

2007-2008 SURVEY RESULTS OF THE HIGHLY QUALIFIED TEACHER INITIATIVE

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2008 Highly Qualified Progress Report

- ◆ **98.7% of NJ teachers are highly qualified in the subjects they teach. The state has made significant progress toward ensuring that all teachers are highly qualified in the content they teach.**
- ◆ **The gap between the number of classes taught by highly qualified teachers (HQT) in high poverty and low poverty schools has narrowed from 10% in 2004-2005 to 7 % in 2005-2006 to 1.6% in 2006-2007. The gap increased in 2007-2008 to 2.7%.**
- ◆ **Classes with the lowest percentage of HQT are special education, mathematics, and English as a Second Language (ESL).**

No Child Left Behind Act-2001

- ◆ **Places major emphasis on teacher quality as a factor in improving student achievement**
- ◆ **Emphasizes academic content in teacher preparation, induction, and professional development**
- ◆ **Requires states to develop plans with annual measurable objectives to ensure that 100% of teachers are highly qualified**
- ◆ **Requires states to conduct annual survey of HQT status (2008 is fifth NJ survey)**

The Highly Qualified Teacher

To satisfy the federal definition of Highly Qualified, teachers must:

- **Have a Bachelor's degree;**
- **Have valid state certification for which no requirements have been waived (*i.e.*, no emergency certificates); and**
- **Demonstrate content expertise in the core academic subject(s) they teach through federal criteria specified in NCLB**

Note: HOUSE Matrix use ended for general education teachers on June 30, 2007

Note: HOUSE Matrix may only be used for special education teachers and foreign teachers on short-term assignments

NJDOE Implementation of HQT Requirements: 2002 - 2008

- ◆ **Provided technical assistance and training on highly qualified teacher requirements and surveyed districts and schools regarding HQT status;**
- ◆ **Aligned licensure code with HQT requirements;**
- ◆ **Supported sustained content-focused professional development as required by NCLB;**

NJDOE Implementation of HQT Requirements: 2002 - 2008

- ◆ **Collected comprehensive data on numbers of highly qualified teachers and classes in districts;**
- ◆ **Included HQT benchmarks for districts to reach in Title II application;**
- ◆ **Included HQT status in NJQSAC monitoring process;**

NJDOE Implementation of HQT Requirements: 2002 - 2008

- ◆ **Included HQT documentation in State NCLB monitoring process; and**
- ◆ **Implemented District HQT Plan describing districts' strategies to support recruitment and retention of highly qualified teachers.**

2007-2008 HQT STATE SURVEY RESULTS

**Compiled from
Fall 2007 Certificated Staff Report**

August 2008

The Highly Qualified Gap: A Preliminary Look

	Classes taught by highly qualified teachers (percent) 2005	Classes taught by highly qualified teachers (percent) 2006	Classes taught by highly qualified teachers (percent) 2007
All Classes	95.9	98.8	98.7
High Poverty	90.7	97.4	96.8
Low Poverty	97.7	99.0	99.5
Gap	7	1.6	2.7

2007-2008 Federal Report

% Classes Taught By Highly Qualified Teachers

Data collected in Fall 2007

Table 1

	Classes taught by highly qualified teachers (percent)	High-Poverty (percent)	Low-Poverty (percent)
All Classes	98.7	96.8	99.5
Elementary (K-8)	98.7	96.8	99.4
Secondary (9-12)	98.9	96.8	99.8

2006-2007 Federal Report

% Classes Taught By Highly Qualified Teachers

Data collected in Fall 2006

Table 2

	Classes taught by highly qualified teachers (percent)	High-Poverty (percent)	Low-Poverty (percent)
All Classrooms	98.8	97.4	99.0
Elementary (K-8)	98.8	97.7	98.9
Secondary (9-12)	98.7	96.6	99.3

2007-2008 Highly Qualified Teacher Survey
% Teachers Highly Qualified for
All Subjects Taught

Table 3

Type of School	Highly Qualified Teachers
■ Elementary Schools	■ 98.8%
■ Middle Schools	■ 98.3%
■ High Schools	■ 98.9%

2007-2008 Highly Qualified Teacher Survey

% Teachers Highly Qualified for All Subjects Taught

Table 4

	Elementary Schools		Middle Schools		High Schools	
	Number of Teachers	% HQ	Number of Teachers	% HQ	Number of Teachers	% HQ
All Schools	47,121	98.8	16,547	98.3	27,108	98.9
High Poverty Schools	13,954	97.2	2,843	93.2	5,107	96.9
Low Poverty Schools	10,714	99.4	4,325	99.5	7,828	99.7

2007-2008 Highly Qualified Teacher Survey

% Classes Taught by HQT - Elementary School

Table 5

Classes	General Education	Basic Skills Eng.	Basic Skills Math	Arts	World Lang.	Spec. Ed. (Self-cont.)	Spec. Ed. (Res. repl.)	ESL	All Classes
All Schools	98.9	99.7	97.7	98.9	98.8	97.9	98.3	97.4	98.7
High Poverty Schools	97.7	99.9	100	98.1	98.3	95.4	93.4	97.2	97.6
Low Poverty Schools	99.5	99.6	89.1	99.1	99.2	98.4	99.0	100	99.2

2007-2008 Highly Qualified Teacher Survey

% Classes Taught by HQT - Middle School

Table 6

Classes	Lang. Arts	Soc. St.	Sci.	Math	Arts	W. Lang.	Spec. Ed.* (Self-cont.)	Spec. Ed. (Res. repl.)	ESL	Eng. Basic Skills	Math Basic Skills	All
All Schools	99.0	99.0	99.0	98.7	99.0	99.0	96.0	97.5	97.5	99.3	99.3	98.5
High Poverty	95.1	94.6	93.7	94.1	95.3	95.2	86.3	87.0	95.4	95.8	100	93.5
Low Poverty	99.7	99.9	99.8	99.9	99.7	99.8	99.3	99.2	100	100	97.1	99.7

2007-2008 Highly Qualified Teacher Survey

% Classes Taught by HQT – High School

Table 7

Classes	Lang. Arts	Soc. St.	Sci.	Math	Arts	W. Lang.	Spec. Ed.* (Self-cont.)	Spec. Ed. (Res. repl.)	ESL	Eng. Basic Skills	Math Basic Skills	All
All Schools	99.5	99.6	99.5	99.6	99.4	99.4	94.7	95.7	98.9	98.5	97.8	98.9
High Poverty	97.9	99.0	99.0	99.2	96.9	98.1	90.5	84.0	98.2	100	99.2	96.8
Low Poverty	100	99.8	99.8	99.9	99.9	99.7	99.4	98.5	100	100	100	99.8

2007-2008 Highly Qualified Teacher Survey Teacher Demonstration of Content Expertise

Demonstration of Content Expertise	Number of Teachers	Percentage of Teachers
Not Demonstrated/Not yet HQ	1141	1.3
Praxis/NTE	50,845	56.0
HOUSE Matrix	20,005	22.0
30 Credits Content	6,019	6.6
Graduate/Undergraduate Content Degree	12,706	14.0
National Board Certified	60	0.1
Total	90,776	100

Federal Requirements for HQT State Plan

- Provides an in-depth analysis of classes *not* taught by highly qualified teachers disaggregated by high and low poverty;
- Specifies state support for the development of district HQT plan, which identifies strategies to support teachers in meeting HQT requirements and assuring the equitable distribution of highly qualified teachers within the district;
- Describes the technical assistance for districts on completion of their district HQT plans;

The Federal HQT Requirements for States

- **Implement the USDE approved state HQT plan to assist districts in reaching the 100% goal of highly qualified teachers;**
- **Phase-out the use of HOUSE Matrix with federal exceptions for novice special education teachers using IDEA flexibility, international teachers, and rural teachers; and**
- **Implement an equity plan that ensures poor and minority students are not taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students.**

New Jersey Equity Plan: Key Strategies

- **Create additional data systems to track changes in the distribution of highly qualified teachers;**
- **Assure all new teachers are highly qualified by aligning licensure requirements with federal HQT requirements;**
- **Conduct out-of-field teaching audits in all districts through county offices;**

New Jersey Equity Plan: Key Strategies

Recruitment Strategies:

- **Create urban education programs at colleges of education to provide novice teachers with the specific knowledge and skills they will need to teach a racially, ethnically, economically and linguistically diverse student population;**
- **Conduct summer urban academies to introduce interested high school students to the rewards of teaching in high needs districts;**
- **Improve online recruitment services and tools for high needs districts to improve recruitment outreach;**

New Jersey Equity Plan: Key Strategies

Retention Strategies:

- **Increase the emphasis on the training of mentors for new teachers to assure mentors have the knowledge and skills needed to be effective;**
- **Provide district- and school-based professional development allowing teachers to work in collaborative teams and collectively improve practice; and**
- **Collect and analyze data on working conditions in schools to inform teacher quality policy.**

NJDOE Next Steps

- **Continue implementation of the NJDOE Equity Plan which focuses on supports for high poverty districts;**
- **Monitor district HQT plans to ensure that strategies to achieve 100% highly qualified teachers are in place;**

NJDOE Next Steps

- **Provide direct technical assistance on HQT requirements to individual districts to ensure they are meeting the district HQT requirements;**
- **Continue to assist districts with strategies for providing professional learning opportunities to all educators that ensure teachers are not only highly qualified, but also highly effective; and**
- **Conduct enhanced 2008-09 HQT survey: specifies how teachers not yet HQ will achieve HQ status in current assignment.**

2007-2008 HQT State Survey Results

Questions and Answers