

North Dakota
Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent

Title I Teacher Toolkit

Updated June 2006

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Federal Requirements for the Teacher Quality Provision

- Overview of the
Teacher Quality Provision
- Core Academic Subject Areas
 - New Policies from USDE
 - Title I Fast Fact on the
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Overview of the Teacher Quality Provision

Title I regulations require each state and district to ensure that **all** educators teaching in “core academic subjects” are “highly qualified”. The core academic subjects are English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography.

This provision applies to all teachers in core academic subjects in any state that receives Title I funds.

“Highly Qualified” means:

1. State certification/licensing (emergency, temporary, or provisional certification is not acceptable), *and*
2. Bachelor’s degree, *and*
3. Demonstration of Competency – Major Equivalency Status.

Options Available	Timeline for Availability
1. Major Equivalency Coursework <ul style="list-style-type: none"> ■ 32 semester hours for a Major ■ 42 semester hours for a Composite Major 	Currently available. Contact a University for information on working toward a major or composite major.
2. Praxis II Test	Currently available.
3. Complete the portfolio-based assessment <ul style="list-style-type: none"> ■ Three years of teaching experience in the area ■ Completion of portfolio requirements 	Spring 2004. For more information contact Louella Aronson, Portfolio Coordinator, at (701) 662-7339 or by e-mail at laronson@state.nd.us .
4. Obtain National Board for Professional Teaching Standards Advanced Certification in the major area	Currently available. Contact the Education Standards and Practices Board at (701) 328-9641.
5. Advanced Degree <ul style="list-style-type: none"> ■ Master’s degree in the major area 	Currently available. Contact a University for information on obtaining a master’s degree in the content area.

When Does It Apply?

- ✓ The law requires LEAs to ensure that all teachers who are working in a program supported with Title I funds and who were hired after the first day of the 2002-2003 school year must be highly qualified immediately.

Working in a program supported with Title I funds, means...

- In a Title I targeted assistance program, teachers paid with Title I funds.
- In a Title I schoolwide program, all core content teachers in the building.

- ✓ All existing teachers in the state must meet the highly qualified provision by July 1, 2006.

CORE ACADEMIC SUBJECT AREAS

Every state that receives Title I funds must ensure that all teachers teaching in “core academic subjects” (see below) are highly qualified no later than the end of the 2005-06 school year.

This provision is not limited to LEA’s receiving Title I. Rather, it applies to all teachers in core academic subjects in any state that receives Title I funds.

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

New Policies From The U.S. Department of Education

On Monday, March 15, 2004, the U.S. Department of Education added three new policies that will help states meet the highly qualified teacher provisions in the *No Child Left Behind* Act.

The U.S. Department of Education said the highly qualified policy changes came about from interviews with educators conducted by its 45-member Teacher Assistance Corps. A four-person Teacher Assistance Corp team came to North Dakota in February 2004 and visited with the Education Standards and Practices Board and the Department of Public Instruction regarding concerns over the teacher quality provision in our state.

Basically, three new policies were established. These policies are outlined below:

1. Under the first policy, existing teachers in eligible, rural districts who are highly qualified in at least one subject will have three years, until the end of the 2006-2007 school year, to become highly qualified in the additional subjects they teach.
2. Under the second policy, states may determine, based on their current licensing requirements, to allow science teachers to demonstrate that they are highly qualified either in "broad field" science or individual fields of science (such as physics, biology or chemistry). This new policy will have minimal impact in North Dakota, as our state definition of "highly qualified" in North Dakota already includes composite degrees for science and social studies.
3. Under the third policy, states may develop a method for current, multi-subject teachers to demonstrate through one process that they are highly qualified in each of their subjects and maintain the same high standards in subject matter mastery through one process. This policy already existed in *No Child Left Behind*, except the new policy allows states to streamline this evaluation process. North Dakota has developed an alternative method for teachers who are not new to the field to demonstrate they know the subject they teach through the "HOUSSE" method (High, Objective, Uniform State Standard of Evaluation). This method is described in detail in the teacher quality toolkit developed by ESPB. The toolkit can be accessed at www.state.nd.us/espb on the ESPB website.

North Dakota Department of Public Instruction

TITLE I FAST FACT SERIES

Issue: Highly Qualified Staff Provision

The Law Says...

Title I regulations require each state receiving Title I funds to ensure that **all** educators teaching in “core academic subjects” are “highly qualified.”

Core Academic Subjects:

The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

“Highly Qualified” Means:

1. State certification/licensing (emergency, temporary, or provisional certification is NOT acceptable), and
2. Bachelor’s degree, and
3. Demonstration of competency—major equivalency

In addition, **all** new teachers of core academic subjects, elementary, middle and secondary teachers, must take and pass a rigorous test in order to be highly qualified. North Dakota will be using the Praxis I, Praxis II, and the PLT tests to meet the federal requirements. New teachers working in a program supported with Title I funds, and hired after January 1, 2005, will be required to submit documentation that they have taken and passed the Praxis II and PLT tests, in addition to the already required Praxis I test. Only elementary teachers take the PLT test. These tests will be mandatory for licensure for all new teachers beginning July 1, 2006.

ESPB Toolkit:

The ESPB has developed a toolkit for North Dakota’s major equivalency teacher requirements under the NCLB Act.

The toolkit can be accessed at www.state.nd.us/espb on the ESPB website. The toolkit provides definitions of highly qualified for the various subjects, has a self-assessment for teachers to see if they meet the highly qualified definition, outlines the portfolio option that will be available shortly, and provides the passing cut scores for the elementary Praxis II test which includes the PLT.

License Codes/K-12 Curriculum Manual:

The ESPB has created a document titled, “License Codes/K-12 Curriculum.” This document is a compilation of the ESPB’s license codes in relation to the Department of Public Instruction’s K-12 course codes. Each license code description includes the level of preparation required, whether the preparation is a major or major equivalency, a minor or minor equivalency, the K-12 course code number, at what level the K-12 course is taught, and the course title. This K-12 course title will appear with the license code description on each teacher license after July 1, 2004. This document is available at www.state.nd.us/espb on the ESPB website.

Options for Teachers to Obtain “Highly Qualified” Status:

1. Major equivalency coursework
2. Pass the Praxis II/PLT test
3. Complete the portfolio-based assessment
4. Obtain National Board for Professional Teaching Standards Advanced Certification in the major area
5. Advanced degree in the major area

When Does It Apply?

- ✓ The law requires LEAs to ensure that all teachers who are working in a program supported with Title I funds and who were hired after the first day of the 2002-2003 school year, will be “highly qualified” immediately.
- ✓ All existing teachers in the state must meet the “highly qualified” provision by July 1, 2006.

Funding Available:

- ✓ Districts must use five percent of their Title I funds to ensure that all teachers teaching in core academic subjects in Title I buildings are “highly qualified.”
- ✓ Districts may use an unlimited amount of Title II, Part A funds to ensure that all teachers are “highly qualified.”

Changes Effective After July 1, 2006:

1. All educators teaching in “core academic subjects” must be highly qualified.
2. The ESPB will no longer issue grade 1-8 teaching licenses. Instead, all elementary trained staff will be issued 1-6 teaching licenses. Those individuals who have a 1-8 license will be able to keep them.
3. The number of semesters hours needed to obtain a middle school endorsement will increase from 16 to 24 hours.

If you have additional questions regarding this issue, please contact:

Janet Welk, Executive Director, ESPB
2718 Gateway Avenue, Suite 303
Bismarck, ND 585503-0585
Phone: (701) 328-9641
jwelk@state.nd.us
<http://www.state.nd.us/espb/>

Laurie Matzke, Title I Director
600 E Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440
Phone: (701) 328-2284
lmatzke@state.nd.us
<http://www.dpi.state.nd.us/title1/index.shtm>

Sandy Peterson, Title I Credential Administrator
600 E Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440
Phone: (701) 328-2170
smpeterson@state.nd.us
<http://www.dpi.state.nd.us/title1/targeted/require/read/index.shtm>

Glossary of Teacher Quality Terms

Glossary of Terms

This list of definitions has been developed by KSA-Plus Communications.

Highly-qualified teachers. Under the new federal law all newly-hired teachers must hold a bachelor's degree, be fully certified, and demonstrate subject matter competence by completing a major or passing a test. Veteran teachers must also demonstrate subject competence. Many states are developing a standardized way for teachers to demonstrate subject matter knowledge called High, Objective, Uniform State Standards of Evaluation (HOUSSE).

Alternative certification. Professionals from fields outside education often become teachers through alternate certification routes. The traditional route by which one became a teacher was to complete a teacher education program as part of a baccalaureate degree program at a college or university that had been approved by the state licensing authority. Many states now offer certification for those who already hold bachelor's degrees and who may have experience outside the field of education to become qualified to become classroom teachers. Some of these programs are offered at colleges and universities; others are run by school districts or independent providers.

Emergency or temporary certification. To fill teaching vacancies, particularly in areas suffering severe teacher shortages, states and school districts extend emergency or temporary certificates to allow teachers who are not fully credentialed to begin teaching.

High, Objective, Uniform State Standards of Evaluation (HOUSSE). This process allows teachers to use their experience and various professional development activities to be considered "highly qualified," offering an alternative to testing and coursework as a means for assessing teacher qualifications.

Induction. Induction programs are designed to support new teachers as they enter the classroom for the first time. Induction programs often match new teachers in the school with more experienced teachers who can mentor them and share best practices. Induction programs often offer additional supports, such as opportunities to collaborate with other new teachers and additional professional development. Such support is critical, because research shows that 30 percent of new teachers quit in their first three years on the job. More than half quit after five years on the job.

Mentoring. To help new teachers and provide them with support in developing lesson plans, preparing for tests, managing classroom behavior, working with parents, and other critical areas, school districts often use initiatives that match more experienced, "master" teachers with teachers who need extra support. These mentoring programs yield benefits for the new teachers and the veterans.

Merit pay. Merit pay, pay-for-performance and other forms of differentiated pay scales adjust teacher salaries to reward higher levels of performance. It comes in many different forms, including merit-based salary schedules, bonuses, incentive pay, and differential staffing or "master teacher" plans. Merit pay can be linked to a district's regular single salary schedule (teachers with high ratings advance up the scale more quickly), or it can be administered as a separate "merit pay schedule" (supplementing the regular salary). Participation by teachers can be either mandatory or voluntary.

National Board for Professional Teaching Standards. Becoming nationally board certified is a rigorous process of reflection and evaluation (www.nbpts.org) of classroom practices and teaching ability. The process involves an extensive series of performance-based assessments that examine teaching portfolios, student work samples, and videotaping of classroom interaction. Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students. Several states offer bonuses and other incentives for teachers to become nationally board certified.

Paraprofessional. There are a broad range of support staff in schools called “paraprofessionals,” who play critical roles in educating children, but do not have teaching degrees. These include classroom aids, custodians, cafeteria workers, bus drivers, nurses, and administrative staff. Under the new federal law all paraprofessionals who work directly with students in academic content areas must have two years of postsecondary education or demonstrate the necessary skills on a formal state or local academic assessment. Under the previous 1994 law, all paraprofessionals were required to have a high school diploma or GED.

Pedagogy. Often referred to as the “art” of teaching, pedagogy includes the strategies and instructional practices teachers use to engage students, deliver content knowledge, and organize their classrooms. Pedagogy does not include subject matter expertise; it encompasses the instructional practices used to convey subject matter to students.

Pre-service teaching. Sometimes referred to as student teaching or internships, pre-service teaching provides prospective teachers with classroom practice under the supervision of college faculty.

Praxis teacher certification tests. Each state has a process for certifying and licensing its teachers to work in the classroom. Forty states use the ETS Praxis series of tests for beginning teachers to certify teachers. There are three tests: Praxis I for students entering a teacher training program, Praxis II for teachers seeking licensure, and Praxis III, a classroom performance assessment for first-year teachers.

Retention. Efforts to keep educators from leaving the teaching force are called “retention” strategies. According to the National Council on Teaching and America’s Future, 30 percent of new teachers quit within the first two years of teaching. More than half quit after five years.

Teaching “out of field.” Teachers are said to be “teaching out of field” when they are assigned to teach subjects in which they are not qualified. States define this differently according to their certification requirements and most consider a teacher to be out-of-field when teaching a subject for which he or she is not certified. Schools and districts often assign teachers to classes for which they are not certified when a teacher with the proper credentials is not available or when they need to cover one class and not a full day. Sometimes when an appropriate teacher is not available, administrators employ long-term substitutes rather than enlarge or cancel classes. Nationwide, students in one of five classes in U.S. secondary schools have teachers with neither a major nor a minor in the subject. In schools whose students come from low-income households, the percentage of teachers teaching out of their field is much higher. Under the new federal education law, all new hires in Title I middle and high schools are required to have a major or the equivalent in every subject in which they provide instruction. By 2005-06, that requirement will apply to all secondary teachers in every school.

Tenure. Tenure is a form of job security for teachers who have successfully completed a probationary period. Its primary purpose is to protect competent teachers from arbitrary nonrenewal of contract for reasons unrelated to the educational process – personal beliefs, personality conflicts with administrators or school board members, and the like. The type and amount of protection vary from state to state and -- depending on agreements with teachers’ unions -- may even vary from school district to school district. In general, a tenured teacher is entitled to due process when he or she is threatened with dismissal or nonrenewal of contract for cause: that is, for failure to maintain some clearly defined standard that serves an educational purpose.

Title I. The No Child Left Behind Act consists of ten “titles,” which address various facets of K-12 public education, such as bilingual education, school safety, professional development etc. Title I, Part A, usually referred to as Title I, targets federal funding to schools with low-income students. About 58 percent of America’s schools are “Title I” schools.

Title II. The No Child Left Behind Act consists of ten “titles,” which address various facets of K-12 public education, such as bilingual education, school safety, professional development etc. Title II outlines how federal funding targeted to preparing prospective teachers and sharpening the skills of current teachers and school administrators should be spent.

Information on the 5% Set Aside for Teacher Quality

- Guidance on the 5% Set Aside of Title I Funds to Meet the Teacher Quality Provision
- Requirements and Directions for Spending the 5% Teacher Quality Set Aside
 - Highly Qualified Staff Provision
 - 5% Set Aside Requirement Assurance

Guidance on the 5% Set Aside of Title I Funds to Meet the Teacher Quality Provision

Listed below, please find guidance on both the allowable and non allowable use of Title I funds that have been set aside to help all teachers become highly qualified by the end of the 2005-2006 school year.

Please note that since this is a Title I regulation and these are Title I funds, all LEAs must ensure that all Title I teachers in the targeted assistance schools are "highly qualified" or given first priority in obtaining professional development services paid for with set aside funds before assisting non-Title I personnel.

Allowable use of 5% set aside for Teacher Quality	<u>NOT</u> an allowable use of 5% set aside for Teacher Quality
<ul style="list-style-type: none"> ■ Costs associated for Title I teachers taking courses to obtain a credential that is needed for them to teach in their position. ■ Costs associated for a Title I teacher teaching in a core subject with a minor to take undergraduate or graduate classes to obtain a major. ■ Costs associated for a Title I teacher to become fully licensed under state law. For example, costs for a teacher with an emergency, temporary, or provisional license to obtain full licensure. ■ Costs associated for any new Title I teacher hired to obtain a passing score on the Praxis II test. ■ Costs associated for a Title I aide to meet one of the three requirements indicated in the <i>No Child Left Behind Act</i> . ■ Costs associated for non-Title I teachers, teaching in a <u>core subject</u>, in a Title I building to meet one of the three "highly qualified" options for demonstration of content knowledge. ■ Costs associated for teachers to have a transcript review to determine what courses are needed to become highly qualified. ■ Costs associated for any teacher on staff to move into Title I or a core subject area to become highly qualified. ■ Costs associated for an elementary school teacher to get a middle school endorsement to teach at the middle school level in order to be highly qualified. ■ Costs associated for teachers to take the Praxis II test to meet the teacher quality provisions. ■ Costs associated for teachers to put together a portfolio for the portfolio-based assessment. ■ Costs associated for teachers to obtain national board certification to meet the highly qualified teacher provisions. ■ Costs associated for teachers who do not meet the highly qualified definition to get a Master's degree in the subject areas taught in lieu of completing an undergraduate major. ■ Costs associated for substitute teachers if a teacher can only take a needed class to become highly qualified during the school day hours. 	<ul style="list-style-type: none"> ■ Costs for professional development such as consultant fees or sending staff to workshops. The 5% set aside funds for teacher quality are only for costs associated to get teachers to meet the highly qualified staff provision. ■ Costs associated to get teachers highly qualified in buildings that do <u>not</u> receive Title I funds. ■ Costs associated to get teachers highly qualified that teach in non-core areas, (i.e., counselors, physical education, health, drivers education). ■ Costs associated for principals or superintendents to further their education or obtain credentials. ■ Costs associated for a teacher to go above the requirements to be highly qualified. For example, an already highly qualified teacher who wants to get a Master's degree. ■ Costs associated for Title I aides to go beyond the requirements such as earning a Bachelor's degree.

REQUIREMENTS AND DIRECTIONS FOR SPENDING THE 5% TEACHER QUALITY SET ASIDE

- Title I regulations require each state receiving Title I funds to ensure that all educators teaching in “core academic subjects” are “highly qualified.”
- Districts must use 5% of their Title I funds to ensure that all teachers teaching in core subjects are “highly qualified.”
- North Dakota has permission to use the 5% set aside funds for staff other than Title I personnel. However, the following three stipulations are a condition of this approval.
 - Title I personnel are to have first priority in utilizing the funds.
 - The funds can only be used to help those teachers teaching core subjects.
 - The funds can only be used for teachers in buildings that receive Title I funds and services.
- The first step in determining how to use these funds would be to compile a list of teachers who do not meet the “highly qualified” provision at your school. The bottom line requirement is that all teachers must have a major equivalent in all subjects taught. Positions in particular to review: middle school area teachers, high school science, high school social studies, music, and Title I.
- Instead of making it the responsibility of one or two administrators, some schools are forming local committees to review all personnel for “highly qualified” status and to make a list of those who are questionable. Teachers who have a questionable status could then be sent to have an official review conducted by ESPB or a university.
- Survey all teachers who do not meet the “highly qualified” staff provision, including those who are questionable. Ask each teacher to select which option they would like to pursue.
- Determine a method for deciding which staff will be able to access the 5% set aside funding. Remember that priority must be given to Title I teachers. Teacher quality funds can not be used for teachers of non-core subjects such as counselors, physical education, health, and drivers education to become highly qualified.
- Once you know which teachers will access the funds for the upcoming year, figure out the budget as far as how the funds will be spent, i.e., the specific amounts you plan to expend and for what specific activities (e.g., tuition, travel, supplies, stipends, etc.).
- Complete the electronic Budget Revision for 5% Set Aside Funding, by logging on to the ORS system. It is extremely important to submit this form and get approval for these expenditures before they are incurred.
- If schools do not need the entire amount of set aside funds for teacher quality activities, they can reallocate them back into their Title I program. This information would be completed on the electronic Budget Revision for 5% Set Aside Funding by logging on to the ORS system.
- If the funds are reallocated back into the Title I program, they can only be used for allowable Title I expenditures. In a targeted assistance program, Title I funds can only be used for specific Title I expenditures.
- If the 5% teacher quality funds were set aside in the subtotal section on the consolidated application, you will need to complete the electronic Budget Revision for 5% Set Aside Funding, and get those expenditures approved before you spend them. You will not be able to request reimbursement for the 5% set aside funds from the Title I office until the expenditures for the set aside funds have been put into appropriate line items and approved on the electronic budget revision on the ORS system.
- Costs for professional development, such as consultant fees or sending staff to workshops, are not an allowable use of the 5% set aside funds. The 5% set aside funds for teacher quality are only for costs associated with helping teachers to meet the “highly qualified” staff provision.

ND Department of Public Instruction

Highly Qualified Staff Provision 5% Set Aside Requirement

Title I regulations require each state receiving Title I funds to ensure that all educators teaching in “core academic subjects” are “highly qualified.”

1. Districts must use 5% of their Title I funds to ensure that all teachers teaching in core subjects are “highly qualified.” This requirement is not optional. School districts are required to set aside these funds and make them available to teachers who do not meet the definition of highly qualified as defined in the *No Child Left Behind Act*.
2. North Dakota has permission to use the 5% set aside funds for staff other than Title I personnel. However, the following three stipulations are a condition of this approval.
 - Title I personnel are to have first priority in utilizing the funds.
 - The funds can only be used to help those teachers teaching core subjects.
 - The funds can only be used for teachers in buildings that receive Title I funds and services.
3. All teachers need to be highly qualified by July 1, 2006.
4. Most school districts have some teachers who do not meet the requirement and need to pursue one of the five options available to them to become highly qualified. School personnel need to outline in the Consolidated Application for Federal Title Funding, specifically, how these funds will be utilized.
5. There are school districts who have indicated that all staff in their district meet the highly qualified provision. For example, a small K-8 elementary school where teaching staff are highly qualified with a major in Elementary Education may have all staff highly qualified and therefore, would not have to set aside any funds.
6. If all staff who need to meet the highly qualified provision are highly qualified, then you don't need to set aside 5% of your Title I funds.
7. The Title I authorized representative must read the statement listed below, sign the assurance, and submit this document to the State Title I office in order for the Consolidated Application to be approved without the 5% set aside of Title I funds.

My signature hereby certifies that our school district has read the above provisions and assures that our district can document that we have a plan in place to ensure that all staff teaching in core subject areas will be highly qualified by July 1, 2006. The school does not have a use for the Title I set aside funds.

Name of School District	
Title I Authorized Representative Signature	Date

Testing Requirements for New Teachers

- Overview of the Testing Requirement for New Teachers
 - Spring 2005 Update on the *No Child Left Behind* Testing Requirement
- Praxis II Testing Information

North Dakota Department of Public Instruction
State Title I Office

No Child Left Behind (NCLB)

Overview of the Testing Requirements for New Teachers

The *No Child Left Behind* Act (NCLB) requires states to use a rigorous test to meet the law's requirement to test all new elementary teachers. After the passage of the *No Child Left Behind* Act, the North Dakota Education Standards and Practices Board (ESPB) was very concerned about inequity issues arising between elementary and secondary licensed teachers. The board, therefore, voted to mandate that all new teachers of core academic subjects, elementary, middle and secondary teachers, take and pass a rigorous test in order to be highly qualified. The ESPB has been working with Educational Testing Services (ETS) over the past several years to establish this testing process for our state. North Dakota will be using the Praxis I, Praxis II and the PLT tests to meet the federal requirements. Elementary teachers only take the PLT test. The cut scores for the elementary tests were established in the spring of 2004. The cut scores for the middle and secondary tests were completed in the fall of 2004.

These tests will be mandatory for licensure of all new teachers beginning July 1, 2006. However, the law requires that all elementary teachers who are working in a program supported with Title I funds who were hired after the first day of the 2002-2003 school year to have taken and passed the test before they are eligible for employment. In a schoolwide program, working in a program supported with Title I funds is defined as all teachers in the building. In a targeted assistance school, it refers to those teachers paid with Title I funds.

Until these tests were available, North Dakota was requiring all new elementary teachers working in a program supported with Title I funds to take and pass the Praxis I test, which assesses academic skills in reading, mathematics, and writing.

The department had originally planned to require the Praxis II and PLT tests for all new teachers working in a program supported with Title I funds beginning July 1, 2005. However, we received written correspondence from the USDE reminding states that they must have a rigorous test in place at this time for all new teachers hired to work in a program supported with Title I funds. Consequently, we felt we needed to move up the deadline and require new teachers to document that they have taken and passed the Praxis II and PLT (elementary teachers only) tests as soon as the tests are available. Therefore, all new teachers hired after January 1, 2005 who are working in a program supported with Title I funds will be required to submit documentation that they have taken and passed the Praxis I, Praxis II and PLT (elementary teachers only) tests.

The department is working on a process to document compliance with this requirement. We will also be working with the State University Systems so they can inform new graduates of this federal requirement. In summary, it is very important for school personnel to understand the following three requirements:

- New teachers working in a program supported with Title I funds hired after January 1, 2005, will be required to submit documentation that they have taken and passed the Praxis II and PLT tests in addition to the already required Praxis I test.
- A new teacher is defined as one who has never been contracted as a teacher.
- After July 1, 2006, all new elementary, middle and secondary teachers of core subjects in the state will need to have taken and passed the Praxis II test before they can get a license.

Spring 2005 Update on the *No Child Left Behind* Testing Requirement

Please note the following requirements regarding the highly qualified staff provision.

- As new staff are hired, districts must ensure that any “new to the profession” teacher hired on or after January 1, 2005, **working in a program supported with Title I funds**, has documentation of having taken and passed the Praxis II test **before** they are eligible for hire. A “new to the profession” teacher is defined as one who has never been contracted as a teacher.
- North Dakota’s HOUSSE for elementary education teachers is a bachelor’s degree, full state licensure, and a major in elementary education documenting a minimum of 42 semester hours in the core content areas of Math, Science, Social Studies and English/Language Arts and Reading. According to the USDE letter received on February 2, 2005 from Assistant Secretary Raymond Simon, elementary teachers “new to the profession” working in a Title I program or paid with Title II funds hired from the 2002-2003 through 2004-2005 school years may be considered highly qualified if they satisfy North Dakota’s HOUSSE requirement. Therefore, all elementary staff hired through the 2004-2005 school year have been declared highly qualified if they meet North Dakota’s HOUSSE requirement as stated above.
- All **general education** elementary teachers “new to the profession” hired for the 2005-2006 school year will need to take and present a passing score on the Praxis II test by the end of the 2005-2006 school year.

Praxis II Testing Information

The Praxis II test consists of subject assessments that measure candidates' knowledge of the subjects that they will teach, as well as general and subject-specific pedagogical skills, and knowledge. The pedagogy assessments, Principles of Learning and Teaching, are included in this group.

Registration

To avoid delays during peak registration periods, candidates are encouraged by Education Testing Services (ETS) to register online well before the deadline date.

Registration Bulletins can be obtained by calling ETS at 1-800-772-9476.

More registration information is available at <http://www.ets.org/praxis/prxreg.html>.

Test List

Praxis II Test Name

- Elementary 1-6
- Principles of Learning and Teaching (PLT)
- Subject Assessments and Specialty Areas Tests

Test Fees

Praxis II assessment costs range anywhere from \$60- \$115, for more information on specific fees, log on to the ETS website at <http://www.ets.org/praxis/prxtest.html>.

Test Centers

North Dakota Test Centers (retrieved from ETS website)								
		Test Date: 9/17/05 Register By: 8/18/05 Late Reg. By: 8/25/05	Test Date: 11/19/05 Register By: 10/20/05 Late Reg. By: 10/27/05	Test Date: 1/7/06 Register By: 12/8/05 Late Reg. By: 12/15/05	Test Date: 3/4/06 Register By: 2/2/06 Late Reg. By: 2/9/06	Test Date: 4/29/06 Register By: 3/30/06 Late Reg. By: 4/6/06	Test Date: 6/10/06 Register By: 5/11/06 Late Reg. By: 5/18/06	Test Date: 8/5/06 Register By: 7/6/06 Late Reg. By: 7/13/06
03764	Bismarck, U of Mary		LPS	LS	LS	LS	LS	
03766	Dickinson, DSU	LPS	LPS	LPS	LPS	LPS	LPS	
03752	Fargo, NDSU	PS		S				
03753	Grand Forks, UND	LPS	LPS	LPS	LPS	LPS	LPS	LPS
03771	Minot, MSU	LPS	LPS	LPS	LPS	LPS		
03772	Williston, WSC			P	P			

Key:

L – Test center will offer Principles of Learning and Teaching (PLT) Tests.

P – Test center will offer Pre-Professional Skills Test (PPST).

S – Test center will offer all or most Specialty Area Subject Assessment Tests.

North Dakota System Test Supervisors

University	Supervisor	Contact Information
Bismarck, University of Mary	Connie Sheehan	(701) 255-7500 ext. 414
Dickinson State University	Lisa Cantlon	cantlon@dsu.nodak.edu
Fargo, NDSU	Tiffany Bendickson	Tiffany_bendickson@ndsu.nodak.edu
Grand Forks, UND	Beverly Hilliard	(701) 777-4157 or testingcenter@mail.und.nodak.edu
Minot State, MSU	Melanie Moore	Moore@minotstateu.edu
Williston State College	Deanette Piesek	(701) 774-4246

Test Codes, Cut Scores, Duration of Tests, and Fees

Praxis II Test Name	Test Code	Cut Score	Duration	Fee
Elementary 1-6	10011	158	2 hours	\$75
PLT: Grades K-6	30522	162	2 hours	\$85
Subject area	Test information is available on ESPB (http://www.state.nd.us/esp/icensur/test.htm) and ETS (http://www.ets.org/praxis/prxtest.htm) websites, log on for more information.			

Which Test Do I Take

- “New to the Profession” teachers must take both the Elementary 1-6 (10011) and the PLT: Grades K-6 (30522) tests.
- Teachers “Not New to the Profession” only need to take the Elementary 1-6 (10011) test.
- Secondary teachers take a specific subject area test depending on the subjects they teach.

Score Report Mailing Dates

Your official score report will arrive in the mail approximately four weeks after your test date (two to three weeks for computer-based tests). Your score report will also be sent to your designated score recipients.

How Tests are Scored

Total Test Scores – For each test you take, your score report will indicate your score, the range of possible scores, and the range of the middle 50 percent of scores on that test. If you have taken that test or any other tests in the Praxis Series over the last ten years, your score report will list the highest score you earned on each test.

Content Category Scores – On many of the Praxis Series tests, the questions are grouped into content categories. To help you in further study or in preparing to retake the test, your score report will show how many “raw points” you earned in each content category. On a multiple-choice test, “raw points” means the number of questions you answered correctly. On a constructed-response test, “raw points” means the sum of the ratings that the scores awarded to your answers. Your score report will also show the number of raw points available in each category and the range of points earned by the middle 50 percent of test takers.

Retakes may be taken after 60 day lapse.

Test Preparation

Test at a Glance – On-line printable documents can be downloaded from the ETS website. The Test at a Glance includes content outlines, sample questions in each content area with rationale for the best answers, and test-taking strategies. For more information, log on to the ETS website at <http://www.ets.org/praxis/prxorder.html>.

Study Guides

The people who developed the Praxis Series tests created study guides, each guide provides a combination of test preparation and practice, including:

- Key topics and exercises to guide your study.
- Sample multiple-choice questions and answers with explanations.
- Sample constructed-response questions with real responses from actual test-takers.
- Test-taking strategies to maximize success.

For more information on test preparation materials, log on to the ETS website at <http://www.ets.org/praxis/prxorder.html>.

Further Information

For further information on the Praxis II assessment log on the Education Testing Services or the Education Standards and Practices Board website using the website addresses listed below:

- ETS Praxis II Information - <http://www.ets.org/praxis/prxaboutII.html>
- ETS Praxis II Registration - <http://www.ets.org/praxis/prxreg.html>
- ETS Praxis II Scores and Score Reports - <http://www.ets.org/praxis/prxscrs.html>
- ND ESPB Testing Information - <http://www.state.nd.us/esp/icensur/test.htm>

Rural Flexibility Provision

- Overview of the Rural Flexibility Provision
- School Districts that Meet the Definition of Rural for Teacher Quality Purposes
- School Districts that Do Not Meet the Definition of Rural for Teacher Quality Purposes

Overview of the Rural Flexibility Provision

In March 2004, the U.S. Department of Education (USDE) created a new policy that will allow existing teachers, in eligible rural districts, who are highly qualified in at least one subject to have three years, until the end of the 2006-2007 school year, to become highly qualified in the additional subjects they teach. This policy will also carry forward for new-to-the-profession teachers in eligible rural districts. Teachers who can demonstrate the highly qualified standard in at least one subject will be granted a three-year time period to become highly qualified in the additional subjects they teach.

According to the USDE's regulation, the new policy that determines if an LEA is an eligible rural district would apply to LEAs that meet the following two requirements:

1. The total number of students in average daily attendance at all schools served by the LEA is fewer than 600, OR all schools in the district are located in counties with a population density of fewer than 10 persons per square mile; AND
2. All schools served by the LEA have a school locale code of 7 or 8, as determined by the Secretary, OR the LEA is located in an area of the state defined as rural by the SEA of another governmental agency.

- Schools and Districts that Meet the Definition of Rural for Teacher Quality Purposes
- Schools and Districts that Do Not Meet the Definition of Rural for Teacher Quality Purposes

The Education Standards and Practices Board (ESPB) is in the process of developing a plan to address the USDE policy to allow teachers in rural districts additional time to become highly qualified. The board is proposing to establish a Rural Flexibility Endorsement allowing new teachers who are highly qualified in a content area to have up to three years to complete all the requirements to become highly qualified in all areas of instruction.

The most common misunderstanding that we keep hearing is that the rural flexibility automatically applies to teachers in the rural school districts. This is not accurate. In actuality, teachers working in a school district that meet the definitions of rural who are highly qualified in one subject they teach will be able to **apply** for the rural flexibility endorsement, which gives them additional time to become highly qualified in all subjects taught. This endorsement probably will not be available until the Spring of 2006 because it has to go through the administrative rules process this fall, which is very time consuming.

For more information regarding the rural flexibility provision, please contact ESPB at (701) 328-9641.

Information
on the
Portfolio-Based
Assessment
Tool

Portfolio-Based Assessment Tool for NCLB

By Lou Aronson

Under the North Dakota Teacher Quality Grant, a group of teachers, administrators, and higher education professors have developed an alternative assessment tool for current teachers who have not met the “No Child Left Behind” (NCLB) requirements for teaching in a core academic area. If you have taught in a core area for three (3) or more years without a major or major equivalency or have a minor in a core area, the **PORTFOLIO OPTION** may be for you. The portfolio can be used to document major equivalency in a core area with fewer than 32 semester hours of coursework under a state-approved teacher education program. It can also be used to document core content area concentrations at the middle school level.

Teachers that choose this option will begin by completing a rubric. (See www.state.nd.us/espb) The Portfolio Scoring Rubric is designed to award points for the number of years you have been teaching in the content area, for college courses taken in the content area, for continuing education coursework/activities, for curriculum activities, for service, and for awards and presentations. Although you only need to submit one portfolio, you need to complete a separate rubric and provide supporting evidence for each subject area within a composite area.

Who should consider the portfolio option?

1. Elementary teachers with a major or endorsement are highly qualified, and therefore are not eligible for the portfolio option.
2. Middle school teachers (3 + years of experience) with fewer than 16 SH in their core teaching area.
3. Secondary teachers (3 + years of experience) teaching in a core academic area without a major or major equivalency.
4. Teachers with a composite degree of 42 SH of content coursework in a content area, but without majors in the specific subject areas.
5. Teachers with a minor in a core content area who wish to bring the minor up to a major equivalency.

EXAMPLE 1: Sam is currently teaching English at the local high school. Sam has a major in history and a minor in English. With the new requirements of NCLB, Sam will need to document major equivalency in English. Even though he has 22 semester hours in his minor, he does not have a major in English. It will be necessary for him to complete the rubric for the English major equivalency.

Using the chart provided with the rubric, Sam determines how many points are required for a “major equivalency.” He will need to document that he has at least 32 semester hours in the area of English. Sam will need to identify courses/activities that he can document for 100 points.

EXAMPLE 2: Jill is currently teaching chemistry and biology. She has a composite science major that has allowed her to teach both classes. With the new requirements of NCLB, Jill will need to document major equivalency in all science subjects that she teaches. Even though she has 42 semester hours in science, she does not have a major in either chemistry or biology. Also, she does not have 32 semester hours in chemistry nor biology so it will be necessary to complete the rubric for the chemistry major equivalency and again for the biology major equivalency.

Using the chart provided with the rubric, Jill determines how many points are required for a “major equivalency.” Since she already has the composite major (42 SH), she will need to document that she has at least 12 SH in each individual subject. Using the chart, Jill reads that she will need to identify courses/activities that she can document for 36 points. She will complete one rubric for chemistry and another rubric for biology. Each rubric will need to be supported by evidence in that subject.

For further information regarding the portfolio option, visit the Education Standards and Practices Board web site at www.state.nd.us/espb or e-mail Lou Aronson, Portfolio Coordinator at aronson@state.nd.us.

Information on the Middle School Endorsement

- Middle School Endorsement Overview
 - List of North Dakota Schools That Employ the Middle School Philosophy
 - Reeducation for Middle School Endorsement (SFN 50160)

MIDDLE SCHOOL ENDORSEMENT OVERVIEW

In North Dakota, our biggest area of concern in getting Title I teachers to meet the highly qualified staff provision has been at the middle school level. A Title I teacher, at the middle school level, who is licensed at the elementary (1-8 or 1-6) level or the secondary level (7-12) and who submits a plan of study to the Education Standards and Practices Board (ESPB) can be granted up to two years to complete the middle level endorsement requirement. The new licenses being issued by ESPB will state right on the license that teaching at the middle school level is permissible with this plan of study on file on a year-by-year basis for a maximum of two years. The Department of Public Instruction staff feels that our Title I rules are broad enough to interpret this to mean that a teacher, under this scenario, complies with the licensing provisions and can be considered to have met the requirements for a middle school endorsement. Therefore, the State Title I office will grant a Title I credential to teach at the middle school level if the elementary or secondary licensed teacher has a plan of study on file with ESPB and has been granted a provisional middle school endorsement. Any Title I teacher who is interested in teaching at the middle school level should contact ESPB and submit the necessary paperwork, then contact the State Title I office and apply for a credential to teach Title I at the middle school level. Once the State Title I office has received the documentation that ESPB has approved a plan of study and granted a provisional endorsement, we can issue a Title I credential, which will allow teachers up to two years to meet the requirements for a full middle school endorsement.

The ESPB has moved to a new location outside the State Capitol. Therefore, the State Title I office will no longer be able to share transcripts and other documents with ESPB. Before the State Title I office can issue a credential to teach at the middle school level, we must receive an approved copy of SFN 50160 to document that ESPB has approved a plan of study to obtain a middle school endorsement. To obtain a middle school endorsement on your teaching license, you need to complete the "Reeducation for Middle School Endorsement" form (SFN 50160) and submit it, along with a copy of your transcripts, to the ESPB.

Many Title I teachers are either currently pursuing a middle school endorsement or contemplating obtaining a middle school endorsement in order to teach Title I past grade six for elementary licensed teachers and lower than grade seven for a secondary licensed teacher after July 1, 2006. We received clarification from Janet Welk, the executive director of the ESPB, regarding the required twenty clock-hours of field experience needed in order to obtain a middle school endorsement. **Please read the following information carefully if you are or will be working to obtain a middle school endorsement.**

To obtain a middle school endorsement, an application (SFN 50160) must be submitted to the ESPB office. The application must include a twenty clock-hour field experience in grades five through eight **in a school setting operating under the middle school philosophy** or successful teaching in grades five through eight **in a school setting operating under the middle school philosophy**.

Exceptions to this requirement are not permissible, as they are stated in ESPB's administrative rules. **Again, the field experience must be from a school that uses the middle school philosophy.** You can find a list of all the schools in North Dakota that employ the middle school philosophy on the Title I web page at <http://www.dpi.state.nd.us/title1/targeted/require/read/new/index.shtm>. The Title I office will continue to update our webpage with all schools who are now employing the middle school philosophy for the 2005-2006 school year. Please note, Title I teaching experience in grades five through eight at a school that employs the middle school concept **will** count towards the twenty hours of clock time.

If you have questions regarding the middle school endorsement, you can contact Janet Welk by email at jwelk@state.nd.us or by phone (701) 328-9646.

North Dakota Department of Public Instruction

State Title I Office

**List of North Dakota Schools that
Employ the Middle School Philosophy**

Updated April 2006

City	School	Phone	Contact Person
Belcourt	Turtle Mt. Community Middle School	(701) 477-6471	Louis Dauphinais
Beulah	Beulah Middle School	(701) 873-4325	Gail Wold
Bismarck	Horizon Middle School	(701) 221-3555	Rudolph Steidl
Bismarck	Simle Middle School	(701) 221-3570	Russell Riehl
Bismarck	Wachter Middle School	(701) 221-3585	James Potter
Casselton	Central Cass	(701) 347-5352	Larry Geggelman
Devils Lake	Central Middle School	(701) 662-7664	Bob Gibson
Dickinson	A. L. Hagen Jr. High School	(701) 456-0020	Ron Steiner
Fargo	Agassiz Middle School	(701) 446-3205	Brad Larson
Fargo	Ben Franklin Jr. High School	(701) 446-3604	John Nelson
Fargo	Discovery Jr. High School	(701) 446-3300	Marvin Mortenson
Fargo	Oak Grove Lutheran High School	(701) 237-0210	Del Kessler
Grafton	Grafton Central School	(701) 352-1469	Dennis Hammer
Grand Forks	Nathan Twining Middle School	(701) 787-5100	Mike LaMoine
Grand Forks	Schroeder Middle School	(701) 746-2333	Ken Schill
Grand Forks	South Middle School	(701) 746-2345	Nancy Dutot
Grand Forks	Valley Middle School	(701) 746-2360	Kevin Ohnstad
Inkster	Midway Middle School	(701) 869-2432	Nancy Brueckner
Jamestown	Jamestown Middle School	(701) 252-0317	Joe Hegland
Langdon	Langdon Area Middle School	(701) 256-5291	Richard Rogers
Mandaree	Mandaree Middle School	(701) 759-3311	Carolyn Bluestone
Mayville-Portland CG	May-Port CG Middle School	(701) 788-2281	Mike Bradner
Minot	Erik Ramstad Middle School	(701) 857-4465	James Tschetter
Minot	Jim Hill Middle School	(701) 857-4477	Leslie Anderson
Minot	Memorial Middle School	(701) 727-3300	Ken Maher
Minot	Bishop Ryan Middle School	(701) 852-4004	Jerry Voiles
New Town	New Town Middle School	(701) 627-3660	Chad Dahler
Wahpeton	Wahpeton Middle School	(701) 642-6688	Lynn Sabbe
West Fargo	West Fargo Middle School	(701) 356-2090	Robert Kaspar
Williston	Williston Junior High	(701) 572-5618	Marcia Armogost



REEDUCATION FOR MIDDLE SCHOOL ENDORSEMENT
NORTH DAKOTA EDUCATION STANDARDS AND PRACTICES BOA
 SFN 50160 (9-04)



Social Security Number	Name		
Mailing Address	City	State	Zip Code
Home Telephone Number	Work Telephone Number	License Number	

Middle School Endorsement For Grades Five through Eight Rules of Licensure: 67.1-02-03-04

- 1) Endorsement for teaching in middle school is available on a voluntary basis to teachers licensed to teach elementary grades one through eight or to specialty areas licensed to teach grades one through twelve. Elementary teachers licensed to teach grades one through six must complete the middle school endorsement to teach in grades seven and eight. The middle school endorsement is mandatory for teachers licensed for grades seven through twelve to qualify for work with grades five and six in the subject field(s) of their licensure and voluntary for work with students in grades seven and eight.
- 2) Fees: There is \$75 non-refundable review fee per application to add the endorsement to your license. A review of past coursework will be conducted and a program of studies needed for completion will be established. Please include official transcripts for evaluation purposes.
- 3) Timeline: NDCC 15.1-18-02 requires that individuals needing the middle school endorsement must complete it prior to or within two years of assignment to teach grades 5-8.

Program of Study:
 Middle school endorsement requires a minimum of ten semester hours and field experience including all of the following content areas:

	Completed Coursework	Need to Complete	Semester Hours
Development of young adolescents.			
Philosophy and curriculum (foundations) of middle school education			
Teaching reading and other study/learning skills in the content areas			
Methods of strategies of teaching in the middle grades (2 semester hours minimum)			
20 clock hours of field experience in a middle school setting, (documented with a letter from the school principal) or successful teaching experience in a middle school setting			

Signature of Applicant	Date
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<input type="checkbox"/> State Approval for Middle School Plan of Study	<input type="checkbox"/> State Approval for Middle School Endorsement
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ESPB Reviewed by:	Date
Executive Director, ESPB	Date

Submit completed form and fee to:
 Education Standards and Practices Board
 2718 Gateway Avenue, Suite 303
 Bismarck ND 58503-0585
 (701) 328-9641

Parent Notification Requirements

- Overview of
“Parents’ Right to Know” Clause
- Sample: *“Parents’ Right to Know”* Clause
- Sample: Annual Parent Notice of Right to Request Teacher and Paraprofessional Qualifications
- Sample: Teacher and Paraprofessional Qualifications to Parents
 - Sample: Notice of Teacher Status (4+weeks)

Overview of the "Parents' Right to Know" Clause

The *No Child Left Behind* Act incorporates a "Parents' Right to Know" clause stating that:

- At the beginning of each school year, an LEA that receives Title I funds shall notify all parents of all students that they may request information regarding the professional qualifications of the student's classroom teachers. If a school receives such a request, the school must provide parents with this information.
- An LEA must notify parents if students are taught for four consecutive weeks by a teacher who is not "highly qualified" under federal law.

These requirements apply to all children in a school – whether or not they receive Title I services – and all Title I schools, both targeted assistance and schoolwide.

When a parent requests information on professional qualifications, LEAs must, at a minimum, report the following:

- Whether the teacher has met **state qualifying and licensing criteria** for the grade levels and subject areas in which the teacher is teaching;
- Whether the teacher is teaching under **emergency or other provisional status**;
- The baccalaureate **degree major** of the teacher and any **other graduate certification** or degree held by the teacher, including the **field of discipline** of the certification or degree; and
- Whether the child is provided services by **paraprofessionals** and, if so, their qualifications.

Parents must be notified that they have the right to receive this information at the start of each school year.

Additional information and samples are available on the Title I website at:
<http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/handout/parents.pdf>.

educators. Please contact the school if you'd like more information about the paraprofessional who is working with your child.

NAME OF PARAPROFESSIONAL	QUALIFICATIONS

The following teachers are teaching under emergency or provisional status. The state qualification or licensing criteria have been waived for these teachers to give them an opportunity to complete our state's requirements. Please recognize that hiring high quality teachers is a priority at this school. Any teachers on this type of status are there for a temporary basis only. North Dakota requires that a teacher must hold a valid North Dakota teaching license in order to be employed. Provisional and emergency licenses must meet specific criteria set by the Education Standards and Practices Board.

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If you call or visit the school, I would be happy to give you more information about these criteria. Also, a description of the types of North Dakota teaching licenses and procedures can be found at the Education Standards and Practices Board's web site at the following address:
<http://www.state.nd.us/espb/licensur/types.htm>.

If, at any time during the school year, your child is taught by a teacher who is not highly qualified for four or more consecutive weeks, you will receive timely notice from the school.

Again, thank you so much for your inquiry. Please continue to contact me at any time if you have questions.

Sincerely,

~~Sample~~ Parents' Right To Know

All LEAs are required to notify parents of ALL children in ALL Title I schools that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers. This requirement applies to all children in the school—whether or not they receive Title I services—and all Title I schools, both targeted assistance and schoolwide. Following is a sample of how a school can meet this requirement. This information could appear in the school's parent handbook or go out as part of a school newsletter.

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (701) 111-1111. Upon this request, you will receive a detailed explanation of the licensing, education and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school.

When a parent requests information on professional qualifications, LEAs must, at a minimum, report the following*:

- Whether the teacher has met **state qualifying and licensing criteria** for the grade levels and subject areas in which the teacher is teaching;
- Whether the teacher is teaching under **emergency or other provisional status**;
- The baccalaureate **degree major** of the teacher and any **other graduate certification** or degree held by the teacher, including the **field of discipline** of the certification or degree; and
- Whether the child is provided services by **paraprofessionals** and, if so, their qualifications.

The notification must take place at the start of each school year.

At any time during the school year, parents must be notified if a child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks.

The parents' right-to-know provision also requires that each Title I school furnish, to each individual parent, information on the level of achievement of the parent's child in each of the state academic assessments required under the law.

*Source: The New Title I: Balancing Flexibility with Accountability, by Kristen Tosh Cowan and Leigh Manasevit (Washington, DC: Thompson Publishing Group, 2002). For further information, call 1-800-876-0226.

North Dakota Department of Public Instruction

-Sample-

Annual Parent Notice of Right to Request Teacher and Paraprofessional Qualifications

[Date]

Dear _____ School's Parent or Guardian:

Our school receives federal funds for Title I programs that are part of the *No Child Left Behind (NCLB) Act of 2001*. We will provide you with additional information about this law and its impact on the education of students throughout the United States as the year progresses.

Under *NCLB*, you have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If your child also receives services from a Title I paraprofessional, you have the right to request information regarding his or her professional qualifications, as well. If you request this information, our district office will provide you with the following as soon as possible:

- a. Whether or not the teacher has met North Dakota's licensing requirements for the grade level(s) and core academic subject(s) taught by the teacher;
- b. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. The education level and subject area (field of discipline) of the teacher's college degree major and for any graduate degree or certificate; and
- d. If your child is receiving Title I services from paraprofessionals, his or her qualifications.

If you would like to request this information, please contact:

OR

Enclosed please find this information summarized for our school.

Sincerely,

North Dakota Department of Public Instruction

-Sample-

Notice of Teacher Status (4+ Weeks)

School: _____

Date: _____

Dear Parent or Guardian:

Our district's goal is to provide your child the best education possible by employing quality teachers and staff, providing challenging curriculum and materials, monitoring each student's academic achievement, and communicating regularly with parents. Under *No Child Left Behind* (NCLB) teachers must meet certain requirements if teaching for four or more consecutive weeks. They must have North Dakota certification and demonstrate competency in the subject matter for the grade level(s) and subjects they teach. These skills are necessary to help every child attain high academic and behavioral standards.

Our district is working to ensure all students are taught by teachers who meet the *NCLB* requirements, and when necessary, assist employed teachers in obtaining the necessary certification and skills for their positions. This notice is to keep you informed regarding the status of your child's teacher(s).

Currently, one of our teachers, _____, is authorized to teach in North Dakota but has not yet completed the process for complying with *NCLB* requirements and taught your child for four or more consecutive weeks in the following subject(s):

Teacher qualification statutes in this subject area:

_____ This teacher is currently teaching under an emergency or other provisional status.

_____ This teacher is currently involved in training and coursework to attain North Dakota licensing requirements and/or to continue learning curriculum and instruction strategies related to their grade level(s) and subject assignment(s).

It is your right to request further information regarding the qualifications of your child's teacher(s). If you wish to request such information, please contact:

Sincerely,

Title I

Credentials

- Title I Credential Updates
- Credential Renewal Process
- Courses Approved for Scientifically Based Reading Research (SBRR)
- Title I Math and Reading Credential Requirements for the 2005-2006 School Year
- New Proposed Credentials for 2006-2007 School Year
- Title I Credential Website

- ❖ TITLE I CREDENTIAL UPDATES

- ❖ CREDENTIAL RENEWAL PROCESS

- ❖ COURSES APPROVED FOR SCIENTIFICALLY
BASED READING RESEARCH (SBRR)

- ❖ TITLE I MATH & READING CREDENTIAL
REQUIREMENTS FOR 2005-2006

- ❖ NEW PROPOSED CREDENTIALS FOR
2006-2007 SCHOOL YEAR

- ❖ CREDENTIAL WEBSITE

TITLE I CREDENTIAL UPDATES

- ❖ All staff providing additional/supplemental assistance to Title I students must have a Title I credential.
- ❖ In a schoolwide school, any teacher who has been assigned the position of providing extra assistance to struggling students needs a Title I credential.
- ❖ Whether a Title I teacher is teaching reading, math, or both is a local decision. A Title I teacher must have an appropriate Title I credential reflecting the content taught.
- ❖ There are no changes to the Title I credentials for the 2005-2006 school year.
- ❖ A teacher's Title I credential number(s) must be listed on the consolidated application. Your consolidated application can not be approved without the credential number(s).
- ❖ To be eligible to work in a Title I classroom, a Title I credential must be renewed on or before the expiration date. If any staff member is teaching in a Title I classroom, without a valid Title I credential, the school's Title I funds will be in jeopardy. A school could lose their Title I funds for the time period when staff did not have a valid, up-to-date credential.
- ❖ Math and reading credentials **do not renew automatically** when an Educator's Professional License is renewed. A copy of the transcripts and a credential renewal application must be submitted to the Title I office. The application can be found on the Title I website at www.dpi.state.nd.us/forms/sfn53776.pdf
- ❖ The State Title I office staff have been informed that many school administrators are requiring all teachers to submit documentation that they are highly qualified by the end of the 2005-2006 school year, as required by the *No Child Left Behind Act* (NCLB). The Education Standards and Practices Board is providing documentation to regular education teachers. The State Title I office will also provide written documentation, upon request, to evidence whether or not Title I staff are highly qualified.
- ❖ All "credentials" are issued by the Department of Public Instruction. All "endorsements" are issued by the Education Standards and Practices Board office.
- ❖ Contact person for the Title I credentials is:
Sandy Peterson
Program Administrator
Department of Public Instruction
600 E Blvd. Ave., Dept. 201
Bismarck, ND 58504-0440
(701) 328-2170
smpeterson@state.nd.us

CREDENTIAL RENEWAL PROCESS

Renewal Requirements For A Title I Teacher Who Holds A Valid Five-Year North Dakota Educator's Professional License Or A Title I Teacher Who Holds A Life-Teaching Certificate:

A credential is valid only while the credentialed individual holds a valid North Dakota life teacher's certificate or a five-year North Dakota educator's professional license. An applicant for renewal of a five-year or life credential must:

- a. Renew the credential prior to the expiration of the applicant's educator's professional license or every five years if the applicant has a life teacher certificate;
- b. Provide a copy of official transcripts;
- c. Submit a completed credential application form (SFN 53776) including the applicant's name, address, educator's professional license number and expiration date, application date, telephone number, type of credential being renewed, employment information, and signature;
- d. Complete four semester hours of graduate level credit before the expiration date of the applicant's credential.
 - ❖ The credits must be in mathematics if the credential being renewed is for mathematics;
 - ❖ The credits must be in reading if the credential being renewed is for reading and at least one reading course must be based upon scientifically based reading research;
 - ❖ The credits must consist of two each in reading and mathematics if the applicant is renewing both a mathematics and reading credential and at least one reading course must be based upon scientifically based reading research.
 - ❖ The credits must consist of education - related courses if the credential being renewed is a secondary generalist credential title I teacher credential and at least one reading course must be based upon scientifically based reading research.

Renewal Requirements For A Title I Teacher Who Holds A Valid Two-Year Educators Professional License:

A credential is valid only while the credentialed individual holds a valid North Dakota educator's professional license. An applicant for renewal of a two-year credential must:

- a. Renew the credential prior to the expiration of the applicant's educator's professional license.
- b. Provide a copy of official transcripts;
- c. Submit a completed credential application form (SFN 53776) including the applicant's name, address, educator's professional license number and expiration date, application date, telephone number, type of credential being renewed, employment information, and signature;
- d. Complete two semester hours of graduate level credit before the expiration date of the applicant's credential.
 - ❖ The credits/credit must be in mathematics if the credential being renewed is for mathematics;
 - ❖ The credits/credit must be in reading if the credential being renewed is for reading and one of the reading courses must be based upon scientifically based reading research;
 - ❖ The credits must consist of one each in reading and mathematics if the applicant is renewing both a mathematics and a reading credential;
 - ❖ The credits must consist of education related courses if the credential being renewed is a secondary generalist credential and at least one reading course must be based upon scientifically based reading research.

North Dakota Department of Public Instruction

State Title I Office

Updated June 8, 2006

Courses Approved For “Scientifically- Based Reading Research”

1. Training the Trainers for the North Dakota Reading Academies
2. Three R's for the 21st Century Research-Based Strategies for Reading Writing, and Reasoning
3. Methods and Strategies for Teaching Reading K-3
4. Methods and Strategies for Teaching Reading 4-6
5. Linking Literacy
6. Title I Fall Conference
7. DIBELS (Dynamic Indicators of Basic Literacy Skills)
8. North Dakota Reading Association (NDRA)
9. 31st International Reading Association (IRA)
10. Online Directions for SBRR
11. 2004 Reading Summer Institute: Literacy through Reading and Writing
12. No Child left Behind Reading and Technology
13. Kindergarten North Dakota Teacher Reading Academy
14. First Grade North Dakota Teacher Reading Academy
15. Second Grade North Dakota Teacher Reading Academy
16. Third Grade North Dakota Teacher Reading Academy
17. Training Trainers on DIEBELS
18. Institute for Beginning Readers
19. 2005 Title I Regional Workshops
20. 2005 Reading Summer Institute
21. Language and Literacy Development
22. Fall Title I Regional
23. 2005 Title I Summer Institutes
24. SBRR Summer Literacy Institute
25. Teaching Comprehension
26. Literacy Theory and Practice I
27. Guided Reading II
28. Lindamood Bell (LIPS)
29. 2006 Summer Symposium

Title I Math & Reading Credential Requirements for 2005-2006 School Year

- ❖ **All new Title I teachers** for the 2005-2006 school year must meet the revised credential requirements listed below for the 2005-2006 school year in order for the Consolidated Application to be approved.
- ❖ **All current Title I teachers** who hold credentials with the existing credential requirements must meet the revised credential requirements listed below by July 1, 2006.
- ✓ **Reading Credential in an Elementary Setting:** This credential is issued to Title I teachers who have a **major or endorsement in elementary education, a valid North Dakota educator's professional license and the required coursework.** These Title I teachers will work directly or indirectly with those students, in an elementary setting, who have failed to benefit from regular classroom instruction in reading.
- ✓ **Math Credential in an Elementary Setting:** This credential is issued to Title I teachers who have a **major, or endorsement in elementary education, a valid North Dakota educator's professional license and the required coursework.** These Title I teachers will work directly or indirectly with those students, in an elementary setting, who have failed to benefit from regular classroom instruction in math.
- ✓ **Reading Credential 5-8:** This credential is issued to Title I teachers who have a **major in middle school education, or a major in elementary education with an endorsement in middle school or a secondary degree with an endorsement in middle school, a valid North Dakota educator's professional license and the required coursework.** These Title I teachers will work directly or indirectly with those students in grades five through eight in a middle school or junior high setting who have failed to benefit from regular classroom instruction in reading.
- ✓ **Math Credential 5-8:** This credential is issued to Title I teachers who have a **major in middle school education, or a major in elementary education with an endorsement in middle school, or a secondary degree with an endorsement in middle school, a valid North Dakota educator's professional license, and the required coursework.** These Title I teachers will work directly or indirectly with those students in grades five through eight in a middle school or junior high setting who have failed to benefit from regular classroom instruction in math.
- ✓ **Math Credential 7-12:** This credential is issued to Title I teachers who have a **bachelor's degree or endorsement in secondary education, and hold a major or major equivalent in mathematics** and have a **valid North Dakota educator's professional license.** These Title I teachers will work directly or indirectly with those students in grades seven through twelve who have failed to benefit from regular classroom instruction in math.
- ✓ **Secondary Generalist Credential:** This credential is issued to Title I teachers who have a **bachelor's degree or endorsement in secondary education, a valid North Dakota educator's professional license, and hold a college-granted major or major equivalent in English, social studies or science and the required coursework.** These Title I teachers will work directly or indirectly with those students in grades seven through twelve who have failed to benefit from regular classroom instruction in any content subject where reading is a required skill.
- ✓ **Initial Credential:** This credential is issued to Title I teachers who have a **bachelor's degree in elementary, middle or secondary education, or an endorsement in elementary, middle or secondary education, a valid North Dakota educator's professional license, but do not meet the requirements for the reading, math or secondary generalist credentials.** For this credential to be issued to a Title I teacher, the teacher must provide the Title I office with a **written offer of employment as a Title I teacher from a Superintendent or Principal and a written plan of study that will qualify the Title I teacher for a credential within two calendar years after the date the initial credential is issued.** This plan of study must include coursework that, in addition to courses previously taken, will complete the requirements for a Title I credential.
- ✓ **The website for the credentials required coursework is**
www.dpi.state.nd.us/title1/targeted/require/read/index.shtm.

The State Title I office will be revising the Title I rules pertaining to credentialing. Three new credentials for Title I Coordinators will be added. Below is a rough draft of the requirements for each of the three proposed credentials.

TIC 1	TIC 2	TIC 3
Requirements for a Title I Coordinator 1	Requirements for a Title I Coordinator 2	Requirements for a Title I Coordinator 3
<p>This individual coordinates/supervises Title I teachers and Title I programs.</p> <p>To obtain a TIC 1 credential, a coordinator must:</p> <ol style="list-style-type: none"> 1. Hold a valid North Dakota educator’s professional license. 2. Have a major or endorsement in elementary, middle school, or secondary education. 3. Hold a Master’s Degree. 	<p>This individual is a lead Title I teacher who assists in coordinating a Title I program.</p> <p>To obtain a TIC 2 credential, a coordinator must:</p> <ol style="list-style-type: none"> 1. Hold a valid North Dakota educator’s professional license. 2. Have a major or endorsement in elementary, middle school, or secondary education. 3. Hold an elementary, middle school, or secondary Title I credential. 4. Have three years of Title I teaching experience. 	<p>This individual coordinates a Title I schoolwide program.</p> <p>To obtain a TIC 3 credential, a coordinator must:</p> <ol style="list-style-type: none"> 1. Hold a valid North Dakota educator’s professional license. 2. Have a major or endorsement in elementary, middle school, or secondary education.
<p>Renewal Requirements:</p> <ol style="list-style-type: none"> 1. Participate in DPI – Title I sponsored trainings as evidenced by a certificate of attendance at four Title I functions. 2. Complete four semester hours of graduate credit in education-related courses. 	<p>Renewal Requirements:</p> <ol style="list-style-type: none"> 1. Participate in DPI – Title I sponsored trainings as evidenced by a certificate of attendance at four Title I functions. 2. Complete four semester hours of graduate credit in reading or math. 	<p>Renewal Requirements:</p> <ol style="list-style-type: none"> 1. Participate in DPI – Title I sponsored trainings as evidenced by a certificate of attendance at four Title I functions. 2. Complete four semester hours of graduate credit in education-related courses.

Links to Related Documents

- ESPB's Teacher Quality Toolkit
(<http://www.nd.gov/espb/licensure/docs/tool-kit-draft.pdf>)
- ESPB's License Codes/K-12 Curriculum Manual
(<http://www.nd.gov/espb/licensure/docs/License-Code-Manual-2005.pdf>)
- Highly Qualified Special Education Teachers
(<http://www.dpi.state.nd.us/speced/teacher/qualified.shtm>)
- North Dakota Consolidated State Application, September 1, 2003
(<http://www.dpi.state.nd.us/grants/090103.pdf>)
- Improving Teacher Quality State Grants Guidance by USDE
(<http://www.ed.gov/programs/teacherqual/guidance.doc>)