



P R E L

Pacific Resources for Education and Learning

Building Capacity Through Education

Taking Account of NCLB- Strategies for Improving Teacher Quality

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@PREL

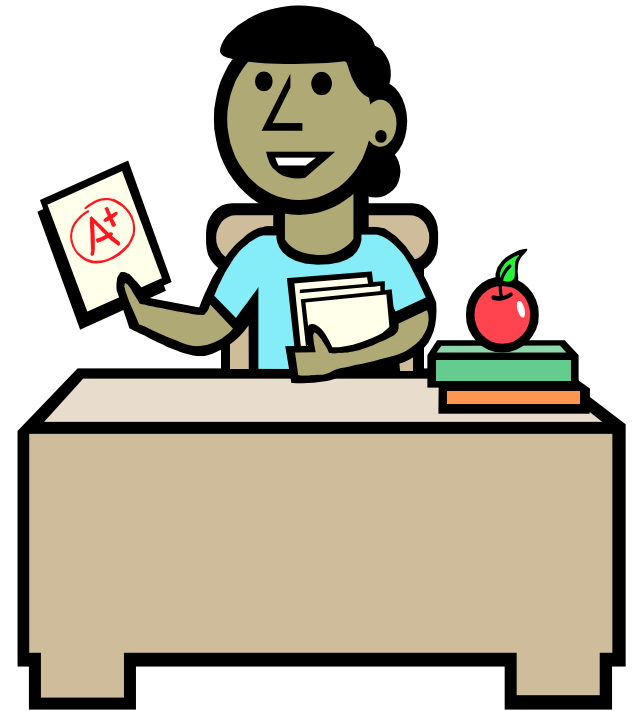
Overview

- Review NCLB Requirements for Highly Qualified Teachers (HQT)
- Making the Case for HQT
- HQT and Pacific SEAs
- Strategies for Improving Teacher Quality
- Questions for Pacific SEAs

NCLB Requirements for HQT Definition

What is a Highly Qualified Teacher?

- Holds a bachelor's degree
- Has full state certification (as set by SEAs)
(emergency certification does not meet HQT requirements; alternative certification counts for 3 yrs.)
- Has demonstrated subject matter competency in each subject taught



NCLB Requirements for HQ

All Teachers; All Schools

Who needs to be Highly Qualified?

All teachers of core subjects areas including SPED teachers

Core subjects: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography



NCLB Requirements for HQ

Demonstrating competency

How to demonstrate HQT?

- Different requirements for elementary, middle & high school teachers
- Pass a rigorous state test of subject knowledge
- Successfully complete required coursework equivalent to a degree or advanced certification
- Demonstrate competency through HOUSSE process

NCLB Requirements for HQT

The Goal

The Goal:

- 100% of teachers in the states are highly qualified by 2005-2006
- Some flexibility (territories and FAS) allows SEAs to set a date by when this will be accomplished - 2010? 2015? (by 2008 in FSM)
- Involve teachers in planning

NCLB Requirements for HQT SEAs Plans

Implementation - SEAs plans for meeting HQT

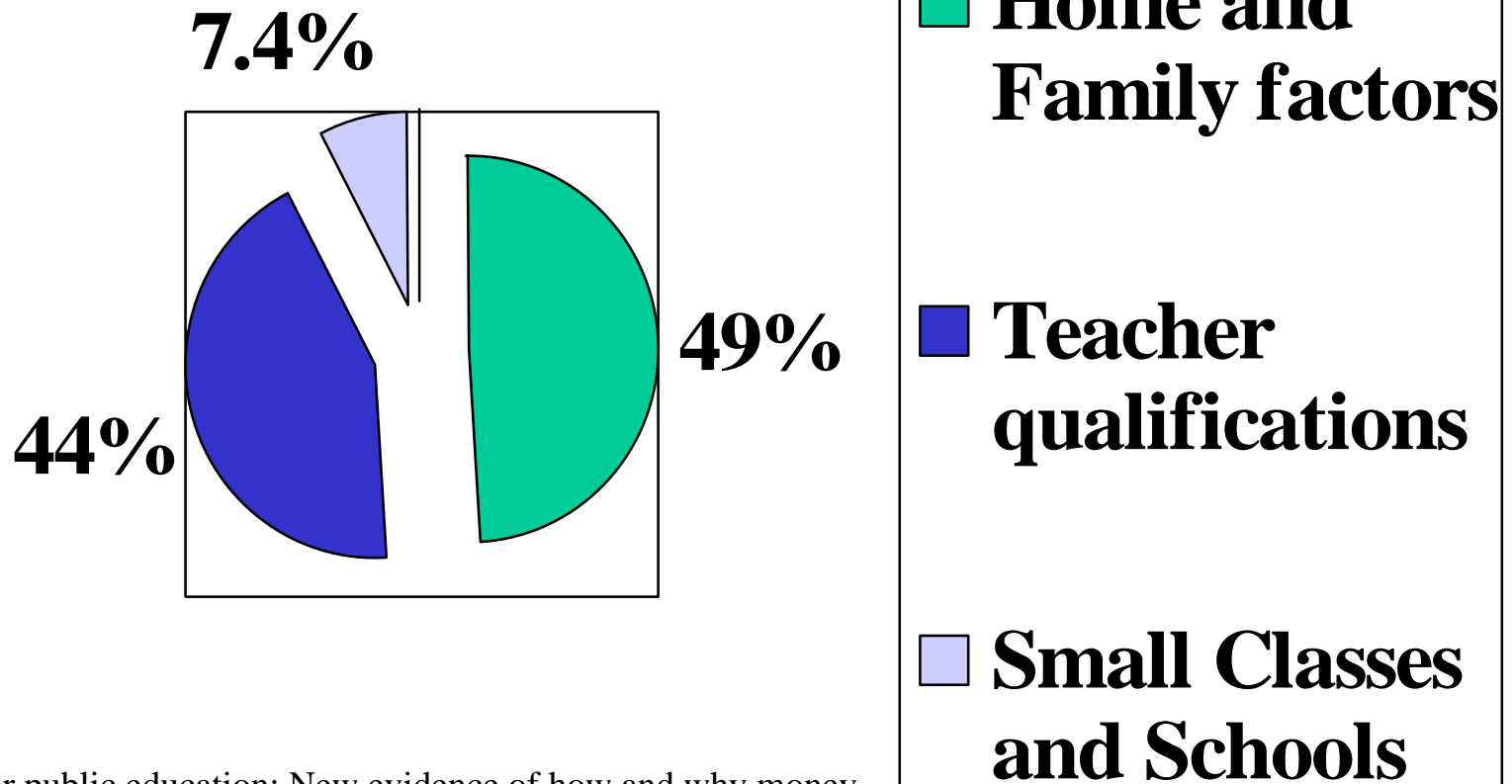
1. Analysis of core subject areas not being taught by HQT
2. Information on HQT status and plans to assist teachers meet HQT requirements
3. TA assistance and services SEAs will provide to LEAs in developing own HQT plans

NCLB Requirements for HQT SEAs Plans

- Implementation - SEAs Plans for meeting HQT
4. Describe how SEAs will work with LEAs that fail to reach 100% HQT by end of 2006-07
 5. How SEA will complete HOUSSE process for teachers hired prior to 2005-06
 6. Include copy of States written "equity plan" for ensuring that poor and minority children are not taught by inexperienced and unqualified teachers

Making the Case for HQT

Influence of TQ on Student Achievement



Source: "Paying for public education: New evidence of how and why money matters, by Ronald Ferguson, Harvard Journal on Legislation, Vol.28

Making the Case for HQT

Strategies Recommended by the Public for Improving Student Achievement.

Qualified, competent teacher in every classroom - 52%

Measures that Effectively Improve Teacher Quality according to principals

- a. Increase professional development opportunities for teachers - 97%
- b. Require new teachers to spend more time teaching in classrooms under the supervision of experienced teachers - 97 %

NSDC Survey of Teachers, Students and Principals, 2001

Making the Case for HQT

Most Important Role of Principals According to Principals	Create a supportive environment for teaching and learning - 81%
Strategies Principals View as Essential to Teacher Recruitment/Retention	Provide mentoring and ongoing support for new teachers - 85%
Teachers' Perception of the Effectiveness of Mentoring.	Formal mentoring by another teacher once a week improved classroom teaching a lot - 70%

NSDC Survey of Teachers, Students and Principals, 2001

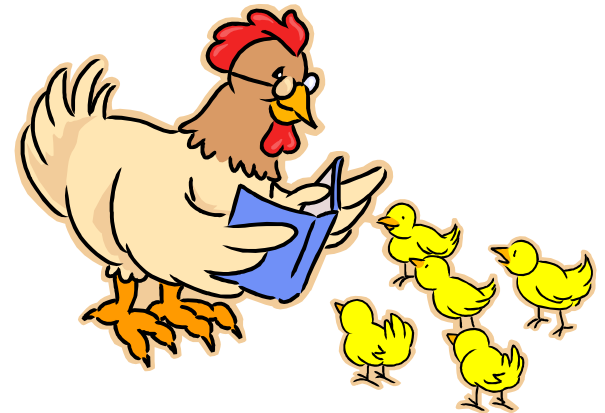
Pacific SEAs and HQT Strategies

Strategies promoted by NCLB HQT provisions

- **Define HQT and enforce requirements**
 - a. BA degree minimum for certification
 - b. AS degree minimum for certification
- **Enforce Teacher Certification requirements**
50% (FAS); 70-90% in Territories; 85-95% Hawaii
- **Assess Teacher Competency -**
 - a. PRAXIS
 - b. Entities developing teacher tests
- **Review Distribution of HQT teachers** (center vs. rural outlying communities)
 - a. not routinely assessed
- **Put in place Teacher Support Systems**
 - a. Plans not well coordinated; support weak
- **Set Timeline for Meeting HQT requirements**
 - a. Timeline all over the place

Other Strategies for Improving Teacher Quality

1. Contextualized Pre-service Program
2. Sustained Professional Development
3. Teacher support system
3. Use of Technology



TQ Strategy 1: Contextualized Pre-service Program

- Contextualized learning and teaching
(language and culture, local history,
forms of local literacy)
- Increased hands-on training and school-based
experiences; project based-learning
- Action research as part of teacher training
(teachers need to know their communities)
- Multi-modal teaching vs. print-based
- Systematic teaching of content knowledge -
(include bilingual approaches to teaching reading - phonemic awareness,
phonics, fluency, vocabulary development, comprehension)

TQ Strategy 1: Contextualized Pre-service Program

"Apprentice" Model - PNG

- 3 yrs in duration
- Community involvement
- Face-to-face training - 6 wks
- Home-study using Self-Instructional Units (SIU) w/readings, exercises, tests
- Supervised teaching 40 wks/year
- Assessment framework - commitment to teaching

TQ Strategy 1: Contextualized Pre-service Program

2+2 +2 Program Model

- 2 year teacher academies in high school (assess attitudes and aptitudes; characteristics, motivation)
- 2 year teacher training in college (content knowledge)
- 2 year of supervised teaching (pedagogy focused - hands on learning suitable for PI)
- Certification upon successful completion of supervised teaching

TQ Strategy 2: Sustained Professional Development

sustained, intensive, classroom focus & applications

- improves teachers' knowledge of academic subjects
- gives skills to help students meet content and student achievement standards
- provides ample time for hands on learning to take place

TQ Strategy 3: Teacher Support System

a. Teacher Induction Program -

A systematic process that includes mentoring, collaborative work, professional development, observations of teaching and formative assessment, among other things.

TQ Strategy 3: Teacher Support System

a. Teacher Induction Program

- Orientation for new teachers - clarifies teacher expectations
- Structured mentoring and assessment sessions - "tender-loving" care time
- Scheduled time for teacher to conference with principals
- Schedule time for teachers to collaborate on lessons, teaching strategies, etc.

TQ Strategy 3: Teacher Support System

a. Teacher Induction Program -

- Intensive training program (and guide) for *mentors* and *school leaders*
- Rigorous selection process for mentors
- Release time for mentors
- Low mentors-mentees ratio
- Community involvement in mentoring
- Stipends to mentors (as appropriate)

References: 1. Britton, Raizen, Paine and Huntley. *More Swimming, Less Sinking: Perspectives on Teacher Induction Programs in the U.S. and Abroad*; 2) New Teacher Center, *Understanding NYC's Groundbreaking Induction Initiative* (2006).

TQ Strategy 3: Teacher Support System

b. Classroom Monitoring

(PD approach vs. punitive)

- Peer & supervisor components
- Results linked to planned professional development opportunities
- Systemic, systematic & institutionalized
- Involves trained mentors - not clerical staff

TQ Strategy 3: Teacher Support System

c: Professional Networks-

- Professional conversations -
in school, across Ministries, regionally
(ELL Consortium)
- Emotional support, esp.
for new teachers
- Exchange of learning
- Build advocacy for the
profession among the public

TQ Strategy 4: *Innovative Use of Technology*

- *Investment in technology infrastructures skills and resources – time is built in for technology learning/teaching in Teacher Ed. Programs; schools make uses of tech*
- *BA and Masters Degree Program on-line (UH, UOG, SDSU, Park)*
- *Teacher Test preparation online PRAXIS on-line (UH)*
- *Webinars, (use of Elluminate, moodle, video conferencing, phone) to deliver online PD*



HQT Questions for Considerations

What is our goal - interim or long term goal for improving teacher quality?

Where are we now with:

- Qualifications of our teachers
- Contextualizing our teacher prep programs
- Accessible teacher data - qualifications, types of degrees, certificated and non-certificated staff.
- Measuring subject area competence
- Support systems for teachers

How do we get from where we are now to our goals for TQ?

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Thank you!



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