

# Title I Coordinator Training

## Highly Qualified Staff



August 2010

# Essential Questions

- ❖ What is ESEA's definition of HQT and HQP and to whom does it apply?
- ❖ What are the factors impacting HQT and HQP status?
- ❖ What is DEDOE's timeline for verifying HQT and HQP?
- ❖ What are the parent notification requirements around HQT and HQP?
- ❖ What are the keys to success managing HQT/HQP requirements?



# Highly Qualified Teachers (HQT)

ESEA requires all teachers of core academic subjects to be “highly qualified”.

ESEA’s definition of HQT:

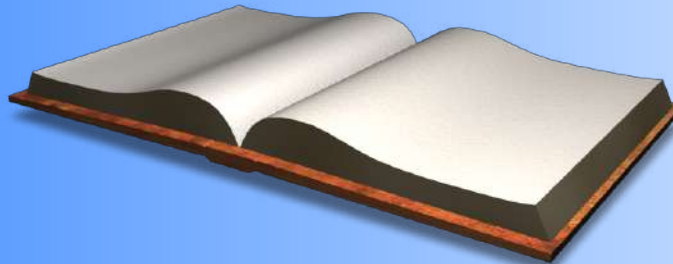
- ✓ Possess a bachelor’s degree
- ✓ Hold full state certification, and
- ✓ Demonstrate subject matter competence in subject(s) taught.



ESEA Citation: Title I, Part A Section 1119

# ESEA Core Academic Subject Areas

- ❖ English
- ❖ Reading/Language Arts
- ❖ Mathematics
- ❖ Science
- ❖ Foreign Languages
- ❖ Civics and Government
- ❖ Economics
- ❖ History
- ❖ Geography
- ❖ Arts



Note: Elementary school teachers (including regular and special education elementary school teachers, teachers of classes of gifted and talented students, and ESL/bilingual teachers who are teaching the elementary curriculum) meet the HQT requirement as elementary generalists.

# Teacher Quality Survey

Teachers who fall under the HQT requirement must:

- ❖ Take the on-line survey through the Delaware Educator Data System (DEEDS)



- ❖ Print out responses and assemble necessary documentation

- ❖ Submit survey and documents to district personnel office for review and verification

# Factors Impacting HQT Status

- ❖ Years of service
- ❖ ESEA content area(s) taught
- ❖ Composition of students in the classroom
- ❖ Grade level(s) of classes taught
- ❖ Role of the teacher in the classroom

# Equity and Teacher Assignments

Districts/charters receive HQT summary spreadsheets after the annual Teacher Quality Survey closes. The tabbed spreadsheets include data about:

- ❖ Number and percent of HQT classes by core academic subject
- ❖ Teacher experience
- ❖ Federal reasons why classes were not HQ
- ❖ Disaggregations by student characteristics.



# Equity and Teacher Assignment Continued...

Districts/charters can use the data to determine the extent of equitable distribution or access to HQT classes based on these student characteristics:

- Students with disabilities
- English Language Learners
- Race/ethnicity
- Poverty/low income status.



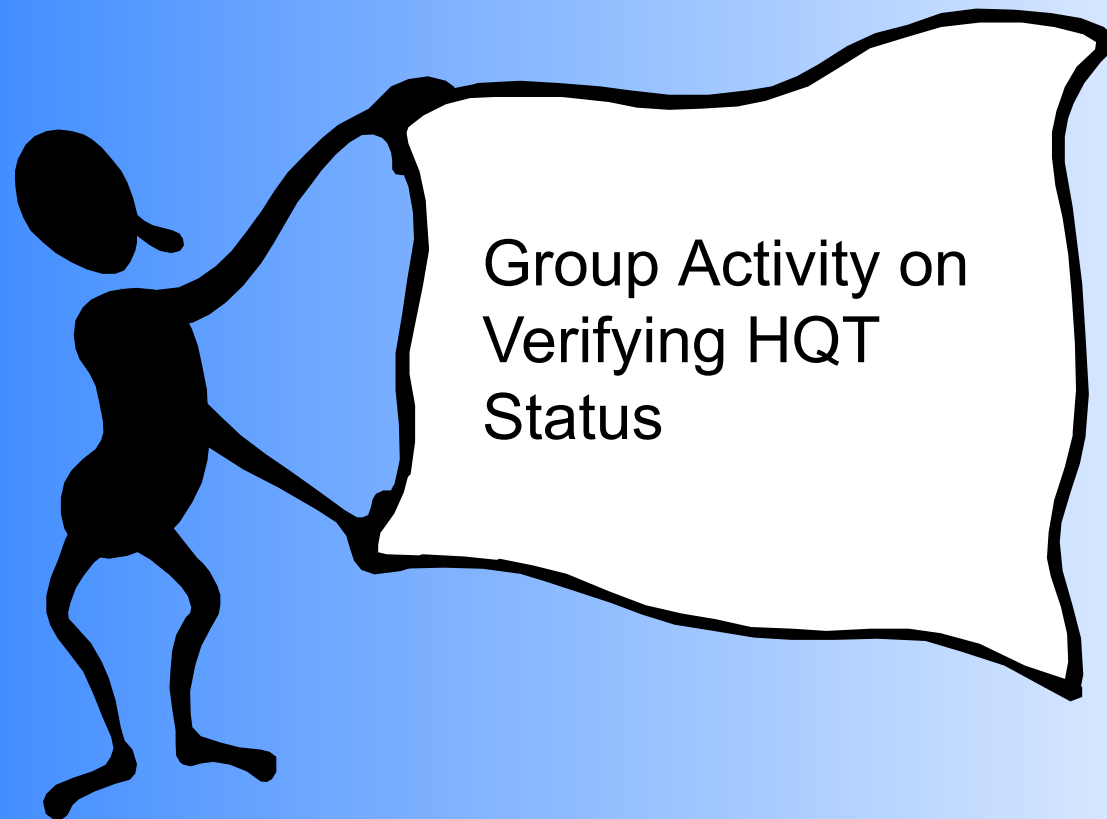
# Plans for Non-HQT Teachers

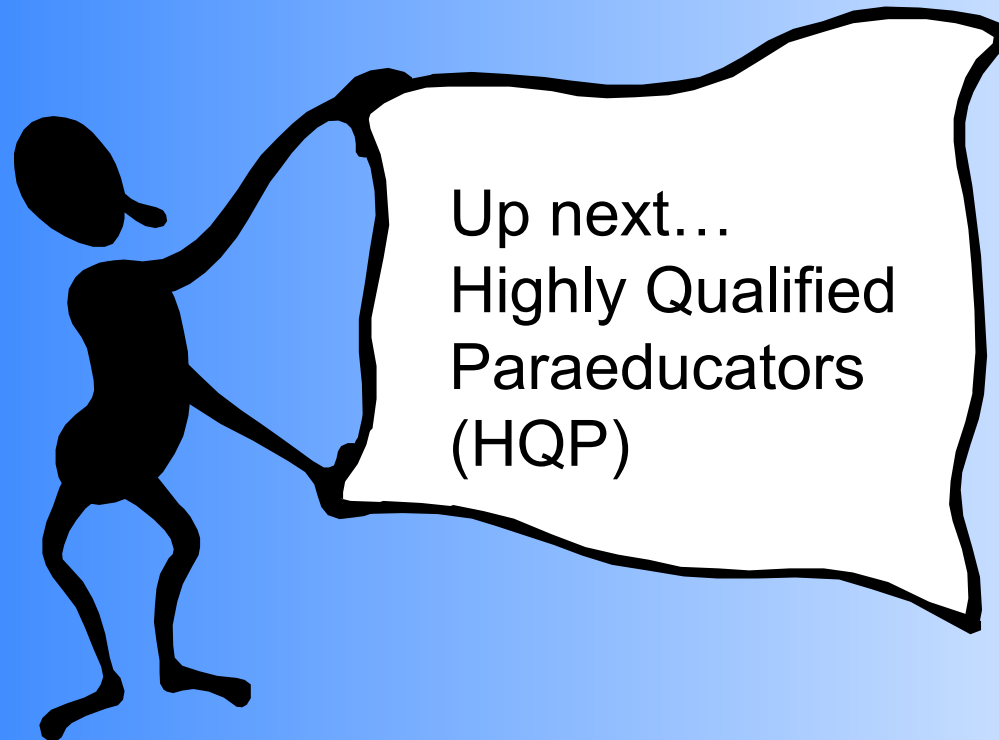
LEAs must develop the plan for the teacher to become HQT as soon as the teacher's schedule is stable. The plan must:

- ✓ Outline how the district/charter school will assist the teacher to become HQ in all content areas taught as soon as possible
- ✓ Specify the responsibilities of the teacher in completing the plan.
- ✓ Establish a timeline for the teacher to meet the requirements and a process for monitoring the teacher's progress
- ✓ Be signed by both the teacher and the LEA and the LEA must keep a signed copy of the plan.

# DEDOE's Timeline for HQT

- ❖ Early September, 2010DOE e-mails HQT eSchoolPlus instructions to HQT contacts.
- ❖ October 18, 2010Teacher Quality Survey Opens
- ❖ February 28, 2011eSchoolPlus will close at midnight for any HQT changes.
- ❖ March 31, 2011Survey closes. DEEDS is locked to teachers and to personnel staff.





# Highly Qualified Paraeducators (HQP)

ESEA requires all instructional paraeducators in a schoolwide school and all paraeducators in targeted assistance schools working on programs supported with Title I funds to be “highly qualified”.

ESEA’s definition of HQP (Instructional):

- ✓ Complete at least two years of study at a college/university at a regionally accredited institution of higher education
- ✓ Obtain an associate’s degree or higher OR
- ✓ Pass an assessment of knowledge of and ability to assist in the instruction of reading, writing, and mathematics AND obtain a high school diploma or its equivalent

# The Instructional HQP's Role in a Title I School

- ❖ Provide instructional support services under the direct supervision of a highly qualified teacher.
- ❖ Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher
- ❖ Assist with classroom management, such as by organizing instructional materials
- ❖ Provide instructional assistance in a computer laboratory
- ❖ Conduct parental involvement activities\*
- ❖ Act as a translator\*
- ❖ Provide instructional support in a library or media center



\*Must have a secondary diploma or its equivalent, but not required to meet the other HQP requirements.

# The Instructional HQP's Role in the Title I Classroom continued...

Highly Qualified Paraeducators providing instructional support must work under the direct supervision of a highly qualified teacher.

- ❖ Teachers plan the instructional activities
- ❖ Teachers evaluate the achievement of student with who paraeducators work
- ❖ Paraeducators work in close and frequent proximity of the teacher

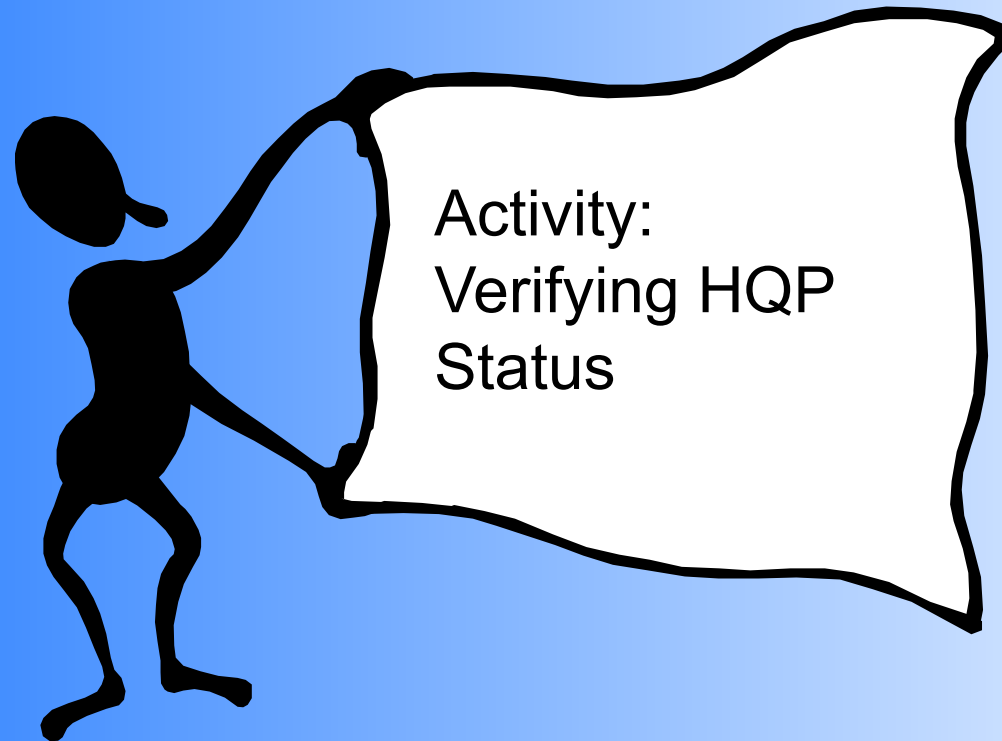
# LEA Process for Non-HQP

- ❖ Immediately remove any instructional paraeducators from schools receiving Title I funds. (Note: Instructional paraeducators may NOT remain in their current position while they are working on becoming HQ)
- ❖ LEA options for non-HQP:
  - Move instructional paraeducators not meeting HQ requirements to schools that do not receive Title I funds
  - Reassign the instructional paraeducators to a service paraeducator role
  - Release the paraeducator from LEA employment
- ❖ Provide support to paraeducators during reassignment to assist in meeting HQP requirements



# DEDOE Timeline for Verifying HQP

- ❖ July & August DEDOE places conditions on funds through consolidated application approval process if 100% HQP cannot be demonstrated in schoolwide schools.
- ❖ August 1: DEDOE runs paraeducator report from DEEDS for each LEA
- ❖ August 2 & 3: DEDOE emails reports to LEAs including required action(s) before the first day of school
- ❖ Before first day: LEA assures that all Title I instructional paraeducators are HQ.
- ❖ September 15: DEDOE runs report to verify 100% compliance. Conditions will be placed on LEAs Title I funds if 100% compliance is not reported.



# HQT/HQP Parent Notification

## Beginning of School Year:

- ❖ LEAs must notify parents of children in Title I schools that they may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of the student's classroom teacher.

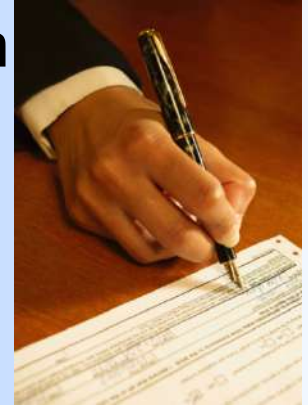
## The following information must be provided upon request:

- ✓ Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- ✓ Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- ✓ The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- ✓ Whether the child is provided services by paraeducators, and if so, their qualifications.

# HQT/HQP Parent Notification

Beginning of school year continued:

- ❖ Principals must sign written attestation form confirming compliance with HQ requirements. Attestation must be made available to public upon request and copies must be available at LEA office.



Timely Notice:

- ❖ Notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not HQ.

# HQP/HQT Keys to Success

- ❖ Screen for qualifications are the time of hire
- ❖ Hire only HQT/HQPs. If no qualified applicants are HQ, make being HQ a condition of continued employment and/or offer temporary contracts
- ❖ Review the HQT summary data to determine any disparities for student sub-groups. Be mindful of teacher (especially new or less experienced teachers) and student assignment to classes so that all students have equal access to HQT's
- ❖ Whenever possible, assign teachers to content areas where they are HQ and keep assignments stable
- ❖ Regularly monitor staff progress toward meeting HQ status based on timeline in plans
- ❖ Ask parents to review draft notification letters for readability
- ❖ Work with building administrators to ensure they are aware of and understand HQ requirements
- ❖ Establish formal collaborative process between LEA and building administrators for assignment, reassignment, hiring and transfer decisions

# Additional Resources

- ❖ US ED Non-Regulatory Guidance on Title I Paraprofessionals

[www2.ed.gov/policy/elsec/guid/paraguidance.doc](http://www2.ed.gov/policy/elsec/guid/paraguidance.doc)

- ❖ Section 1119 of the ESEA

[www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1119](http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1119)

- ❖ DEDOE's Title I Technical Assistance Session Materials

[www.doe.k12.de.us/infosuites/staff/fedstprog/default.shtml](http://www.doe.k12.de.us/infosuites/staff/fedstprog/default.shtml)

## Contact Information

For questions, information, and assistance,  
please contact the following DEDOE staff members:

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