

(MUSIC)

The Teacher-to-Teacher initiative was created by the U.S. Department of Education to provide the latest strategies and research on educational practices that work in the classroom. This series features teachers from across the country presenting techniques that can be used with students of all ages. This series is just one way the Department of Education is helping teachers get the support they need so “No Child is Left Behind.” I am Carolyn Snowbarger from the US Department of Education and I have been working on “No Child Left Behind” since I joined the department three years ago. (MUSIC) This was not an original part of our Teacher to Teacher workshops and it wasn’t until Denver that we realized that the sidebar conversations, the conversations in the hall, that teachers really wanted to know first had information about “No Child Left Behind” Since coming to the department I have viewed everything through teacher eyes. We know that we have gained a lot over the years through the reauthorizations , but despite all our work, all our effort, we still see a large achievement gap between disadvantaged students and their more affluent peers. Realize that the only measure of an effective teacher is whether or not students are learning and student achievement. (MUSIC)

Winnie the Witch lived in a black house in the forest. The house was black on the outside and black on the inside. The carpets were black, the chairs were black, the bed was black, and had black sheets and black blankets. Even the bath was black. Winnie lived in her black house with her cat, Wilbur. He was black, too, and that is how the trouble began. When Wilbur sat on the chair with his eyes open, Winnie could see him. She could see his eyes anyway. But, when Wilbur closed his eyes and went to sleep, Winnie couldn’t see him at all, so, she sat on him. When Wilbur sat on the carpet with his eyes open, Winnie could see him. She could see his eyes anyway. But, when Wilbur closed his eyes and went to sleep, Winnie couldn’t see him at all, so she tripped over him. One day after a nasty fall, Winnie decided something had to be done. She picked up her magic wand, waved it once, and abracadabra, Wilbur was a black cat no longer. He was bright green. Now, when Wilbur slept on a chair, Winnie could see him. When Wilbur slept on the floor, Winnie could see him. And she could see him when he slept on the bed. But, Wilbur was not allowed to sleep on the bed, so Winnie put him outside in the grass. Winnie came hurrying outside, tripped over Wilbur and turned three somersaults and fell into a rose bush. When Wilbur sat outside in the grass, Winnie couldn’t see him – even when his eyes were wide open. This time Winnie was furious. She picked up her magic wand, waved it five times, and abracadabra, Wilbur had a red head, a yellow body, a pink tail, blue whiskers and four purple legs, but his eyes were still green. Now Winnie could see Wilbur when he sat on a chair, when he lay on the carpet, when he crawled in the grass, even when he climbed to the top of the tallest tree. Wilbur climbed to the top of the tallest tree to hide. He looked ridiculous and he knew it. Wilbur was miserable. He stayed at the top of the tree all day and all night. Next morning, Wilbur was still up in the tree. Winnie was worried. She loved Wilbur and hated him to be miserable. Then, Winnie had an idea. She

waved her magic wand and abracadabra, Wilbur was a black cat once more. He came down from the tree purring. Then Winnie waved her wand again and again and again. Now, instead of a black house, she had a yellow house with a red roof and a red door. The chairs were white with red and white cushions. The carpet was green with pink roses. The bed was blue with pink and white sheets and pink blankets. The bath was green and white. And now Winnie could see Wilbur no matter where he sits. No Child Left Behind is for the Wilbur's in our classrooms, so we can see them, no matter where they sit. I really divide my teaching career into three sections. Stage one, I really concentrated on class management. I thought that an effective teacher was one in which the class was orderly. All the students were on task and I taught 8th grade, so I thought that was quite an accomplishment to have all my students on task. In the second stage of my teaching career, I thought that an effective teacher who could design wonderful lessons, have the projects – wonderful activities – going on in my classroom. In fact I prided myself that I could have eight different novels being read in my room at once, and it was like conducting this wonderful symphony orchestra. Stage 3 of my career I realized that the only measure of an effective teacher is whether or not the kids are learning – it's student achievement. You know when I went to college, in my statistics class in teacher ed we were taught the bell curve. Some of you are nodding, you went to school when I did. We had kids over here who weren't achieving, we had a few kids over here who were achieving, and the big glob in the middle. You know what? It was never once presented to us that we had an obligation as teachers to move the kids over here, over to one of the other two areas. Well, thank goodness that has changed now, because we have the expectation that all children can learn. I have with me today Rene Islas. Rene Islas is one of our policy specialists at the Department of Education. In fact, we have an affectionate name for them – we call them our policy wonks. Well, it's people like Rene who read the law, who study the law, and in fact he's the kind who can explain it to other people like me, and put it in words we can very easily understand. Rene is one of these people who can sit in meetings and have conversations such as, "You know, I think that's in Section 11-11 of No Child Left Behind." And someone else will respond "No, that's in section 11-19." So I just kind of sit there and let all that die down, and then we begin talking about the real issues that we're there to discuss. So, Rene. Well, this is a copy of the law, and Section 11-11 is about accountability. Section 11-19 is about how we qualify teachers. So we do know a little bit about that. What we wanted to do today, you heard that this was not an original part of our teacher-to-teacher workshops. And it wasn't until Denver that we realized that the sidebar conversations – the conversations in the hall – teachers really wanted to know first-hand information about No Child Left Behind. So what we've done in this presentation here today is presented a little bit of the history, we'll talk about what No Child Left Behind actually is, the history behind No Child Left Behind, why it's necessary, what the goals of NCLB are, and we talk about AYP, your Adequate Yearly Progress. We will also cover the highly qualified teacher provisions, which I'm sure all of you are dealing with currently. No Child Left Behind is a reauthorization of the Elementary and Secondary Education Act.

You know, the Elementary and Secondary Education Act – or ESEA, as you’ve probably heard that includes Title I and those kinds of things that you’re all familiar with – has been around since 1965. But periodically Congress will take a look and try to figure out what’s working the law, what needs to be revised, and what will capture the themes and things that are missing from education. And every 4 to 7 years they reauthorize it. Now I have a story here – actually it was in Denver at our first teacher-to-teacher workshops and we were talking about the law and a teacher said “I really want a copy of the law. I want to see what this book looks like and what it’s telling of me. I believe in standards-based reform – well here’s a standard for my profession.” But they said that their principal did not allow them to have it. In fact they asked their principal “Can I have a copy of the law? How can I get one?” And their principal said “You know what? Don’t worry about that. You don’t need that. Just go back in your classroom and focus on the kids.” Well kids, of course, are important. But as professionals we need to know what kind of rules we’re all living by. So I want to make sure all of you have access to the law. You can get it on this website: <http://www.ed.gov> – course there’s a long line there, but if you go to that ed.gov website you can search for No Child Left Behind – you can get a copy of the statutes. So you will be as informed or more informed than your school administrator. Another point that I wanted to make about No Child Left Behind is just kind of give a little bit of familiarity with the big Elementary and Secondary Education Act or No Child Left Behind. It’s sectioned off in what we call titles, others might call chapters, but you’ll see Title 1, which all of you have some familiarity with. Title 2, which is focused on preparing highly qualified teachers. Title 3, which is more about ESL and language development, but either way, what you see is that the law is broken up into 10 titles. I’d like to talk a little bit about that evolution, about that evolution of the reauthorization of No Child Left Behind. We see in 1965 it started with The Great Society – Lyndon Johnson’s War on Poverty – this is a key component of his understanding of what needed to happen – so he passed the 1965 Elementary and Secondary Education Act. Then you see over time it has been reauthorized, sometimes given new names. You’ll see in 1994 it was called the Improving American Schools Act, and in 2001 No Child Left Behind. It’s all the same law. In fact it’s actually technically called the Elementary and Secondary Education Act, reauthorized as IASA – Improving American Schools Act – or now as No Child Left Behind – NCLB. Why is No Child Left Behind necessary? You’ll see that there’s a lot of talk that’s been going on. We know that we’ve gained a lot over the years through all those reauthorizations, but despite all our work, all our efforts, we still see a large achievement gap between disadvantaged students and their more affluent peers. Despite all the billions of dollars that have been spent on education, we still have some work to do. 60% of poor 4th graders cannot read at the basic level, so that’s pretty staggering. This is as referenced by the National Assessment of Educational Progress. We know that U.S. students lag behind their international counterparts. And these aren’t the international countries that we talk about that are only focusing on their high-achieving students – we’re talking about peer nations like Switzerland and some of the countries that really do focus on an inclusive education for all.

Another thing that's important to point out is that last bullet right there. Past federal education policy lacked focus and has never really insisted on results. In fact, how many of you know how long AYP, or Adequate Yearly Progress, has been around? Since 2001? It's actually longer – this is the 10-year anniversary of AYP – and you never knew that. In fact, it was included in the 1994 law – the 1994 Improving American Schools Act. It was stipulated in there that each state was to have Adequate Yearly Progress for their schools. But what we found out was it wasn't defined very clearly, or very precisely. It was left up to the states to define. What states defined was Adequate Yearly Progress in some cases was not moving backwards. Well, that didn't sound good to Congress and that's why they got serious with No Child Left Behind. And they set 100% goal. Maybe difficult goals, ambitious goals, but they said we're going to get serious about having schools make sure they kids have high expectations and are actually working towards progress and not just having what Carolyn calls in some cases the breathing model – if you breath you get a paycheck. Just to kind of highlight a few of the different achievement gaps that we see, we have data that shows 8th grade reading scores and 8th grade math scores. This is between low-income students and more affluent peers – to see if there's an achievement gap – from 1998 to 2003 that gap still exists. In fact, in reading it's actually widened a bit. We need to do something about that. Persistent achievement gaps still exist between minority students – the sub-groups that we hear about in terms of No Child Left Behind. White students versus African-American students – see that there's an achievement gap in 8th grade reading, there's an achievement gap in 8th grade math. We see some good progress, we see the numbers going up in 8th grade math, but we also need to realize that even though there's progress and we're having some success, we want to make sure that there's an achievement gap reduction and that achievement gap is eliminated. In fact, the title of the No Child Left Behind Act is an act to eliminate the achievement gap. So that's what this law is focused on. Early on in the administration when the President was coming into office – actually before he was elected – he actually put together a blueprint which he called No Child Left Behind. And that's how this whole No Child Left Behind came into be titled. And what he set up is a few goals that built off of the 1994 reauthorization of the law. And those goals were a little bit expanded. You'll see that there's annual testing of all public school students in reading and math in grades 3 through 8, and once in high school by the end of the 2005-2006 school year. We needed to have annual report cards on school performance for parents and the public. Information for parents and the public was very important. Insuring that every child reads on or above grade level by the end of the 3rd grade and that there's a highly qualified teacher in every public school by the end of the 2005-2006 school year. We also talk about the status model of not moving backwards. Well, Congress and the President set up that goal to be 100% of students reading at grade level and performing math skills at grade level by the 2013-2014 school year. Schools and districts need to be held accountable for all children, including all the disaggregated sub-groups, so we were no longer going to aggregate data and hide the special-ed populations or the African-American students, or the Hispanic students or English

language learners. We wanted to see how they're doing, so that we could get those students up to the proficient level. We know that the goal is ambitious, but we do know that it's achievable. In fact, at the end of our presentation you'll see some data from some teachers who are actually at this workshop today. Some are presenters, some are attendees. But what they've done is turned around their school. They have a school that looks like some people would think that they wouldn't be achieving, but they've beat the odds – they've overcome the challenges that are placed in the school, but we'll look at that data later. Rene, let me talk a minute about the 100% proficiency. I told you all that I viewed No Child Left Behind through teacher's eyes. And I have spent hours and hours and hours thinking about the 100%. I was recently in a mid-western state talking with a teacher and she was asking me about the 100%. She said "This is impossible! This is ridiculous! I can't believe you guys are expecting this." And I asked her at what level her students were performing. And she said about 32% of her students were on grade level. And I asked her "Well, what do you think is a fair goal?" She didn't answer. I said "Well what about 50%?" And she said "No! How dare you expect me to have 50% of my students on grade level?" I said "40% - do you feel that 40% of your students could be on grade level?" She said "No! That is so unfair!" So finally I asked her "What do you think is a good goal?" She said she thought 36% of her students might be on grade level by 2013-2014. Now, obviously there is a big difference between 36% and 100%. But I want to propose an idea to you. If we are spending an awful lot of time thinking about the one student over here that we know may have very severe problems, or we focus on one little sub-group of kids, wouldn't our efforts be better spent right now making certain that we were raising the students as high as we could. And couldn't we postpone the conversation about 100% maybe until 2010, 2012, and what I propose to you is that we will be much closer to 100% if that is the goal we have set out as we move along with No Child Left Behind. In fact we've heard all over the country – we've been traveling around – but we heard one thing that kind of sticks out in my mind in Florida. A teacher came up to us and said "Thank you for NCLB. Thank you for setting the expectations so high." She happened to be a special-ed teacher. And she said before IDEA – before the Individuals With Disabilities Act, you know the special ed law – we didn't know that these kids could be main-streamed. We did not know the levels that they could achieve. By NCLB setting the expectation for even special ed children to get to that level, to get to proficient, we are going to achieve so much more. We are going to be surprised at what our children are able to do. So thank you. So I think that's what Congress was after – we're going to shoot for that goal, get as close as we can – if we have to revise later, we'll talk about it. But the point is we need to all, as educators, be focusing on getting all kids achieving at grade level. What is AYP – a few fundamentals of AYP – I know I already put it up there, but does anyone know what AYP stands for? I heard a few annual yearly progress, I heard adequate yearly progress, and I heard average yearly progress, but most of you are right – Adequate Yearly Progress. The fundamentals – the kind of whole basis behind AYP – is to make sure that there is continuous improvement of schools – not just meeting the

status quo – that there is a quality education for every child - that there is data-driven decision-making, data-driven instructional practices, which you've heard about in all these session. And information is a tool for change – not only for teachers, not only for educators – for policy-makers, for parents – they need to use the data to help them make sure that the changes are necessary for schools. The biggest principle of AYP is that a single state-wide accountability system is developed for all public schools in the system. So you have all public schools and all public school districts need to be included in AYP. All public school students need to be measured, and not kind of hidden by the numbers, in AYP. You need to determine annually AYP status for every school and district in the state. And in addition to that you need to make sure the states are giving timely notice to parents and to schools about the necessary and appropriate changes if schools need some extra help, if they're not making AYP on an annual basis. Charter schools are definitely held accountable under No Child Left Behind – because they are public schools. They might be a different mechanism, or a different approach, to a public school, but charter schools are public schools that must be held accountable in the single accountability system. Now, there's always the debate about home schools, and in some cases some states have chosen to include assessments of home school students, but that's a state decision. But we have made some accommodations for kind of the transient students that pop into schools right before testing. Of course you can't expect them to pass the test if they've only been having instruction for a few months – or even. Even a year – it's hard to learn a language and pass the math and learn it. And if they've been here in the country a year, you cannot pull the out of it , they're not disaggregated. And there is no way some of these kids can do it. No Child Left Behind actually requires or states to develop appropriate accommodations – possibly in math in a native language, so that you can actually assess those kids. So you can do those things. Well, and our office of English Language Acquisition is doing some pretty amazing things. You know, I learned that it would take 4 or 5 years for a student to be able to learn a language when I would take these classes. And we are seeing all over the country there are place where students are becoming proficient in just a year or two with very intensive instruction. And there are places all over this country they're making gains much faster than any of us thought were possible even 2 or 3 years ago. There are a lot of misconceptions out there that No Child Left Behind doesn't recognize the progress that we're making as educators – it does, in a different way. We want to see significant progress, but it does try to recognize the progress that's being made. One of the things that we wanted to point out in this slide here is the importance of desegregation. You hear about it all the time – this is the new thing. We want to make sure we measure individual sub-groups separately. So all public schools and districts are held accountable for achievement of individual sub-groups. That's what No Child Left Behind does. It breaks it out by economically-disadvantaged students, major racial and ethnic groups within a school, students with disabilities, students with limited English proficiency, and a category of all students. Continue on with the principles of AYP. The state definition has to include an additional academic indicator. Most

people think that AYP is just made up of one single test – it's not. AYP is made up of some additional indicators that a state can select. For high school there is one that's mandated. Each state is required for high school to include as its other academic indicator, the graduation rate. We want to make sure that we're tracking that. It's a very sensitive issue that we see. Another one is the state definition of AYP for elementary and middle schools has to be defined by the state. So which academic indicator – does anyone have an idea of what your state is using as another academic indicator? Attendance. Yes, Attendance is a very popular one. Graduation rate. Graduation rate for high school? Some other ones have been maybe using an additional state assessment or a norm-referenced assessment like the Iowa Test of Basic Skills. If they want to see growth on that sometimes they'll set that target. Some states use – is anyone from California here? The API? That's the Academic Performance Index? We live and die by API. So basically, if they're scoring well on that index you use that as the other academic indicator and show the progress. Well and often times people think with No Child Left Behind that it requires so many tests throughout a school year. I know at one point when I was teaching I was testing my students six weeks of the school year. Now, No Child Left Behind requires one test, one-state-wide test, states may choose to include an additional test. What we often see happening is schools and districts will pile on more and more tests. And that certainly is not because of No Child Left Behind – it's choices that they are making at the district level to do so. And some of those might be valuable, but it's definitely a balance that you need to make – whether you're testing 24/7 every day of the school year versus being able to process that data to actually drive instruction or not. But states should make wise decisions on that. Another point that you need to know about is the 95% participation rate. A lot of schools have been identified for need of improvement because of this rule. 95% of the students must be assessed in the assessment. And the purpose for this is that we know in the past a lot of things have been happening. Like, for example, if you know that a student is not going to perform well on the assessment, you send them out for a field trip, or you send them home and say you don't need to come today, or you counsel the parent to keep the student home. Not saying that all schools have been doing this, but it was a problem that Congress identified. So, what they did was they said "Every child must be assessed." Now we know that there's going to be some wiggle room that needs to be accommodated, so they said "At least 95% need to be made." We also know that there are some flukes throughout the year. You know, there might be a big flu bug, and you'll have a bump of students that don't make it in for the assessment. Well, what we've done is we've added some flexibility just recently that allows states to average the data over 3 years. So if it looks like a fluke, a state can average the data from the current year to last year, and if those work out then they've made AYP. If that doesn't work, then you can average a total of 3 years. You have a question? My district gave field trips if each grade level had 99% and (laughter) we went on a huge school-wide field trip. So there are incentives that schools can do. And states are also making some adjustments in terms of testing windows. A few years ago we would often see there would be

one day for testing in a state. And many states have broadened that window – often-times it will be even several weeks long that kids need to be assessed at some point during that time period. How many ways are there to make AYP? There are a total of two ways. Most people think it's only one way to make AYP – it's actually false – there are two. So, the first is to meet the annual goals set by the state. And the second is to show sufficient growth – it's that growth model we were talking about a little while ago. The first way just goes into a little bit more detail. It's for each student or sub-group to meet or exceed the annual measurable objective, or the target that the state has set for all schools within the system, and of course it has to have that 95% of students participating in the assessment. The second way is what we call safe harbor. What that tells us that if a school maybe was far below that annual target when they started out, which may have been ambitious depending on the particular school and the particular state. If they didn't meet that annual target, but they made significant growth, or they reduced the percentage of non-proficient students by 10%, then that sub-group and that school will have made AYP. So if you improve scores by a significant proportion, you can make AYP. Of course you have to make the other kind of requirements of meeting your additional academic indicator – your target for that as well as the 95% participation rate. State decision-making – this slide kind of sticks out. The reason it's there, is to let everybody know how – there's a lot of flexibility within the law. The law has set up 10 principles for AYP, has set up a highly qualified teacher definition, but a lot of the details – the real definitions that apply to each state – are defined by the state. In fact, we had a long list of visits to all 50 states across the country early on when the law was passed. And what we did is we negotiated and worked hard with states to have them understand the new principles in No Child Left Behind, but how they could integrate them into their own system. So this is not No Child Left Behind coming in and dropping everything that state is doing. It was actually trying an attempt to mesh the two systems together. Highly qualified teacher provisions – most of you probably are highly qualified, you just haven't been given the opportunity to demonstrate your subject matter competency through the high objective uniform state standard of evaluation, which we'll talk about. In this section we'll cover why NCLB has qualifications for teachers, what the requirements for NCLB highly qualified are for new teachers, practicing teachers, special education teachers, and ELL. Why does NCLB include provisions for teacher qualifications? What we know is that teachers really do matter. It's common sense. We know that teachers matter. In fact you'll see on the bullets up there that recent studies have identified a teacher – an effective teacher – as the most significant indicator and factor in improving student achievement. So it goes beyond the facts that socio-economic status might have. It goes beyond whether they are minorities. What we know is that a teacher can make the difference. You heard Ray Simon earlier say that if his child, his grandson Alex, his face for NCLB, gets 3 bad teachers in a row, he's probably not going to graduate from high school. So we know that teachers really do matter, raises the level of the profession, should all put a smile on our face that we actually do make a difference in the classroom. The study before actually talked about the effect of a teacher and it shows that a

student who receives instruction for three consecutive years in a row from a highly effective teacher will actually score 50 percentage points higher on a test of math skills, so we know that teachers matter. Another study showed – another real reason for the highly qualified teacher requirements – is that we know that the students who need the most help – poor and disadvantaged students, minority students – are getting the teachers who are not as highly qualified as we really want. In fact they're twice as likely to get teachers who are not prepared in the subjects that they teach to be instructing them. (MUSIC)

(MUSIC)

This just kind of confirms over and over again what we see in terms of schools and the preparation of teachers. We see almost 30% of math teachers have not been trained with a major or even a minor in the subject that they teach. These are pretty stark for one reason. Yes, 30% might not look like a majority. But what we know is that these teachers, these bars filled with teachers right here, are teaching poor and disadvantaged students. So that's striking. We know that those kids are getting the teachers who are not as prepared as others. We also know that here are the requirements for the highly qualified teacher provisions. Every teacher must have a bachelor's degree, must have obtained full state certification or licensure, and must have demonstrated subject area competence in each academic subject in which the teacher teaches. The first two kind of seem like common sense. In fact it's kind of what the profession has asked for as we've been working. A B.A. pretty common, full state certification pretty common, but it's the demonstration of subject matter competency that Congress said and really thought was missing from certification, so they added that in. In my case, we're a very small district, and we have, we're a K-8 district of 235 students. We can't have – it would be impossible to have a math for the middle school, a science teacher for the middle school, a language arts teacher for the middle school, a social studies teacher for the middle school, we've only got 60 middle school students. Sure. I mean, we would have to hire teachers to work 3 hours a day, and nobody's going to do that. There are challenges, especially in small schools and small school districts – are you in a rural school district? Yeah, we're a one-school district – we're all by ourselves. Where are you? Central California. And how many students did you say? 235 students and we're a K-8 district. I would assume that you're probably included in the flexibility that we have accommodated for. We still think that those students deserve highly qualified teachers – teachers that know the subjects that they teach – there are various kinds of distance-learning pieces that can. Yeah, we're doing the best we can, but it's just – right now, we're feeling pressured, and for me – I do the science, but I have 32 units in science and in California that makes me highly qualified in, but I also teach a language arts block and I only have 15 units. What we know about that is we actually see the No Child Left Behind Act highly qualified teacher requirements as a protection for teachers and a protection for students. Obviously students deserve teachers that are prepared to teach. In addition though, we also know that teachers – as Carolyn mentioned – have been often assigned to classes which they don't necessarily feel that they can be successful in. Well, that shouldn't be happening. In fact, that's probably why we have such a high turn-over rate in a lot of cases. So we want to put a little bit of pressure and focus on the school administrator level to kind of assign properly. Do you have a question? The question is, if all of you heard it, is ELL teachers who teach multiple subjects, because they're teaching a special population of students, might be teaching multiple subjects and are they really required to be highly qualified in each specific subject. Do they have to demonstrate competency in math and science and reading and all the different subjects? And if they do, will that burden them too much – is basically the question. And the

answer is yes, it does put a heavy burden on them. We still believe that those students deserve a highly qualified teacher – somebody who knows the subject, but at the same time we also know that there are different kind of arrangements that can be made. For example, if an ELL teacher is providing the modifications or the adaptations in a language, but is not doing the direct instruction in math, or in reading, they don't have to be highly qualified in that specific subject. They just have to make sure they know the language that they're teaching – both the English and the alternative language. So they don't necessarily, if they're not the direct instructor of the specific content, they don't have to be highly qualified in that content. The question back there? I was just going to reiterate on science. I teach in urban area right outside Washington, D.C. It is extremely rare for me to teach the one science that I am highly qualified. For example, last year I taught AP biology, physical science and horticulture. It actually depends – you might be under the No Child Left Behind Act. It depends on how your state was actually implementing it. In fact, we released just recently – in March – some flexibility that let states know that No Child Left Behind does not define individual sciences – it does not say that a biology teacher versus a physics teacher versus a chemistry teacher – it doesn't split them out that way. What it's asking states to do is look at their own standards and their own requirements for a teacher demonstrating subject matter competency in science and tell us whether they think it's adequate enough to do kind of a multiple science demonstration of competency. So if a state has developed an assessment, let's say, that captures all of the sciences that they're going to be teaching in their standards and in their curriculum, they could show that a teacher has passed and is qualified to teach all of the sciences. I have a questions, I teach in a middle school. I am a former high school teacher and certified for 7 through 12 in English only, and our state offered a new certification for middle school teachers and I'm also now certified to teach 4 through 8 – English only – but only if the 4, 5, 6 grades are self-contained classrooms. Now we have some other teachers who have certification that is no longer offered – a K through 8 – but they can teach any subject. Some of our teachers in our school are fearful that they're going to change the qualifications of being a highly qualified teacher and must have this middle school certification in your subject area. Right now we have on our team a teacher who last year taught reading and that was fine, she has the k-8 she can teach anything, right now. This year she was put in as a math teacher and I'm wondering if there's going to be any federal guidelines... Yes, there has been one recently released – in fact, it was the same time that we talked about middle school. What it did was it told the states that states know best how to define elementary, middle, and secondary and high schools. We don't know based on your standards, at the federal level, what kind of configurations are made – if you're a self-contained, single-subject grade-specific kind of thing that's maybe in the middle school, or even looks like an elementary school – maybe it has elementary school outside of the building, but is really acting like a middle school, and the state could consider that as a middle school teacher that would have to demonstrate competency for that single subject, rather than the broad kind of curriculum. But it's up to the state. There are several teachers that need to be

highly qualified and they're teachers that are teaching in the public elementary or secondary school, or teaching in the core academic subjects. The core academic subjects are reading, language arts, mathematics, foreign languages, science, the arts, history, geography, economics, and civics and government. So if you're teaching one of those subjects, then the highly qualified teacher requirements apply to you. Arts, is that fine arts, or practical arts or performing arts. Actually depends. Vocational teachers, technology teachers, computer application teachers – in our district it's considered a practical art. But vocational teachers in our state do not have to be highly qualified. Generally we would not say that a voc ed teacher who is strictly teaching shop necessarily or one of the other traditional voc ed courses have to be highly qualified, unless they are actually teaching a specific core academic subject. So, for example, voc ed teachers sometimes are teaching applied physics. And a child is actually getting a science credit for taking that teacher's class. Well, that teacher should be trying to get that kid to a grade level standard. And if that's the case, we expect that teacher to be highly qualified in the subject that they teach. So it really goes down to if you're directly instructing in any of these subjects, regardless of your title, you have to be highly qualified. A kid deserves a teacher who has that knowledge. These are the kind of time lines and deadlines for highly qualified teacher – so if you're newly hired into a Title 1 school, you need to be highly qualified immediately. So Title 1 schools should not be hiring teachers who are not highly qualified. All teachers, regardless of whether you're Title 1 or not, regardless of and actually if you're a Title 1 school and currently teaching, have until the 2005-2006 school year to become highly qualified. And this is the accommodation that I was telling you about rural districts. If you're an eligible rural district we know that there's extra burden and extra challenge in these small schools, these small school districts, that are really isolated and attracting teachers. We know that they're teaching multiple because of just the reality of a small district. So what we've done is we've offered some flexibility that says "If you're eligible, if you are under a 600-student average daily attendance, or if your population is under 10 persons per square mile, and you're in a lo-cal code – this is kind of senseless information – of 7 or 8, then you are eligible to extend additional flexibility to teachers in your school. And what that flexibility is support and flexibility. So support in terms of those teachers have extra time to become highly qualified as long as they're getting kind of mentoring professional development they need to become highly qualified within one additional year from the requirements if you're a current teacher, and 3 additional years if you're a new hire. What happens in 2005-2006 for teachers who don't meet that high qualifications, what do districts do then? A big misconception is that I'm going to get fired if I'm not highly qualified by '05-'06. This law doesn't say that you should fire everybody who is not highly qualified. What it says is that you should really be working toward getting that goal – towards reaching that goal. And for now there's still 2 full school years to become highly qualified. And it's really the responsibility of the district and the principals to make sure there are adequate opportunities for the existing teachers to become highly qualified, and we'll talk in just a second about how they can do that. You know that English example that

we used, is that we know a lot of the problem isn't necessarily a shortage of teachers – it's often misassignment. So school districts can do a lot of juggling around to get the highly qualified teachers in the appropriate places. Now that's going to take some willingness from teachers themselves, but I'm sure you could turn down some of the subjects that you're really not wanting to teach, so there are a lot of things that we can do, such as provide some more professional development to become highly qualified if you are a successful teacher. Title II dollars, which is up there, is actually a large pot of funds. How many of you know about the Eisenhower Professional Development Grant? There's Eisenhower Professional Development Grants and there were class-size-reduction funds in the previous law. What this Congress did was it said "Look, what we need to do is pull these two funds together, put them in one big pot, add more money to them, and then let states, with a needs assessment, decide how that money should be used." So if math and science is a specific need for professional development within that district, then they should focus on getting those funds for math and science professional development. If class-size reduction isn't really helping, or is helping a lot, they should use that money for that. But there are a lot of other allowable uses like maybe if a rural district needed a little extra incentive to get teachers into your area, you could actually provide bonuses with the Title II funds – almost 3 billion dollars – incentive pay to get them in. So there are different things that need to be used. Right now we know from data on how states are using it – that they're using it their same old way. Another thing – a little secret that's in this law – is that the state is required and districts are required to seek input as to how to use the professional development funds. So if they're not using it wisely, it's up to you to make sure that you get your voice heard in your district to make sure that the needs assessment that must be done in order to use these funds actually includes your input. I am reading in here that you demonstrate competency, so where is the performance aspect. I mean someone could have a lot of degrees and still not be a very good teacher. Remember what the word actually says – it's highly qualified – not necessarily highly effective. (Laughter) That's the truth, that's the truth. Do we expect a first year teacher to be the highest effective teacher? No, we know that it takes time to develop skills. So this is the minimum requirement – the law has set a minimum requirement for somebody who could become an effective teacher. New teachers – this is just for new teachers – this does not include the practicing teachers, unless they want to make use of this option. But new teachers must demonstrate subject matter competency by passing a rigorous state test of the basic elementary school curriculum – reading, writing, mathematics, etc. For middle and high school teachers there are a few more options. You can pass the test in the rigorous curriculum that you're teaching – specific subject – or hold an academic major or coursework equivalent to an academic major in the subject that you're teaching, hold an advanced degree – like a master's degree, or PhD in physics or in mathematics – or have an advanced certification, like the National Board for Professional Teaching Standards, or the American Board Master Teacher Certificate. Practicing teachers – this gets to your question. If you've been in a classroom for many years, we know you're effective, you're

doing a great job, but you never necessarily got all of your credits to be a highly qualified math teacher under the coursework equivalent to an academic major, then there is a way to demonstrate your subject matter competency. It's called the High Objective Uniform State Standard of Evaluation, or HOUSSE. Basically what it does is this – allows the state to set up a standard way of evaluating teachers' demonstration of competency without making them go take a test in each subject, without having to go back and get course work equivalent to an academic major in each subject. They can take all the professional knowledge, maybe the years of practice, maybe the professional development they have received over the years as a way to show that that teacher has a subject matter competency. A state is not required to have a HOUSSE, but 42 states have chosen to adopt one, and again, it usually looks like a rubric or a point system that can bring in all the experiences that you have had as a teacher. So let's debunk the myth, you hear that if I'm currently teaching in a subject, I'm going to have to go back and take 5 different tests in the subject that I'm teaching. Or go back and get three majors. Yes, you can do that – that is an option, but that's not required. Your state should allow you to demonstrate competency if you're a practicing teacher through the High Objective Uniform State Standard of Evaluation. Is there a list of the 42 states that have a HOUSSE? Yes, yes. If you go to the education commission of the state's data base, they actually have a data base of all the HOUSSE models and plans from across the states, so you can compare the different versions. You can look up your own state to figure it out. Also, each state, I think, that has a HOUSSE, it may be difficult to find, but it's on your state department of ed website. So, a teacher who's a practicing elementary school teacher who teaches multiple subject areas, under qualified teacher needs to demonstrate competency in all the different subject areas that they teach in their classroom, am I understanding this right? In elementary school, generally they want to make sure that you have the knowledge necessary to be an effective teacher in the basic elementary school curriculum – reading, writing, mathematics and the other areas that are generally represented. And you can demonstrate competency in a lot of cases by the professional development that you receive as an elementary school teacher is a lot of times kind of broad-based – it's not just one specific subject at a time. So they can count those courses – that professional growth and development kind of stuff that you've done – and apply it to the highly qualified status. And that would be done through this HOUSSE if our state has such a thing, but if our state doesn't? That's up to the state, and that's something that teachers should speak up about. If your state doesn't feel that it's necessary and the teachers in the state feel that it is necessary, they should be making use of this flexibility, if you really think it's appropriate. Some states have chosen not to. Some states who have not adopted a HOUSSE, they've been requiring their teachers should take tests to get state-certified and this has been going on for 15-20 years, which means that most of the teachers within the state have already passed the test. But a state does not have to have a HOUSSE – we encourage them to do so. This is a slide about multi-subject teachers. We have all this concern about special ed teachers – do they have to be highly qualified or ELL teachers in each subject that they

teach? Well, we really do think that the students in these classes deserve teachers that know the subject that they teach. With that said, we also know that there are different arrangements that are made. In some cases these teachers are adapting or modifying the curricula and not doing the direct instruction. Well, in those cases, those teachers don't have to be highly qualified, but if a teacher is directly instructing students and trying to get them up to the standard level, then we expect them to be highly qualified. Now I just want you to stay tuned to – obviously IDEA is coming up, and I do know that Congress is considering ways to align the new IDEA requirements to NCLB. Support teachers are not required to meet the highly qualified teacher provisions if they do not provide direct instruction, and ESL kind of have the same requirements. If they are providing direct instruction, then they need to be highly qualified. If not, then they're not subject to these requirements. Here we go – here's that example that I was telling you about. Broad Acres Elementary School – as I mentioned to you a few of our presenters here today at these workshops are teachers at Broad Acres Elementary School. In fact, some of the participants that are attending the workshops are teachers from Broad Acres Elementary School. They have a school that a lot of people would run from. They have a school that 90% of those students are eligible for free and reduced-priced lunch. 64% are Hispanic, 17% are Asian, 9% are African-American, and less than 1% are white students. 30% of the students are enrolled in English as a Second Language program, or ESL students. And I do also know that they have a pretty high concentration of special ed students. Well, if you go to the next slide, you will see what some, unfortunately, would call typical results for a school with this demographic breakdown. Only 11.8% in 2000 of their students were proficient in reading. 6% were proficient in math. But after some hard work, some aligning to standards, getting highly qualified teachers in the classroom, you see in 2004 they made significant gains. 75% were proficient in reading, and 67% were proficient in math. If you walked around the workshop and you hear somebody "Look at my data, look at my data," you'll know that it was Cheryl Krehbiel's school – was at Broad Acres and was really one of the teachers who made a difference there. And what we know – what this tells us – is that it is possible. The work that you're doing isn't for naught. We can actually accomplish this goal – No Child Left Behind is possible. We can do this with hard work. Thank you for the work that you do every day and thank you for coming to this session. Thank you.

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