups
- State definition of “effective”
- Process for getting this work done

Two WDE meetings this month

Effective Teachers and Leaders:

Your thoughts on standards for teachers and principals –

- Should Wyoming develop their own practice standards for teachers and principals?
- Should Wyoming adopt standards that have already been developed by another entity?
- If you favor adoption of previously developed standards, please make recommendations.

Effective Teachers and Leaders:

Define an effective teacher?

Define an effective principal?

HQT Information:

Certification Requirements –

- All teachers must be certified
- Must be certified in the content areas assigned

Highly Qualified Requirements –

- Bachelor's degree
- Standard certification
- Demonstrated content knowledge

HQT Information:

Acquiring Highly Qualified Status:

- Elementary Education teachers must take a Praxis test
- Social Studies Comprehensive teachers must take a Praxis
- Teachers in all other content areas are HQ by virtue of their major

HQT Information:

Special Education Teachers –

- Inclusion and/or resource teachers (not teacher of record) must be highly qualified in Special Education – fully certified Exceptional Generalist
- Special Education Teachers of Record in specific content areas must be HQ in those areas – may pass the appropriate test to acquire that HQ

HQT Information:

Reading –

- K-6 Students - Elementary certified, highly qualified
- 7-12 students - Reading endorsed

HQT Information:

All teachers paid with federal funds must be highly qualified, including teachers who are not the teacher of record.

- Title I
- Title II-A Class Size Reduction
- Special Education

HQT Information: Important

All teachers and paraprofessionals working in a Title I Schoolwide or Title I positions in targeted assistance schools must be highly qualified. If a district assigns a teacher or paraprofessional who is not highly qualified for the assignment to a Title I Schoolwide or a Title I position in a targeted assistance school, the district will be required to pay back all federal funds expended for the salary and benefits of that individual effective the first day of the 2010-2011 school year.

Documenting/Reporting HQT:

PTSB will enter HQT in their database for applicants applying for their first teaching license –

- Elementary candidates will need to present a passing score on the Praxis 0011
- Social Studies Composite candidates will need to present a passing score on the Praxis 0081

Applicants holding certification from another state

- Present documentation of HQ to PTSB at time of certification OR
- Hiring district needs to send HQ documentation to Carol Illian/Elaine Marces at WDE

Highly Qualified Teacher Rate 2009-2010

State HQT Rate – 97.6%

Highly Qualified Teacher Rate 2009-2010

16 districts at 100% HQT:

* Indicates 100% HQT for two years in a row

Converse #2
Fremont #1
Fremont #14
Fremont #21
Fremont #24
Laramie #2
Sheridan #1
Uinta #4
Washakie #2

*Big Horn #1
*Big Horn #3
*Big Horn #4
*Fremont #38
*Platte #2
*Sheridan #3
*Washakie #1

Highly Qualified Teacher Rate 2009-2010

- 100% - 16 districts
- 97.6% - 99.9% - 12 districts
- 95% - 97.6% - 15 districts
- 90% - 94.9% - 2 districts
- Below 90% - 3 district

Highly Qualified Teacher Rate 2009-2010

Core subject areas requiring Highly Qualified Teachers

2009-2010 HQT Rate

Fine and Performing Arts	99.34%
Elementary	99.10%
Mathematics	98.75%
English/Language Arts	97.98%
Political Science	97.34%
Science	97.15%
History	96.60%
Economics	96.28%
Special Education	95.83%
Foreign Language	94.98%
Geography	93.14%

Highly Qualified Teachers:

Challenges –

➤ Accurate assignment reporting

➤ Exception Authorizations

- New elementary and social studies teachers – urge to take Praxis ASAP
- Are districts over-using this certification?

➤ District Personnel Processes

- Accessing Certification/HQ information in PTSB database
- District system for assigning and reporting

Highly Qualified Teachers:

PTSB Website Live:

2141(c) Requirement:

2141 (c): “After the third year. . . , if the State educational agency determines, based on reports. . . that the LEA has failed to make progress toward meeting the annual measurable (HQT) objectives, and has failed to make adequate yearly progress . . .for 3 consecutive years, the SEA shall enter into an agreement with such local educational agency on the use of that agency’s funds under (Title II-A).”

Equitable Distribution:

In the NCLB law, equitable distribution defined –

- “to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.”

Equitable Distribution:

2009-2010 Wyoming Equitable Distribution Data:

Secondary:

Experienced ~ 87.1% - High Poverty Schools
86.9% - Low Poverty Schools
87.2% - High Minority Schools
85.7% - Low Minority Schools

Highly Qualified ~ 97.0% - High Poverty Schools
97.6% - Low Poverty Schools
96.4% - High Minority Schools
96.7% - Low Minority Schools

Equitable Distribution:

2009-2010 Wyoming Equitable Distribution Data:

Elementary:

Experienced ~ 84.6% - High Poverty Schools
86.0% - Low Poverty Schools
83.9% - High Minority Schools
88.5% - Low Minority Schools

Highly Qualified ~ 99.2% - High Poverty Schools
98.3% - Low Poverty Schools
99.5% - High Minority Schools
98.7% - Low Minority Schools

Equitable Distribution:

Expectations:

- Compile teacher highly qualified, experience data in like grade band schools
- Compile student poverty and minority data in like grade band schools
- Analyze the data in order to determine equitable distribution
- Plan for addressing inequitable distribution

Our Next Opportunity:

Equitable distribution of
effective teachers and leaders

Title II-A:

Other questions or comments?

Thank You

Your work with ensuring that all teachers of core academic subjects are highly qualified,

Your work to ensure that highly qualified ,
experienced teachers are equitably distributed,

AND

The collaborative work that we have to do to
measure teacher and leader effectiveness and
ensure their equitable distribution.

Resources

- National Comprehensive Center for Teacher Quality – www.tqsource.org
- Mid-Continent Research for Education and Learning (McREL) – www.mcrel.org
- Education Northwest – www.educationnorthwest.org