

# North Dakota Department of Public Instruction

## TITLE I SCHOOLWIDE FAST FACT SERIES

### Issue: Do I need a reading credential if my school is Title I Schoolwide?

The answer to this question is “it depends.”

#### ***Yes, You Need a Title I Credential if...***

If, as a schoolwide school, your school has designed a comprehensive plan for improvement that includes providing extra assistance to students who are struggling academically, then any teacher who has been assigned the position of providing that extra assistance will need a reading and/or a math credential.

If your schoolwide plan includes...

- Pulling students out of the classroom who need extra help,
- Providing tutoring to teacher-identified struggling students during the regular school day, or
- Hiring teachers whose only duty at any time during the day is to provide extra academic assistance to struggling students
- A person who coordinates the entire reading program at the school, which includes coordinating teacher planning for low-achieving students.

...than any teacher who is filling one of the above roles needs to have a credential.

If your schoolwide plan includes such teachers, these teachers should attend the Title I Fall Conference and regional meetings.

#### ***No, You Don't Need a Title I Credential if...***

Schoolwide programs that do not have a position in which specific teachers are assigned a duty of helping only low achieving or academically struggling students do not need to have Title I credentialed teachers.

If, for example, your school uses its Title I dollars to reduce class sizes and the teachers paid with Title I funds are regular classroom teachers, then those staff do not, simply because they are paid with Title I funds, need to hold Title I credentials.

Schoolwide programs are encouraged to design programs that better meet the needs of their schools and their students. Therefore, traditional Title I roles may be eliminated and staff may be hired specifically to provide other types of services including coordinating parent involvement events, managing school improvement and professional development efforts, becoming a special type of classroom teacher like a technology teacher or enrichment teacher, or other roles that the school believes may improve the academic achievement of all students at the school. These staff, regardless of whether or not they are paid with Title I funds, would not need to have a Title I math or reading credential.

Remember, although a schoolwide program may eliminate the traditional role of a Title I teacher, the point of schoolwide programming is still to meet the needs of educationally disadvantaged students. The idea is that it may be possible to meet the needs of these students through what might be considered non-traditional or innovative programming. Some schoolwide schools have met the needs of all students by reducing class size, hiring professional teaching coaches to improve all teachers' instructional methods, or hiring a parent involvement coordinator who increases parent involvement. Successful schoolwide programming requires looking at the needs of your students at your school and devising a program that best meets their needs, with or without traditional, pull out, supplemental instruction.

**The main factor in determining whether or not a teacher needs a Title I credential is not whether he/she works in a targeted assistance program or not. The main factor, instead, is the position he/she fills at the school. If a teacher is providing academic assistance primarily to struggling or academically challenged students, then he or she, regardless of whether or not the school is schoolwide or targeted assistance, does need a Title I credential.**

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

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