

How do districts report “highly qualified teacher” information to DPI each year?

There are two reports districts shall utilize.

- Every district submits the “Highly Qualified Teacher Plan” (PI-9550-IIC) by **November 15**.
- Those districts who employ educators who are “not highly qualified” also submit the “Highly Qualified Teacher Plan-Final Report” (PI-9550-IIC3) by **June 30**.

Highly Qualified Teacher Report

G Orfield



Highly Qualified Teacher Report:

Meeting the Highly Qualified Teachers Challenge Rod Paige, 2002 Under the 1998 reauthorization of Title II of the Higher Education Act the secretary of education is required to issue annual reports to Congress on the state of teacher quality nationwide Meeting the Highly Qualified Teachers Challenge is the inaugural report on this important issue The 1998 reauthorization also established a reporting system for states and institutions of higher education to collect information on the quality of their teacher training programs Data collected under the Title II reporting system are available at www.title2.org and include information on state teacher certification requirements the performance of prospective teachers on state licensure tests and the number of teachers hired on temporary or emergency certificates This report contains a variety of data collected under the requirements of Title II of the Higher Education Act Last amended in 1998 Title II requires three annual reports on teacher preparation It attempts to do more than present the key findings from the Title II reporting system It also seeks to place these findings within the context of state and federal policy and rigorous scientific research Chapter One The Quest for Highly Qualified Teachers provides a summary of the sweeping reforms enacted by the No Child Left Behind Act especially the new requirement that all teachers be highly qualified by 2005 2006 It also draws upon solid research to answer the question What do we know about highly qualified teachers Chapter Two Preparing and Certifying Highly Qualified Teachers Today's Broken System and Its Alternative investigates how teacher recruitment preparation and certification systems in place today impede the development of highly qualified teachers and presents a more promising model for the future Chapter Three Are States Doing Enough to Produce Highly Qualified Teachers Lessons from the Title II Reporting System presents findings from the Title II reporting system as well as rigorous evidence from other sources about the state of the states vis a vis the preparation and certification of highly qualified teachers Chapter Four Looking Forward A Highly Qualified Teacher in Every Classroom the concluding chapter presents some final insights into the state of teacher quality today and offers suggestions for states as they seek to meet the requirements of the No Child Left Behind Act to provide a highly qualified teacher in every classroom Appended are 1 Issues in Implementing Title II Requirements for Data Collection and Reporting and 2 Selected Data Tables Contains 16 figures 2 tables and 30 endnotes

Meeting the Highly Qualified Teachers Challenge Office of Postsecondary Education (ED), Washington, DC. Office of Policy, Planning, and Innovation, 2003 Under the 1998 reauthorization of Title II of the Higher Education Act HEA the U S secretary of education is required to issue annual reports to Congress on the state of teacher quality and teacher preparation nationwide This report is the third annual report on teacher quality and outlines the progress that occurred in the past year and the challenges that lie ahead Chapter 1 The Highly Qualified Teachers Challenge Revisited provides an overview of the highly qualified teachers challenge placing the findings of this report within the context of research and policy It provides an overview of the highly qualified teacher requirements of the No Child Left Behind Act of 2001 NCLB and highlights new opportunities for states to

demonstrate leadership through recently enacted flexibility provisions Chapter 2 Toward a Highly Qualified Teacher in Every Classroom Partnership in Action details the significant activities the Department of Education and other organizations have undertaken over the last year to support the raising of academic standards for teachers while at the same time reducing unnecessary barriers to teaching Chapter 3 Update on State Teacher Quality Improvement Activities provides a snapshot of state progress along a number of dimensions of the teacher quality challenge as revealed by the HEA Title II data collection and reporting system for states and institutions of higher education Chapter 4 Building Momentum concludes the report with a description of forthcoming teacher quality related initiatives at the Department designed to assist states in meeting the NCLB requirement that all teachers of core academic subjects are highly qualified Appended are four supplementary data tables

2005-2006 Highly Qualified Teacher Reporting Materials. How Will I Know If I Meet the Federal Definition of a Highly Qualified Teacher?., 2005 The federal No Child Left Behind Act NCLB which took effect in 2002 and requires that all teachers be highly qualified in the core academic content areas they teach places major emphasis upon teacher quality as a factor in improving achievement for all students This emphasis grows out of the research showing that teachers mastery of the academic content they teach is critical to engaging students and is a significant factor in raising levels of student achievement Newly hired and veteran teachers must satisfy the definition of a Highly Qualified Teacher Veteran teachers must be HQT by the end of the 2005 2006 school year Federal regulations require that new and newly hired teachers be highly qualified at the time of hire This packet contains the forms principals need to complete the HQT requirement New teachers new teachers to the building or teachers with new assignments shall complete Forms A E Veteran teachers in the same building will receive a status sheet The forms will be used to determine whether the teacher satisfies the definition of a Highly Qualified Teacher based on the federal criteria Teachers who do not yet meet the requirements have until the end of the 2005 2006 to comply All forms and status sheets will be available from the EMIS coordinator following the EMIS October report

The Secretary's Sixth Annual Report on Teacher Quality. A Highly Qualified Teacher in Every Classroom Department of Education (ED), 2009 While multiple factors contribute to student success in primary and secondary school student access to qualified competent and motivated teachers is critical Preparing a highly qualified teaching workforce is a major national challenge but the nation is making significant strides The 2001 amendments to the Elementary and Secondary Education Act of 1965 ESEA provided the blueprint for progress by establishing national requirements for highly qualified teachers and by setting clear goals for improved student achievement This sixth report on national indicators of the quality of America's teacher preparation programs and states assessments of novice teachers knowledge skills and abilities presents data from all 50 states the District of Columbia Puerto Rico and outlying areas The national data presented in this report indicate that states made progress again this year toward placing certified and licensed teachers in every classroom in the nation but many teachers are not certified in every subject they teach America must continue to make progress toward the

goal of preparing assessing and credentialing highly qualified teachers for all classes in all subject matter areas Contains 37 tables 20 figures and 15 footnotes *The Secretary's Seventh Annual Report on Teacher Quality* Office of Postsecondary Education (ED),2010 This seventh report on the quality of America s teacher preparation programs and novice teachers presents data reported to the U S Department of Education the Department in October 2007 by all 50 states the District of Columbia Puerto Rico and the outlying areas which include American Samoa the Federated States of Micronesia Guam the Marshall Islands the Northern Mariana Islands Palau and the Virgin Islands Section 207 of Title II of the Higher Education Act HEA as amended in 1998 required states to report on teacher preparation and licensing Since 2001 the Department has used a web based state reporting system to collect data on teacher preparation programs and prospective teachers as well as states assessment and licensing of teacher candidates State certification requirements and policy related information were also collected While this report focuses on national and summary data the individual state reports contain additional information such as data for individual teacher preparation programs The report is intended to inform aspiring teachers the education community institutions of higher education Congress researchers and policymakers about the quality of teacher preparation in America Contains 19 tables 18 figures and 13 footnotes *The Secretary's Fourth Annual Report On Teacher Quality. A Highly Qualified Teacher In Every Classroom* Office of Postsecondary Education (ED), Washington, DC.,2005 This report presents the most current national information provided by the 50 states the District of Columbia and the outlying areas on the quality of novice teachers entering the education field Forty nine states have standards for teachers applying for initial certification All states and outlying areas but one now have some quality standards for teachers Progress is also evident in the number of alternative pathways to teaching created by states school districts nonprofit groups and schools of education Eighty five percent of states now have these programs This year s report highlights the essential principles for building outstanding teacher preparation programs in the 21st century and focuses on the critical teaching skills all teachers must learn In particular all teacher preparation programs must provide teachers with solid and current content knowledge and essential skills These include the abilities to use research based methods appropriate for their content expertise to teach diverse learners and to teach in high need schools and to use data to make informed instructional decisions Successful and promising strategies for promoting these skills include making teacher education a university wide commitment strengthening broadening and integrating field experience throughout the preparation program strengthening partnerships and creating quality mentoring and support programs **The Secretary's Fifth Annual Report on Teacher Quality** Office of Postsecondary Education (ED), Washington, DC.,2006 The Secretary s Fifth Annual Report on Teacher Quality presents the most current information for 50 states the District of Columbia Puerto Rico and outlying areas on the implementation of the teacher quality provisions of Title II of the Higher Education Act of 1965 as amended HEA and the mandates of the No Child Left Behind Act of 2001 NCLB It presents the data collected by states from postsecondary

institutions alternative route teacher preparation programs testing companies and the states own accountability systems The report required by the Title II accountability provisions of the HEA was released October 5 2006 The 2005 data show that states have made considerable progress toward the nation s goal of a highly qualified teacher in every classroom and describes areas where harder work must be done to make improvements Following an executive summary the report is divided into the following chapters 1 Introduction 2 Teacher Preparation Program Completers and Passing Rates 2000 01 through 2003 04 and 3 State Oversight of Teacher Preparation Certification and Licensure Standards Waivers and Low Performing Programs Supplementary Data Tables are appended Contains 15 tables 18 figures and 13 footnotes For The Secretary s Fourth Annual Report On Teacher Quality see ED485858 **National Assessment of Title I** ,2006

National Assessment of Title I: Summary of key findings ,2007 **Telling the Whole Truth (or Not) about Highly Qualified Teachers** Education Trust, Washington, DC.,2003 Implementation of the No Child Left Behind Act for the first time required states to hold every school and district accountable to the same standards of academic performance standards that apply to all students including the low income and minority students who have been traditionally underserved Because states must report their progress to the public against those standards more is now known about both overall achievement and gaps between different groups of students In raising expectations for all students expectations for the dedicated individuals who have devoted their careers to the preparation of young people are also being raised Regardless of their desire to help their students meet high standards many teachers have not been adequately prepared for this challenge This is what makes collecting teacher quality data such a critical step toward helping students and their teachers This data enables states and districts to target professional development and other resources so that teachers can get the support they deserve to become the teachers students need In September 2003 every state was required to file a report with the U S Department of Education providing basic information on highly qualified teachers in their state among other important issues In many states it was the very first time this data had ever been made public Analysis of the September 2003 filings reveals some encouraging findings and others that are highly disturbing Some states appear to have taken the reporting provisions to heart working hard to provide an honest accounting of where they are and where they need to improve Other states took a different track and simply did not report any data The federal government has a critical responsibility to serve as more than just a conduit for state reported data of dubious value It needs to provide clear guidance on what is required It also needs to insist that the data meet basic standards of validity and reliability and show a good faith compliance with the letter and clear intent of the law Contains 2 tables and 25 endnotes Searching the Attic Emma Synder,2004 **State and Local Implementation of the No Child Left Behind Act** ,2007 **Meeting the Highly Qualified Teachers Challenge** ,2002 **California's Future** ,1997 House Reports , National Assessment of Title I: Implementation of Title I ,2007 **The Secretary's Annual Report on Teacher Quality** United States. Department of Education,2005 **Once & For**

AI Ruth Curran Neild, Elizabeth Useem, Eva F. Travers, Joy Lesnick, 2003 This report examines the current status of teacher quality in the city and what the School District of Philadelphia is now doing to ensure that all classrooms have highly trained motivated and knowledgeable teachers ready to boost the achievement of the district's 188 000 students The report shows that teacher quality in Philadelphia has not been what it could be and has been exacerbated by policies and practices that undermine the capacity to ensure that every child has a highly qualified teacher The data presented in the report show a disturbing picture of teacher attrition reliance on lesser qualified teachers and inequities in the assignment of qualified teachers to schools with large percentages of low income children These patterns are reflective of other urban systems nationwide However Philadelphia's hiring and school assignment systems are unusually centralized because of collective bargaining rules a situation that sharply limits the ability of schools and teachers to forge a good employment match However knowledgeable observers and school officials expect that the new administration's aggressive pursuit of a teacher focused strategy of improvement should lead to a reduction in teacher turnover and less reliance on emergency certified teachers Contains 19 tables 4 figures and 61 endnotes *Pain and Gain* Brian M. Stecher, Scott Epstein, Laura S. Hamilton, Julie A. Marsh, Abby Robyn, 2008-11-07 The Implementing Standards Based Accountability ISBA study was designed to examine the strategies that states districts and schools are using to implement standards based accountability under the No Child Left Behind Act NCLB This monograph presents information regarding the implementation of NCLB in California Georgia and Pennsylvania from 2003 2004 through 2005 2006 including the final results of the ISBA project *The Importance of Highly Qualified Teachers in Raising Academic Achievement* United States. Congress. House. Committee on Education and the Workforce, 2004

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