

Federal Programs Directors Conference

Office of Professional
Preparation

WVDE

Title II - Moving from Highly Qualified to Highly Effective - Educator Evaluation System Technical Support

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Quiz:

Is the teacher Highly Qualified?

- 1. ____ A math teacher with the 1905 Math endorsement 5 – AD and 30 years of experience.
- 2. ____ An elementary teacher in 4th grade with a Multi Subjects endorsement and 5 years of out-of-state experience.
- 3. ____ A physical education teacher with a 2215 P.E./health/safety endorsement and 1 year of experience.
- 4. ____ A music teacher with a English and gifted endorsement and 25 years of experience.

Answers:

Is the teacher Highly Qualified?

- 1. We don't know--not enough information
- 2. We don't know--not enough information
- 3. P.E. doesn't need to be HQT.
- 4. The music teacher cannot be HQT because he/she isn't properly credentialed for the position.

Who needs to be HQT?

Policy 5202: 126-136-8

Teachers of the Core Subjects and the arts.

8.2.a. Core Academic Subjects. –arts,
reading/language arts, English, foreign language,
mathematics, science, civics and government,
economics, geography, and history. The arts:
dance, music, theatre, and visual art.

Qualifications to be a HQ Teacher

- **8.2.b.1. Highly Qualified Teacher-State Definition. – A West Virginia public school teacher is considered highly qualified if s/he:**
 - **___ B.S degree or higher**
 - **___ Meets state certification requirements with an endorsement(s) in the core academic subject(s) being taught.**

How is a teacher Highly Qualified?

- **8.2.b.1.C. demonstrates subject matter competency by: (must have one requirement)**
- ___ passing the state competency test (Praxis II; NEST; NTE) for the required endorsement(s)
- ___ having an academic major or advanced credential in the subject taught (Example: restricted special education endorsement)
- ___ HOUSE option provided the individual previously held the appropriate license for the core academic subject (8.2.b.1.C.3)

HQT Requirements for Title I Reading Teachers

- **8.2.b.2. Title I Reading Teacher. – According to the NCLB guidelines,**
- **s/he holds certification in elementary education or multi-subjects.**
- **AND**
- **Master's degree in reading specialist, completion of a graduate level reading specialist program, a reading authorization, or completion of a reading endorsement program.**

HQT Requirements for Special Education Teachers

Teachers with students taking the WV Alternative Assessment:

*Praxis II for Elementary Education OR
the HOUSSE option (if available)*

Elementary special education teachers:

*Praxis II for Elementary Education OR the
HOUSSE option (if available)*

Consultative special education teachers:

HQ if the general education teacher is HQT

Secondary special education teachers:

*Content area or Form 26(restricted content) OR
the HOUSSE option(if available)*

8.2.b.3. Special Education Teacher.

Course Code Manual Instruction

Principals are given specific instruction on how to use the WVEIS Course Code Manual as a tool to determine if their professional staff is properly credentialed.

Compliance Preparation Tool

Principals are shown how to access and utilize the WVEIS Compliance Preparation Tool which is a snap shot of their staff's:

- *Schedule
- *HQ Reporting Record
- *Credentials
- *Special Education Caseload
- *Any OPP pending applications
- * Electronic testing

Compliance Preparation Tool

The Compliance Preparation Tool is used for:

- OEPA Audit Reports
- Title I Audit Reports
- A tool to check the accuracy of the Master Schedule
- A tool to assist with the HQT Data Report
- A data quality check to ensure accuracy of master schedule information used in the Educator Evaluation System

- Technical Assistance for Administrators to complete the HQT Data Report and Class Count Report
- RESA based – Beginning March 2014

Trent Danowski, Teacher Quality Coordinator

A paved road with yellow double lines winding through a dense green forest. The road is dark asphalt and curves gently to the right. The surrounding trees are lush and green, with some sunlight filtering through the canopy. The overall scene is peaceful and scenic.

VISION:

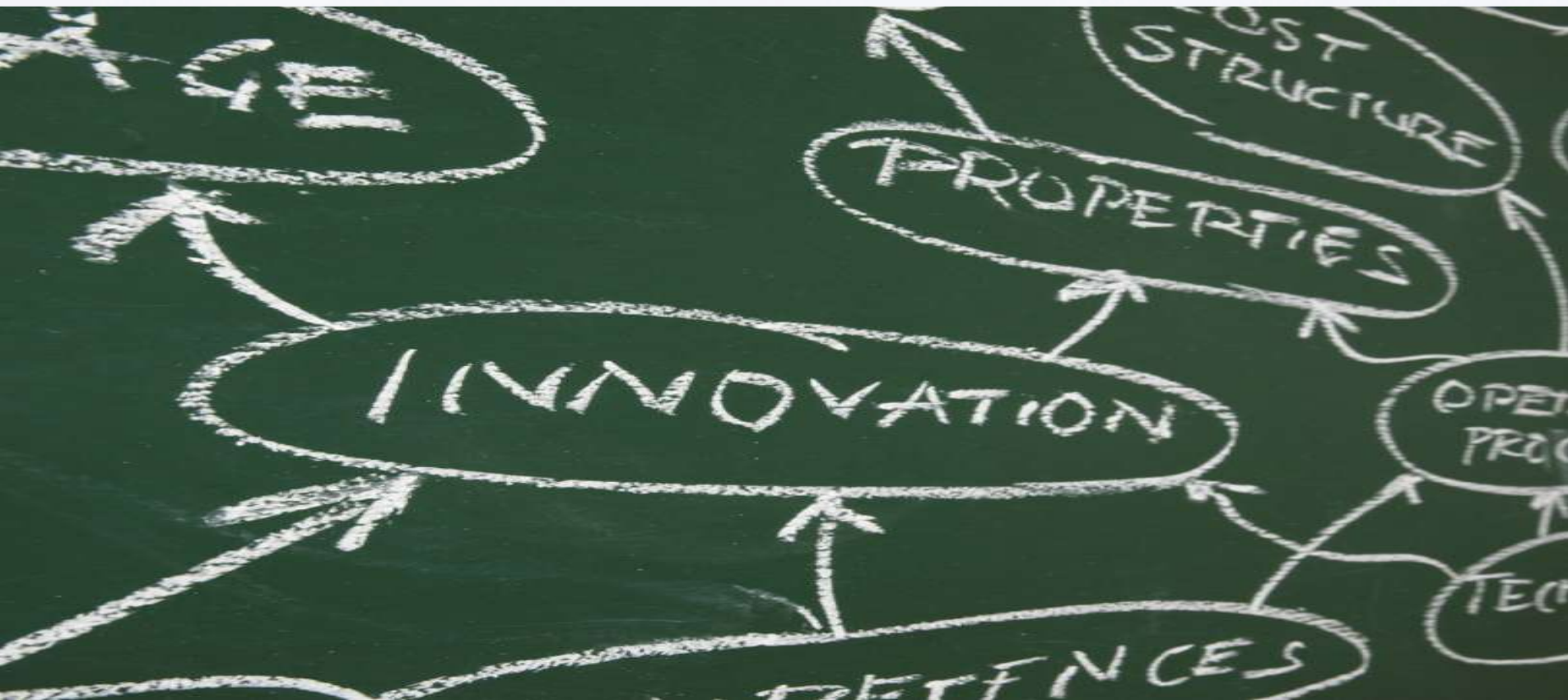
West Virginia will have a comprehensive and equitable evaluation system that clearly articulates, measures, and develops educator effectiveness to increase student learning

Levels of Performance

Distinguished	Accomplished	Emerging	Unsatisfactory
Distinguished performance describes professional teaching that engages students to be highly responsible for their own learning. Performing at this level involves contributing to the professional learning of others through teacher leadership.	Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.	Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.	Unsatisfactory performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements.

Resources & Tools

- <http://wvde.state.wv.us/evalwv>



Monitoring Tools

BARBOUR COUNTY SCHOOLS

002 BARBOUR COUNTY SCHOOLS
 002-101 KASSON ELEMENTARY/MIDDLE SCHOOL
 002-201 BELINGTON ELEMENTARY
 002-202 JUNIOR ELEMENTARY
 002-203 MOUNT VERNON ELEMENTARY
 002-204 PHILIPPI ELEMENTARY SCHOOL
 002-205 VOLGA-CENTURY ELEMENTARY
 002-206 PHILIPPI HEAD START
 002-207 BELINGTON HEAD START
 002-302 BELINGTON MIDDLE SCHOOL
 002-303 PHILIPPI MIDDLE SCHOOL
 002-501 PHILIP BARBOUR HIGH SCHOOL COMPLEX
 004 BERKELEY COUNTY SCHOOLS
 004-201 BACK CREEK VALLEY ELEMENTARY SCHOOL
 004-202 BEDINGTON ELEMENTARY SCHOOL
 004-203 BERKELEY HEIGHTS ELEMENTARY SCHOOL
 004-204 BUNKER HILL ELEMENTARY SCHOOL
 004-205 BURKE STREET ELEMENTARY SCHOOL
 004-206 GERRARDSTOWN ELEMENTARY SCHOOL
 004-207 HEDGESVILLE ELEMENTARY SCHOOL
 004-208 INWOOD PRIMARY SCHOOL
 004-209 MARLOWE ELEMENTARY SCHOOL
 004-210 OPEQUON ELEMENTARY SCHOOL
 004-211 ROSEMONT ELEMENTARY SCHOOL
 004-212 TUSCARORA ELEMENTARY SCHOOL
 004-213 VALLEY VIEW ELEMENTARY SCHOOL
 004-214 WINCHESTER AVENUE ELEMENTARY SCHOOL
 004-215 TOMAHAWK INTERMEDIATE SCHOOL
 004-216 POTOMACK INTERMEDIATE SCHOOL
 004-217 MILL CREEK INTERMEDIATE SCHOOL

Teachers Status

Counselors Status

Self Reflection Report

Student Goals Report

Observations Report - Initial

Observations Report - Intermediate

School	Total	Advanced	Intermediate	Initial	Self Reflections	Self Reflections Percentage	Student Goals (2)	Student Goals (2) Percentage	Student Goals (1)	Student Goals (1) Percentage
002-101 KASSON ELEMENTARY/MIDDLE SCHOOL	18	18	0	2	15	83.3	14	77.8	0	0.0
002-201 BELINGTON ELEMENTARY	28	24	1	1	26	100.0	26	100.0	0	0.0
002-202 JUNIOR ELEMENTARY	12	8	3	1	11	91.7	11	91.7	0	0.0
002-203 MOUNT VERNON ELEMENTARY	4	4	0	0	4	100.0	4	100.0	0	0.0
002-204 PHILIPPI ELEMENTARY SCHOOL	31	20	4	7	30	96.8	29	93.5	0	0.0
002-205 VOLGA-CENTURY ELEMENTARY	6	3	1	2	3	50.0	3	50.0	0	0.0
002-206 PHILIPPI HEAD START	13	11	1	1	13	100.0	13	100.0	0	0.0
002-207 BELINGTON HEAD START	17	13	0	4	17	100.0	17	100.0	0	0.0
002-302 BELINGTON MIDDLE SCHOOL	46	40	1	5	45	97.8	44	95.7	0	0.0
002-303 PHILIPPI MIDDLE SCHOOL										
002-501 PHILIP BARBOUR HIGH SCHOOL COMPLEX										

Questions???