

>> Sergio Reyes: Hello. I'm Sergio Reyes from the Title II office.

>> Kimberly Eaton: And I'm Kimberly Eaton, also from the Title II office. Today, we will be talking about improving teacher quality by providing you information in improving teacher quality background, categorical program, monitoring review dimensions, and categorical program monitoring site visits.

>> Sergio Reyes: Before we begin, it would be helpful if you have the "improving teacher quality," ITQ, instrument with you to look at as we go through this.

>> Kimberly Eaton: Improving teacher quality was established by the no child left behind act of 2001. we commonly refer to it as highly qualified teacher or HQT, it replaced the Eisenhower professional development and federal class-size reduction. The purpose is just for professional development across all NCLB core academic subjects.

>> Sergio Reyes: Under the law, all teachers in the state of California were to be recognized as highly qualified by June of 2007. all teachers of core academic subjects should be in compliance at this point.

>> Kimberly Eaton: Funding can be used creatively to address teacher quality, preparation of new teachers, recruitment and hiring, retention of teachers, professional development, and development of capable leadership.

>> Sergio Reyes: It is the desired outcome that use of the Title II funding will improve teacher and principal quality and help close the achieving gap amongst California students.

>> Kimberly Eaton: There are seven dimensions to the CPM process. RITQ instrument incorporates five of the seven dimensions.

>> Sergio Reyes: We will begin with involvement. Who should participate in the development of the professional development plan as part of the LEA plan before it is finalized. According to NCLB, all stakeholders should participate in the development of the plan. This includes teachers, para-professionals, principals, parents, other relevant school personnel. Private schools within the LEA boundaries should also be consulted.

>> Kimberly Eaton: The LEA plan should spell out identifications of student needs, what services will be offered, who will provide the services, and how and where they will be provided, how does services will be assessed in order to inform on-going improvements?

>> Sergio Reyes: Questions to keep in mind in preparing for this dimension are: Were private schools consulted? Who was involved in the program design? What documentation is available?

>> Kimberly Eaton: Evidence of satisfying these dimensions could include the LEA plan, needs assessments, sign-in sheets at the meetings where the LEA plan was developed, also, interviews of

members of the committee who developed the plan and who worked with it and administered the LEA's professional development.

>> Sergio Reyes: The next dimension we move to is governance and administration. The LEA should be coordinating professional development activities with other federal, state and local professional development activities. Questions to keep in mind in preparing for this dimension are: What coordination occurred? If none, why not? Who was consulted? Is there evidence of integration of other school, other funds? Is the coordination described in the LEA plan?

>> Kimberly Eaton: Evidence of satisfying this dimension could include your LEA plan, needs assessments, professional development logs, sign in sheets at professional development activities, and interviews with LEA employees.

>> Sergio Reyes: Dimension 3 is about funding. What is the primary use of Title II funds? It is to improve schools that have the lowest proportion of highly qualified teachers, largest class size, or identified for program improvement.

>> Kimberly Eaton: LEAs can use these funds to recruit and retain highly qualified teachers assigned to the correct subject matter as credentials, provide professional development to improve staff and teacher performance, and to retain highly qualified principals and teachers, especially in low-performing schools.

>> Sergio Reyes: LEAs can also use funds to carry out programs to improve the quality of teachers, principals, and superintendents, or to develop teachers who want to become managers. Funds can also be used to hire highly qualified teachers to reduce class size.

>> Kimberly Eaton: In addition, LEAs can use funds to promote the careers development of teachers and carry out programs related to exemplary teachers.

>> Sergio Reyes: Questions to keep in mind in preparing for this dimension are: Do high poverty, low-performance schools get highly qualified teachers? Does the district monitor the distribution of highly qualified teachers? Are activities designed with input of school staff? Is staff development research-based?

>> Kimberly Eaton: Evidence of satisfying this dimension could include, again, your LEA plan, your needs assessments, professional development logs, physical records, and interviews with LEA employees.

>> Sergio Reyes: Dimension 4 covers standards assessment and accountability. The first part of dimension 4 states that the LEA conduct an assessment of the need for professional development and hiring as identified by the LEA and school staff. The second part of dimension 4 states that if the LEA has failed to meet the annual measurable objectives for highly qualified teachers--that being a hundred percent--for two consecutive years, an improvement plan must be developed that addresses that prevented the LEA for meeting those objectives.

>> Kimberly Eaton: Questions to keep in mind in preparing for this dimension are: What evaluation data was used to develop the plan? Is data used to review program's progress? And was a needs assessment the driving force in the program's design?

>> Sergio Reyes: Evidence of meeting this part of dimension 4 could include the LEA plan, needs assessment, the general qualification worksheet that are submitted to the CDE, and or a plan of equal distribution if one has been required by the CDE.

>> Kimberly Eaton: Dimension 5 focuses on staff and professional development that centers on closing the achievement gap. How are Title II program funds to be used to eliminate the gap between low income and minority students and other students?

>> Sergio Reyes: The LEA must maintain records that describe how it will target program funds to schools with the lowest proportion of highly qualified teachers, reduce the class size in the largest averaged class sizes or that are identified for program improvement. The LEA must also maintain records on how they comply with requirements regarding participation of private school teachers.

>> Kimberly Eaton: Questions to keep in mind in preparing for this dimension are: Is the Title II program evaluated regularly? What coordination exists between LEA departments? Are all teachers who teach NCLB core academic subjects NCLB compliant?

>> Sergio Reyes: Evidence of meeting this dimension could include the LEA plan, needs assessment, professional development records, professional development plan, interviews with the LEA personnel.

>> Kimberly Eaton: This concludes our presentation. We will be happy to answer any questions during the question and answer session. Thank you very much.