

ITEM 5

Requirements for Teachers Under No Child Left Behind March 11, 2003

Title I Regulations, December 2, 2002—pertinent parts handed out at last NCLB Liaison Team meeting and also available at

<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>

Improving Teacher Quality, State Grants, Title II, Part A, Non-Regulatory Draft Guidance, December 19, 2002—pertinent parts handed out at last NCLB Liaison Team meeting and also available at

<http://www.ed.gov/offices/OESE/SIP/TitleIIguidance2002.doc>

Information about tests and assessments referenced in the attached charts can be found at

CSET http://www.cset.nesinc.com/CS_testguide_geninfo.htm

MSAT <http://www.ctc.ca.gov/profserv/examinfo/multiplesubject.html> and

<http://www.ets.org/praxis/>

TPA http://www.ctc.ca.gov/SB2042/TPA_FAQ.html

The charts that follow provide the following information.

The first chart lays out the requirements for various grade spans taught (elementary/middle/high school) and the teacher's status (new or veteran) under the definition of "highly qualified teacher" in NCLB.

The second chart describes a method of complying with the NCLB requirements for teachers in California.

The third chart includes other alternatives that have been suggested.

MEETING NCLB REQUIREMENTS FOR TEACHERS

The definition of “highly qualified” teacher in the No Child Left Behind Act (NCLB) requires that every teacher that teaches a core academic subject holds a bachelor’s degree, has obtained full State certification or licensure or is in an alternative route to such certification, and demonstrates subject matter competence. Therefore, teachers on emergency credentials, supplemental authorizations, state or local waivers and pre-interns do not meet the requirements under NCLB.

Depending upon the grade span taught (elementary/middle/high school) and the teacher’s status (new or veteran) different methods of demonstrating subject matter competency are allowed under NCLB. The chart below lays out the allowable methods in NCLB and possible California alternatives that comply with the allowable methods.

A	B	C	D
<p>New Elementary Teachers (required)</p> <p>Veteran Elementary Teachers (one option)</p>	<p>New middle school and high school teachers (one option)</p> <p>Veteran middle and high school teachers (one option)</p>	<p>New middle school and high school teachers (one option)</p> <p>Veteran middle and high school teachers (one option)</p>	<p>Veteran elementary teachers (one option)</p> <p>Veteran middle and high school teachers (one option)</p>
<p>Pass a rigorous State test to demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, other areas of basic elementary curriculum</p>	<p>Pass a rigorous State test in each academic subject taught.</p>	<p>Successful completion of</p> <p>a) undergraduate major,</p> <p>b) graduate degree</p> <p>c) coursework equivalent to undergrad major</p> <p>d) advanced certification or credentialing</p>	<p>Demonstrate competence in all subjects taught based on a high, objective, uniform State standard of evaluation that:</p> <ol style="list-style-type: none"> 1. is set by the State for both grade appropriate subject matter knowledge and teaching skills; 2. is aligned with State academic content and achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators; 3. provides objective, coherent information about the teacher’s attainment of core content knowledge in subjects taught; 4. is applied uniformly to all teachers in the same subject and grade level throughout the State; 5. takes into consideration, but not based primarily on, the time the teacher has taught subject matter; 6. is made available to the public upon request; and 7. may involve multiple, objective measures of teacher competency.

Methods of Complying in California

<p style="text-align: center;">A</p> <p style="text-align: center;">New Elementary Teachers (required)</p> <p style="text-align: center;">Veteran Elementary Teachers (one option)</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">New middle school and high school teachers (one option)</p> <p style="text-align: center;">Veteran middle and high school teachers (one option)</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">New middle school and high school teachers (one option)</p> <p style="text-align: center;">Veteran middle and high school teachers (one option)</p>	<p style="text-align: center;">D</p> <p style="text-align: center;">Veteran elementary teachers (one option)</p> <p style="text-align: center;">Veteran middle and high school teachers (one option)</p>
<p>Pass CSET-Multiple Subjects (California Subject Examinations for Teaching)</p> <p>-Recently developed based on unique needs and requirements of classroom teaching in California</p> <p>-Aligned to California K-12 content standards and curriculum frameworks</p> <p>-Currently available</p> <p>-Could be taken any time prior to a teacher or intern becoming the teacher of record in a classroom, including prior to the teacher preparation program so teacher candidates are not surprised late in the process.</p> <p>-Would obviate the need for</p>	<p>Pass CSET-Single Subject (California Subject Examinations for Teaching)</p> <p>-Recently developed based on unique needs and requirements of classroom teaching in California</p> <p>- Aligned to California K-12 content standards and curriculum frameworks</p> <p>-English, Math, Science, and Social Studies tests available in 2003. Others developed over next two years</p> <p>-Could be taken any time prior to a teacher or intern becoming the teacher of record in a classroom, including prior to the teacher preparation program so teacher candidates are not surprised late in the process.</p> <p>-Would obviate the need for CBEST</p> <p><i>Note: CTC and SBE are working to</i></p>	<p>a) undergraduate major,</p> <p>b) graduate degree</p> <p>c) coursework equivalent to undergrad major (Still need to determine, based on CTC information, the amount and/or type of coursework equivalent to undergrad major. Question C-19 of the Title II Guidance states that minors are not sufficient to demonstrate subject matter competence.)</p> <p>d) advanced certification or credentialing</p>	<p>Include as part of the Stull Act Review process, one-time certification that the teacher meets NCLB requirements. Since individual teachers already participate in a Stull Act review at least every other year, every veteran teacher will have participated in a Stull Act review before the end of 2005-2006.</p> <p>Certification would identify how the teacher met the subject matter competency requirements from the following list:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Passed a subject matter test in the subject taught (for elementary teachers-passed a multi-subject exam) <input type="checkbox"/> Has a major in the subject taught (available only for middle and high school teachers) <input type="checkbox"/> Has a graduate degree in the subject taught <input type="checkbox"/> Has coursework equivalent to undergrad major in the subject taught <input type="checkbox"/> Has an advanced certification or credentialing <input type="checkbox"/> Students in this teacher’s class have shown a certain level of growth while in this teacher’s class. (Needs to be defined.) <input type="checkbox"/> Has passed a standard evaluation of subject matter competency as outlined in SBE guidelines (to be developed) conducted at the time of their Stull Act review. (The guidelines would model current Stull Act Review practices as closely as possible, but would ensure that the federal requirements of a “a high, objective, uniform State standard of evaluation ” and the seven

CBEST	<i>resolve the validation issues.</i>		criteria for such evaluation in NCLB were also met.)
<p><i>Note: CTC and SBE are working to resolve the validation issues.</i></p> <p><i>In the future, could consider also allowing --</i></p> <p>Pass the National Teacher Subject Matter Exam (being developed by ABCTE)</p> <p><u>Pros:</u></p> <p>Teachers trained outside of California could take it</p> <p><u>Cons:</u></p> <p>-Not written yet</p> <p>-Not clear how closely the exam will test knowledge of California K-12 content standards</p>	<p><i>In the future, could consider also allowing--</i></p> <p>Pass the National Teacher Subject Matter Exam (being developed by ABCTE)</p> <p><u>Pros:</u></p> <p>Teachers trained outside of California could take it</p> <p><u>Cons:</u></p> <p>-Not written yet</p> <p>-Not clear how closely the exam will test knowledge of California K-12 content standards</p>		<p><i>Note: Certification would be required for each subject taught at the middle/high school level.</i></p> <p>Teachers would receive a certificate that identified that they met the NCLB requirements (bachelor’s degree, credential, and subject matter competency for particular grade spans and subjects). This certificate would be portable. Teachers would not have to prove NCLB compliance again even if they moved to another school district in California.</p> <p>(Please see Attachment A for a summary of the Stull Act Review)</p>

Teachers from other States

Nothing in NCLB prohibits California from accepting another State’s determination that an individual teacher meets the requirements of NCLB to teach a particular subject and/or grade span.

OR

In the future, consider allowing passing the National Teacher Subject Matter Exam, being developed by ABCTE, to be utilized to demonstrate subject matter competence. This would assist teachers trained outside of California, but it is not written yet and it is not clear how closely the exam will align with California K-12 content standards.

The chart below identifies other alternatives that have been considered.

<p style="text-align: center;">A</p> <p style="text-align: center;">New Elementary Teachers (required)</p> <p style="text-align: center;">Veteran Elementary Teachers (one option)</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">New middle school and high school teachers (one option)</p> <p style="text-align: center;">Veteran middle and high school teachers (one option)</p>
<p>MSAT</p> <p>(Multiple Subjects Assessment for Teaching)</p> <p><u>Pros:</u></p> <ul style="list-style-type: none"> -Until recently has been use to test subject matter competency -Some states are using this test to meet NCLB requirements -Test publishers may revise MSAT to meet California’s content standards and unique needs at no cost to California <p><u>Cons:</u></p> <ul style="list-style-type: none"> -Not currently based on unique needs and requirements of classroom teaching in California -If test publisher is willing to revise MSAT to meet California’s needs and requirements, some amount of time would be necessary to revise test. Therefore, 	<p>SSAT</p> <p>(Single Subject Assessments for Teaching)</p> <p><u>Pros:</u></p> <ul style="list-style-type: none"> -Until recently has been use to test subject matter competency -Some states are using this test to meet NCLB requirements <p><u>Cons:</u></p> <ul style="list-style-type: none"> -Not based on unique needs and requirements of classroom teaching in California -Not aligned to California K-12 content standards and curriculum frameworks

not clear when the revised test would be available.

-Not aligned to California K-12 content standards and curriculum frameworks

Modified TPA

(Teaching Performance Assessments)

Pros:

Authorized in existing law

Cons:

-Subject matter needs to be added

-For Interns, occurs after teacher becomes the teacher of record which is too late for NCLB

-TPA process is being developed and won't be operational until Spring 2004 or later

Modified TPA

(Teaching Performance Assessments)

Pros:

Authorized in existing law

Cons:

-Subject matter needs to be added

-For Interns, who do not qualify by taking the CSET, occurs after teacher becomes the teacher of record which is too late for NCLB

-TPA process is being developed and won't be operational until Spring 2004 or later

Attachment A

Summary of the Stull Act Review

Education Code sections 44660-44665 requires that local governing boards establish a uniform system of evaluation and assessment of the performance of all certificated personnel within each school district. The system requires the development and adoption by each school district of objective evaluation and assessment guidelines, which are uniform throughout the district. Under this system, all veteran teachers must demonstrate competence in the subjects in which they teach.

Requirements of the evaluation system are as follows:

The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.

The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to:

The progress of pupils toward the standards established pursuant to subdivision (above) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments.

The instructional techniques and strategies used by the employee.

The employee's adherence to curricular objectives.

The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.

Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis, at least once each school year for probationary personnel and at least every other year for personnel with permanent status.

The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. If an employee is not performing his or her duties in a satisfactory manner according to the standards prescribed by the governing board, the employing authority shall notify the employee in writing of that fact and describe the unsatisfactory performance. The employing authority is required to confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavor to assist the employee in his or her performance.

When any permanent certificated employee has received an unsatisfactory evaluation, the employing authority shall annually evaluate the employee until the employee achieves a positive evaluation or is separated from the district.